CENTRAL YESHIVA
TOMCHEI TMIMIM LuBAVITZ

CATALOG
2026-2027

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Title IX

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

Title IX Coordinator:

Name: Rabbi Sholom Brod

Address: 885 Eastern Parkway Brooklyn NY 11213

Email Address: cyttl770@cyttl.edu
Phone Number: (718)774-3430

INTRODUCTION TO CENTRAL YESHIVA TOMCHEI TMIMIM LUBAVITZ

Historical Overview

Central Yeshiva Tomchei Tmimim Lubavitz is the crown jewel of the world-wide Lubavitcher Yeshiva movement. As successor to the original Yeshiva in Lubavitch (Russia), Central Yeshiva Tomchei Tmimim Lubavitz continues in its historic role of serving the Jewish public.

In ever increasing numbers, Central Yeshiva Tomchei Tmimim Lubavitz graduates serve Jewish communities in hundreds of locations throughout the world. Many are in remote places where there was previously little or no Torah observance, such as Hong Kong, Peru, Columbia, Chile, Hawaii, Alabama, Indiana, Iowa, Montana and Oklahoma.

The Yeshiva was originally established by the fifth Rebbe of Chabad-Lubavitch, the Rebbe RaShaB (Rabbi Sholom Dov-Ber Schneerson, 1860-1920), of blessed memory, to be a unique Yeshiva. The Yeshiva's main innovation was the inclusion of in-depth study of Chassidic philosophy in the educational program. This study supplemented standard Yeshiva studies that included the study of Talmud and its commentaries and the Halachic literature which is derived from it.

The first Tomchei Tmimim Yeshiva was an elite Yeshiva to which only talented students were admitted. This admission policy was in effect until after the 1917 Bolshevik Revolution.

During the post-revolution period, the highly selective admissions policy was modified somewhat to accept any sincere student ready to study Torah. Branches of the Yeshiva were established in cities throughout Russia. At the same time, additional branches were established in Poland, Lithuania, and Latvia.

When the Rebbe RaShaB founded the original Yeshiva, he entrusted its direction to his only son and later, successor, Rabbi Yosef Yitzchok Schneerson (1880-1950).

Upon fleeing Nazi-occupied Poland to the United States in 1940, Rabbi Yosef Yitzchok Schneerson viewed his miraculous escape as a Divine mandate to undertake a special mission for his land of refuge. Sensing the impending collapse of Eastern Europe as the preeminent center of Torah study, the Rebbe declared his intention to establish North America as a new Torah center. The Rebbe informed the thousands who assembled to greet him at the dock that he was founding a Yeshiva, the present Central Yeshiva Tomchei Tmimim Lubavitz.

Since then, Central Yeshiva Tomchei Tmimim Lubavitz has served as the central Yeshiva of the world-wide Lubavitcher movement. When refugee Lubavitcher students from Poland reached the United States after spending the war years in Shanghai, China, they continued their studies at Central Yeshiva Tomchei Tmimim Lubavitz. Many senior students of the Russian Yeshivos who managed to reach Western Europe and Israel in the late 1940's and early 1950's later immigrated to the United States and attended Central Yeshiva Tomchei Tmimim Lubavitz as well. In the years following, this gravitation of senior students of other Lubavitcher Yeshivos towards Central Yeshiva Tomchei Tmimim Lubavitz intensified.

GOALS OF THE YESHIVA

The primary goal of all Yeshivos of higher learning is to mold their students into conscientious Torah-observant Jews and Torah scholars who will continue their Torah studies throughout their entire lives.

In line with Chabad philosophy, Central Yeshiva Tomchei Tmimim Lubavitz also aims to concern itself with serving the spiritual needs of world Jewry and supplying even the remotest communities with their need for religious functionaries and communal workers.

Integral to these general goals is that all graduates be well acquainted with the unique Chabad perspective on all aspects of life. A major gauge of success is whether graduates of Central Yeshiva Tomchei Tmimim Lubavitz adopt this perspective in their lives to the extent that they dedicate their lives and careers to pursue its objective.

As Chabad yeshivos have proliferated, Central Yeshiva Tomchei Tmimim Lubavitz has come to view its role in the educational process as the final preparation of students for graduate school and for eventually stepping into the world as community workers for the Jewish public.

STATE AUTHORIZATION AND ACCREDITATION

NY State Disclaimer

Central Yeshiva Tomchei Tmimim Lubavitz does not offer college credits or degrees that require authorization by the New York State Board of Regents. Under New York State Law a non-profit corporation formed for religious and educational purposes does not require New York State Education Department or New York State Board of Regents authorization to perform its postsecondary education functions in New York State. Central Yeshiva Tomchei Tmimim Lubavitz falls into this category.

Accreditation

Central Yeshiva Tomchei Tmimim Lubavitz is accredited by the Association of Institutions of Jewish Studies (AIJS) and approved to offer a Classical Talmudic Studies Degree, Advanced Classical Torah Studies Degree, as well as a First Rabbinic Degree. Accreditation indicates that the institution has achieved recognition by AIJS, by demonstrating compliance with AIJS accreditation standards. AIJS is recognized by the United States Department of Education as an accrediting agency and is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701. Their telephone number is 732-363-7330.

Copies of the New York State Exemption Letter and Letter of Accreditation can be viewed in the office during regular business hours.

BOARD OF DIRECTORS

Rabbi Moshe Bogomilsky
Mr. Shaya Boymelgreen
Rabbi Moshe Gluckowsky
Rabbi Zalman Labkowsky
Rabbi Shloime Zarchi

ADMINISTRATIVE OFFICERS

Rabbi Shloime Zarchi	President
Mr. Yosef Friedman	Comptroller
Rabbi Moshe Gluckowsky	Executive Director/ Chief Financial Officer
Rabbi Menachem Junik	Administrator - Senior Division
Rabbi Dov Baron	Administrator – Junior Division
Rabbi Chaim Levilev	Administrator
Rabbi Sholom Ber Spielman	Financial Aid Administrator
Rabbi Sholom Ber Brod	Registrar
Mrs. Sterna Tenenbaum	Deputy Registrar

FACULTY

Central Yeshiva Tomchei Tmimim Lubavitz students will find a carefully chosen and highly qualified faculty to serve their academic needs. While faculty members are selected primarily on the basis of their knowledge of the subject and their aptitude for teaching, a close secondary consideration is their ability to serve as role models of the Chassidic way of

life. Thus, all members of our faculty are scholars of the first rank who have spent many years studying at Chabad affiliated institutions, and are well established in the Lubavitch Chassidic community. Many are relatively young men with a deep understanding of the American student and the ability to relate to them.

Counseling and student guidance are important functions of all faculty members, second in importance only to their function as teachers and scholars.

Rabbi S. Zalman Labkowski	Rosh HaYeshiva/Dean of Faculty
Rabbi Zushe Winner	Rosh HaYeshiva
Rabbi Shloime Zarchi	Dean of Students
Rabbi Shlomo Sternberg	Dean of Students – 885 Division
Rabbi Levi Tzukernik	Dean of Students – 885 Division
Rabbi Shmuel Avtzon	
Rabbi Binyomin Baras	
Rabbi Yosef Yitzchok Barber	
Rabbi Meir Bernstein	
Rabbi Gedaliah Bluming	
Rabbi Levi Cohen	
Rabbi Simon Dekhter	
Rabbi Yekutiel Feldman	
Rabbi Yehuda Fenton	
Rabbi Yechimelech Freedman	
Rabbi Yosef Geisinsky	
Rabbi Yaakov Goldberg	
Rabbi Michoel Golomb	
Rabbi Yaacov Gurwitz	
Rabbi Meir Shlomo Kaplan	
Rabbi Shmuel Kesselman	
Rabbi Levi Klyne	
Rabbi Yaakov Klyne	
Rabbi Shmuel Korf	
Rabbi Yisroel Labkowski	
Rabbi Avrohom Losh	
Rabbi Menachem M. Morozow	
Rabbi Abraham Osdoba	
Rabbi Yosef Paltiel	
Rabbi Avram Pevzner	
Rabbi Chaim Polter	
Rabbi Mordechai Sternberg	

Rabbi Yaakov Weiss
Rabbi Yitzchok Wolf
Rabbi Mordechai Zirkind

NOTICE OF NON-DISCRIMINATION

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

Rabbi Sholom Brod has been designated as the point of contact for all non-discrimination inquiries. He can be contacted at 885 Eastern Parkway Brooklyn, NY 11213 or 718-774-6397.

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

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

Although Central Yeshiva Tomchei Tmimim Lubavitz's campus is not fully accessible, the institution will make special arrangements, within reason, to accommodate qualified individuals with disabilities.

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

PLACEMENT DISCLAIMER

Central Yeshiva Tomchei Tmimim Lubavitz is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

ACADEMIC CALENDAR

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

COST OF ATTENDANCE

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

CAMPUS AND FACILITIES

Central Yeshiva Tomchei Tmimim Lubavitz is located in the Crown Heights section of Brooklyn, New York.

The main educational facility is located at 885 Eastern Parkway, with additional classes being offered at 770 Eastern Parkway. There are also a few classes offered at 303 Kingston Avenue.

Dormitory facilities are located at the following locations:
1414-1418 President Street (Crown Heights)
900 Eastern Parkway (Crown Heights)

LIBRARY

The library facilities of Central Yeshiva Tomchei Tmimim Lubavitz are a major educational resource. The main reference library at 770 Eastern Parkway contains over 10,000 volumes. It is open and available to students during official hours of study. An additional library is housed at 885 Eastern Parkway. Each study hall has open shelves of reference works for constant use, with each collection containing several thousand volumes.

The magnificent Levi Yitzchok Library of the Lubavitch Youth Organization containing twenty thousand volumes on all Torah subjects, audio library and collection of rare books and manuscripts is available for student use. Also accessible to students is the Sifrei Agudas Chabad Library which is located at 770 Eastern Parkway. Students requiring rare research texts not included in the Levi Yitzchok Library or the Sifrei Agudas Chabad Library can use the million volume collection at the Central Library of the Brooklyn Public Library, located not far from Central Yeshiva Tomchei Tmimim Lubavitz.

TEXTBOOK INFORMATION

Central Yeshiva Tomchei Tmimim Lubavitz 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 in the area.

Many students prefer to have their own Gemara, Kovetz Miforshim, Sifrei Chassidus, and Shulchan Aruch. The cost of each text is between $35 and $55, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below is the contact information for three local Judaica stores:

Merkaz Stam	Kehot Publishing Society	Judaica World
309 Kingston Avenue	291 Kingston Avenue	329 Kingston Avenue
Brooklyn, NY 11213	Brooklyn, NY 11213	Brooklyn, NY 11213
(718) 773-1120	(718) 778-0226	(718) 604-1020

STUDENT LIFE

Student Body

Central Yeshiva Tomchei Tmimim Lubavitz's student body has grown in recent years. Most of CYTTL students are US citizens, although not all were born here; some are children of American citizens who have settled in other lands as shluchim to work with local Jewish communities. A majority of the foreign students are Israeli citizens, but many are from Europe, South America, Australia, South Africa, etc.

Presentations

Many students alternately present weekly presentations on Torah subjects of their choice, fruits of their research, drawing from various Torah sources – Talmud, Halacha, Chassidus etc. – a list of which is often publicized in advance.

At the 770 campus, students organize chaburos on two evenings a week, after the evening study schedule, delving into subjects of Moshiach and Geula as they appear in Torah sources. Students take turns researching various themes and then lead a chabura to explain them. Many students attend these chaburos, which feature lively discussions with audience participation.

Students at the Chovevei Torah campus are also encouraged to prepare and give their own Torah presentations in the presence of their peers. Besides the challenge of researching a Torah topic of their own, delving into the sources and discovering what has already been written on the subject elsewhere, this gives students a wonderful opportunity to gain confidence in speaking publicly, particularly as it is much easier when these first efforts are before their peers with whom they are more familiar.

Dining and Accommodation

Central Yeshiva Tomchei Tmimim Lubavitz has two dining rooms, one located at 885 Eastern Parkway for students who study at that site and the other at 1414-1418 President Street for students who study at the 770 Eastern Parkway location.

Youth Groups and Torah Study for the Local Community

Some Central Yeshiva Tomchei Tmimim Lubavitz students run weekly youth groups for local children – melaveh malka gatherings on Saturday evenings in the winter and Mesibos Shabbos groups on Shabbos afternoons in the summer. They organize these in cooperation with the local Chabad elementary schools, which distribute flyers every week urging their students to attend.

On Thursday evenings, Central Yeshiva Tomchei Tmimim Lubavitz students at the Chovevei Torah campus spend time studying with students of the United Lubavitcher Yeshiva's mesivta-high school. Each CYTTL student "adopts" a mesivta student, studying inspiring subjects of Chassidus or the Rebbe's sichos on the mesivta student's level.

Public Speaking

Central Yeshiva Tomchei Tmimim Lubavitz students visit shuls on Shabbos afternoons (between Mincha and Maariv) to address the congregants with inspiring Torah insights. Since the massive movement of Jews to other, more distant neighborhoods than Crown Heights several decades ago, numbers of CYTTL students walk regularly to those neighborhoods – in Flatbush, Manhattan's East Side, and even Brighton and Queens – particularly on the long Shabbos afternoons in the summer when there is more time, to bring them words of Torah and Chassidus. This gives our students excellent practice in public speaking and is therefore very helpful for when they later become shluchim.

Mivtzo'im – Mitzva Campaigns

Central Yeshiva Tomchei Tmimim Lubavitz students are involved in mitzvah outreach campaigns in hundreds of locations all over the New York area. On their visits, the students give out explanatory literature, flyers or brochures with new inspiring Torah insights every week, in different languages. Central Yeshiva Tomchei Tmimim Lubavitz's ATAH student

union has a "Mivtzo'im Resource Center," which, every Thursday, picks up the various materials from the different offices in Crown Heights that publish them. Students now order packages of the materials they need, and ATAH has them ready, at cost price, by midday Friday, in the basement of 770. While there, students can inspect many other materials available, for immediate or future use.

Before holidays, the Mivtzo'im Resource Center arranges special orders for holiday materials. Thus, before Chanuka students order menoros, boxes of candles, dreidels and doughnuts for their clients; before Purim they order small packages of mishloach manos (including two coins for charity) to encourage fulfilling the Purim observances; before Pesach, they order large quantities of shmura matza for the seder. The center obtains these materials at cost price, which is what it charges students.

Several times a year, such as for Chanuka and Purim, students also arrange special gatherings for all the Jews they regularly visit in specific parts of Manhattan, Brooklyn, etc. Special events such as Megilla readings for Purim are coordinated for workers at several offices in a building or for several businesses on a block. At least once a year, usually before Pesach, all these Jews are invited to attend a special large gathering – of several thousand guests – in Crown Heights.

As a result of these visits and gatherings, students develop close relationships with thousands of Jews, influencing them to introduce and improve Jewish observance in their personal lives and families, and to give their children a Jewish education, particularly at Jewish day schools.

Hospitals, Prisons, Chabad Houses

Some students regularly visit correctional facilities throughout the northeast to provide religious services to Jewish prisoners. They read them the Megilla on Purim, hold model seders and bring them matzos before Pesach, spend the High Holidays there to blow the shofar and hold services, and visit with the lulav and esrog on Sukkos. They also bring them Jewish literature, which they deeply appreciate, and often keep in touch with them regularly by phone, even giving some inmates Torah lessons weekly or more often. Others provide similar services at hospitals in Brooklyn, Queens and Manhattan, often walking long distances, such as early on Rosh Hashana morning, for example, to blow the shofar for Jewish patients.

In addition, Central Yeshiva Tomchei Tmimim Lubavitz students may be invited to spend occasional weekends or Jewish holidays at Chabad Houses around the country, helping to

organize and run Shabbaton or holiday programs. A few students are involved in helping to kosher kitchens for the kashrus campaign.

Health Services

Students needing to see a doctor are referred to physicians in the Crown Heights community. Most students are covered by their parents' medical insurance. In cases where they have no other medical coverage, Medicaid or CHIP coverage can often be arranged. Otherwise, CYTTL works out special arrangements with a medical practitioner. Hatzolah medical corps of Crown Heights has about 50 trained paramedics who live and work in the community and are available around the clock in case of emergency, donating their services without charge. They have three ambulances on constant call, two of them usually parked outside 770. If a student needs hospital treatment, Hatzolah paramedics or local doctors bring or refer him to the hospital most suitable for his situation. In serious cases when students have no medical coverage, the Ahavas Chesed organization based in Crown Heights can often arrange heavily discounted rates and raises funds on behalf of needy patients.

Tutoring

Tutoring and academic support are provided either at the request of the student or when faculty or staff identify a need for additional assistance. Depending on the circumstances, the institution may arrange cost-free tutoring on campus, or, where appropriate, students and their families may make independent tutoring arrangements.

Counseling

At CYTTL, students are navigating an important stage of life. Alongside their studies, they are considering career paths, marriage, and family, while shaping their personal identity. During these years, they often look to the faculty for guidance. Experienced *mashpi'im* and *mechanchim* are available to provide counsel, advice, and direction.

The Yeshiva also employs two full-time therapists who work with the mashpiim to identify and address any challenges the students may be facing. This collaborative approach supports bochurim who may be facing challenges in developing and maintaining healthy relationships, which they can carry into marriage and adult life. The focus on mental health and personal growth also encourages stronger, more positive connections with parents and peers.

Faculty members provide general counseling as a first line of support. When a student requires more specialized assistance, the Yeshiva connects them with professionals who have expertise in the specific area of need.

ADMISSION POLICIES AND PROCEDURES

Generally, students applying to Central Yeshiva Tomchei Tmimim Lubavitz must meet one of the following requirements:

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

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

Central Yeshiva Tomchei Tmimim Lubavitz does not utilize an Ability to Benefit test for admitting students.

Applicants must also demonstrate the interest, ability and dedication necessary to pursue the rigorous program at Central Yeshiva Tomchei Tmimim Lubavitz. Moreover, an advanced level of moral and ethical development, as well as the commitment to pursue the aims of the Yeshiva will be evaluated at the interview.

Applicants who would like to apply to Central Yeshiva Tomchei Tmimim Lubavitz may call or write to the administrative offices to arrange for a personal interview to (718)774-3430 or

770 Eastern Parkway, Brooklyn, NY 11213. Letters of recommendation from teachers or principals should be presented to the admissions office.

The applicant will be notified of his acceptance soon after his admission interview, whereupon if accepted, he will be required to complete an admission form.

Admission to Central Yeshiva Tomchei Tmimim Lubavitz is open to male members of the Jewish faith without regard to color, race, national origin or physical handicap.

OTHER EDUCATIONAL OPPORTUNITIES

Central Yeshiva Tomchei Tmimim Lubavitz has an approved study abroad program for students who wish to benefit from educational opportunities offered at affiliate institutions abroad. Courses offered are similar in content and style to those offered at Central Yeshiva Tomchei Tmimim Lubavitz. Students who wish to avail themselves of this opportunity should contact the administrative office for further information.

Enrollment in a program of study abroad approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the FSA programs.

CYTTL offers its students a number of educational opportunities at select institutions abroad and in the US. Courses offered are similar in content and style to those offered at CYTTL. This gives CYTTL students the opportunity to broaden their horizons by studying and mingling with students of other cultures in the natural surroundings of those students. These arrangements are approved by CYTTL's accrediting agency, AIJS.

For more information on these opportunities, please click here.

TRANSFER CREDITS

Students who transfer from other institutions may submit academic transcripts for evaluation. In general, studies which are not equivalent to those at Central Yeshiva Tomchei Tmimim Lubavitz cannot be considered for credit (for example, liberal arts).

Although credit is frequently granted for previous Talmudic study, or for other courses comparable to those at those at Central Yeshiva Tomchei Tmimim Lubavitz, each case must be evaluated individually to ascertain whether the level and type of study is analogous to that required to complete the curriculum at the Central Yeshiva Tomchei Tmimim Lubavitz.

Since the Central Yeshiva Tomchei Tmimim Lubavitz programs are highly intensive, it is possible that courses at other institutions may not be accepted for credit.

Credit by examination may be granted to students based on the examination that the Rosh HaYeshiva administers to each incoming student. Students will be placed at the appropriate academic level and granted the credits by examination that will place them on par with the class.

Central Yeshiva Tomchei Tmimim Lubavitz will grant a maximum of 90 transfer credits towards the undergraduate degrees, for transfer coursework submitted.

Advanced Classical Torah Studies Degree Program

To earn an Advanced Classical Torah Studies Degree at Central Yeshiva Tomchei Tmimim Lubavitz, students must earn 120 credits toward the degree, with a minimum of 30 credits earned in the Advanced Classical Torah Studies Degree program in the advanced level. Students who wish to change programs must fulfill this requirement as well.

First Rabbinic Degree Program

To earn a First Rabbinic Degree at Central Yeshiva Tomchei Tmimim Lubavitz, students must earn 150 credits toward the degree, with a minimum of 60 credits earned in the First Rabbinic Degree program in the advanced and senior levels. Students who wish to change programs must fulfill this requirement as well.

Central Yeshiva Tomchei Tmimim Lubavitz 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 Central Yeshiva Tomchei Tmimim Lubavitz 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.

FINANCIAL AID

Central Yeshiva Tomchei Tmimim Lubavitz utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The

institution offers federal and state financial aid programs to its students–and Higher Education Solutions (HES) assists with their administration.

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

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

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

TITLE IV FEDERAL FINANCIAL AID

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

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

completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or

- enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

APPLYING FOR TITLE IV AID

To apply for Title IV aid, students should complete the FAFSA online at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, a paper FAFSA may be obtained online from https://studentaid.gov/sites/default/files/2026-27-fafsa-form.pdf or the financial aid office, completed, and then submitted by mail to the designated address.

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

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

TITLE IV AID NEED

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

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

A student's dependency status- whether they are considered dependent or independent of their parents-is determined by their responses to specific questions and other information provided on the FAFSA. This status is used in calculating financial need. Students are encouraged to review the FAFSA instructions thoroughly and consult financial aid staff for guidance as needed.

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

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

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

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

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

Updated FAFSA Information

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

Professional Judgment

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

Professional Judgment for Special Circumstances

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

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

Professional Judgment During a Disaster, Emergency, or Economic Downturn

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

Professional Judgment for Unusual Circumstances

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

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

The institution will review all requests for a determination of independence as soon as practicable, but no later than 60 days after the student enrolls. If the request is made later in the term, the institution will review it as quickly as possible, but no later than 60 days after

the student submits the request and required documentation. The FAA will then make a final determination regarding the student's independent status.

A student who has obtained an adjustment for unusual circumstances and a final determination of independence will be presumed to be independent for each subsequent award year at the same institution, unless the student informs the institution that their circumstances have changed or the institution has conflicting information about the student's independence.

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

Unaccompanied Homeless Youth

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

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

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

A student who is determined to be independent due to their unaccompanied homeless youth status, will be presumed to be independent by the institution for each subsequent award year at the same institution, unless the student informs the school that their circumstances have changed, or the school has conflicting information.

TITLE IV APPLICATION DEADLINE

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

TITLE IV AID PROGRAMS

Federal Pell Grant Program

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

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

Under federal law, the total amount of Federal Pell Grant funds a student may receive over their lifetime is capped at 600%. Once a student's Lifetime Eligibility Used (LEU) reaches this limit, they are no longer eligible to receive additional Pell Grant funding.

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

The Campus-Based Programs

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

- FSEOG - Federal Supplemental Educational Opportunity Grants

- FWS - Federal Work Study

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

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

FSEOG disbursements are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives one half of their scheduled award during the first semester and the other half during the second semester. Students who complete their paperwork during the second semester may be eligible for retroactive payment for the first semester. However, they should be aware of the strong likelihood that FSEOG funds for these semesters may be limited or no longer available at that time. FSEOG must be packaged and disbursed while the student is enrolled. Payments are applied as a credit to the student's tuition account. The institution reserves funds for students who are admitted for the Summer term and awards FSEOG to these students, if they apply on time and demonstrate need, as applicable.

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

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

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

Disbursements from the FWS program are issued as monthly payroll payments. These payments are distributed according to the student’s work schedule and are paid directly to

the student no more than 30 days after the end of the payroll period. Students who wish to apply their FWS earnings towards educational expenses may complete an authorization form at the financial aid office.

Typically, FWS funds are awarded on a 75% federal to 25% non-federal matching basis. However, as with FSEOG funds, if the institution is granted a waiver of the nonfederal share requirement for a particular academic year, it may choose not to provide the nonfederal match.

NY STATE TUITION ASSISTANCE PROGRAM (TAP) GRANTS

TAP grants are available to assist eligible New York residents attending in-state postsecondary institutions with tuition costs. Eligibility is based on the applicant's New York State (NYS) net taxable income, and for dependent students, the income of their family as well.

To apply for a TAP Grant, the student must fill out a FAFSA, generally followed by a separate TAP application (ETA). Both applications must be submitted by June 30, 2027.

To be eligible for an award the student must:

- be a United States citizen or eligible noncitizen;
- be a legal resident of New York State and have resided in New York State for 12 continuous months prior to enrolling for the semester or meet eligibility requirements of the NYS DREAM Act;
- have graduated from high school in the United States satisfactory to the president, earned a high school equivalency diploma as recognized by the U.S. Secretary of Education, or passed a federally approved "Ability to Benefit" test identified by the NYS Board of Regents;
- study full-time as an undergraduate (at least 12 credits per semester) at an approved postsecondary institution in New York;
- be matriculated in an approved program of study;
- be in good academic standing with at least a cumulative "C" average;
- be charged at least $200 tuition per year;
- not be in default on any state or federal student loans and not be in default on any repayment of State awards; and
- meet income requirements as per regulations.

New York State DREAM Act

The New York State DREAM Act allows some students who do not meet residency requirements to qualify for TAP Awards. If the student fits one of the descriptions below, they may be eligible for a TAP award.

1. Their permanent home is in NYS, and they 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 they meet one of the following criteria:
        a. 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 their NYS high school diploma *OR*
        b. 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 their NYS high school equivalency diploma

2. Their permanent home is outside of NYS, and they 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 they meet one of the following criteria:
        a. 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 their NYS high school diploma *OR*
        b. 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 their NYS high school equivalency diploma

Students who meet the eligibility requirements for the NYS DREAM Act may apply for TAP by accessing the online application through the DREAM Act portal.

The application is simple and straightforward, and all information provided will be used solely to determine eligibility and administer awards. Applicants without lawful immigration status will not be asked to provide a home address or upload financial records.

The Alternate Eligibility Pathway

The Alternate Eligibility Pathway is designed for students who are U.S. citizens or eligible non-citizens but choose not to file a FAFSA—often due to privacy concerns related to a parent's or spouse's immigration status. Through this pathway, eligible students can apply for TAP, although this option disqualifies them from receiving Title IV aid.

Students who meet the eligibility requirements for the Alternate Eligibility Pathway and choose to use this option may apply for TAP by accessing the online application through the Alternate Eligibility Pathway portal.

Once the student has submitted an application - either by completing the FAFSA and ETA, or through the NYS DREAM Act or Alternate Eligibility Path portal - it is their responsibility to monitor the status of the application and ensure it is complete. The student may track the status of their application submitted online after the application has been submitted and all required documentation has been uploaded. NYS DREAM Act applicants will be notified by email once a determination has been made regarding their eligibility, at which point they will accept the award.

TAP Award Amounts and Disbursements

Yearly TAP awards range from $1000 - $5665. Award amounts are determined by:

- combined income, including family earned income and pensions;
- number of family members enrolled in college;
- financial status (dependent or independent);
- cost of tuition; and
- when the student started receiving TAP or other NYS awards.

The institution will credit the TAP award to the student's tuition account within 7 days of when the school receives such payment, and will refund any 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.

The institution defers term tuition charges in an amount equal to the award for all students who present valid award notification for a TAP award for that term or who appear on the payment roster and are expected to receive an award. The institution may credit TAP payments toward charges the student has incurred for a future term provided that the term is already underway when the school receives the payment, and the balance for that term exceeds the amount deferred for that term based on the anticipated receipt of a TAP award. The institution may credit funds toward a future term if the student authorizes the credit in writing. The authorization will remain in effect for the duration of the student's study unless revoked by the student. An authorization form will be made available to students at the time of admission.

TUITION WAIVERS

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

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

WITHDRAWAL, REFUND AND RETURN TO TITLE IV POLICIES

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

ACADEMIC REGULATIONS

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

All matriculated students pursuing an approved program at Central Yeshiva Tomchei Tmimim Lubavitz are required to maintain satisfactory academic progress, which is defined below by the institution.

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

requirements. If a student is readmitted, their academic file is evaluated to determine whether they are meeting satisfactory academic progress requirements.

Below is a comprehensive explanation of the qualitative and quantitative standards at Central Yeshiva Tomchei Tmimim Lubavitz.

- **Qualitative Standard**

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

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

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

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

- **Quantitative Standard**

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

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

    - **Pace of Completion**

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

When SAP Is Not Met

Warning

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

Federal Financial Aid Warning

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

Appeals Process

A student may appeal the institution's determination that they are not making satisfactory academic progress. Bases for an appeal include a student's injury or illness, the death of a relative, or other special circumstances. In the appeal, the student must describe why they failed to make satisfactory academic progress, and what changed in their situation that will allow them to demonstrate satisfactory academic progress at the next evaluation. The appeal, along with any relevant documentation, must be submitted in writing to the registrar's office. A senior faculty member will review the information provided by the student and, if necessary, consult with other faculty members, before reaching a decision.

If the appeal is accepted, the senior faculty member will determine whether the student can meet the standard SAP requirements of the institution by the end of a one-semester

probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, they will be placed on academic probation as outlined below. However, if it is determined that the student will not be able to meet the standard SAP requirements by the end of the probationary period, they will be placed on academic probation with a customized study plan, as described below. A student on academic probation, with or without a study plan, will continue to be eligible for federal financial aid.

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

Academic Probation

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that they can meet the standard SAP requirements after a probationary period, they will be placed on academic probation. Academic probation is a one-semester probationary period, at the end of which the student must meet the SAP standards of the institution. Upon request, the institution may provide various student services including academic counseling, tutoring, scheduling accommodation, or other academic assistance. A student on academic probation will continue to be eligible for federal financial aid.

Academic Probation With a Study Plan

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

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

Reevaluation After a Probationary Period

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

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

Reestablishing Aid Eligibility

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

Incompletes

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

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

Withdrawals

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

Transfer Credits

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

Repetitions

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

For Title IV awarding purposes, a repeated course in which the student has already received a passing grade is counted towards their enrollment status only the first time the course is retaken. However, a repeated course in which the student received a failing grade is always counted towards their enrollment, regardless of how many times they repeats that course in an attempt to pass.

For TAP grant awarding purposes, a repeated course in which the student has already received a passing grade cannot be counted towards the student's enrollment status. However, a repeated course may be counted towards the student's enrollment status if a student is repeating a failed course, repeating a course for additional credit, or is repeating a course after receiving a grade that is passing at the institution but is unacceptable in a particular curriculum.

Change of Major

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

Remedial Courses

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

GRADE POINT SYSTEM

The grading system followed at Central Yeshiva Tomchei Tmimim Lubavitz is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral/ written examinations, and diligence in individual study.

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

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

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

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

Sample GPA Calculation:

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

Divided by 12 credits for the semester = 3.45 GPA

GROUNDS FOR DISMISSAL

Students are expected to keep the hours of the school’s course and study schedule and attend all lectures. They must also complete regular oral and written exams.

Students who fail to adhere to the school's regulations may be placed on probation. If improvement is not seen, the Rosh Hayeshiva will notify the student that he may be dismissed from the school.

Students who persistently violate the school's rules of conduct and discipline, or who have been found to conduct themselves in a manner that constitutes a breach of character, dress, or moral conduct as defined by the Shulchan Aruch, may also be dismissed from the school.

It should be noted that dismissals are extremely rare as every effort is made to accept students of high character and diligence.

GOOD ACADEMIC STANDING FOR STATE GRANT PROGRAMS

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

Pursuit of program is the requirement that a student receive a passing or failing grade (A-F letter grade) in a certain percentage of courses each term, depending on the number of TAP awards they have received. The percentage is determined according to the following schedule:

Number of Payment	**Must Receive a Grade for**
Semester	
1, 2	50% of minimum full-time requirement
3, 4	75% of minimum full-time requirement
5 or more	100% of minimum full-time requirement

Satisfactory academic progress is the requirement that a student accumulates a specified number of credits and achieves a specified cumulative grade point average each term, depending on the number of state award payments they have received.

First Rabbinic Degree Program

Semester										
Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Student must have accrued at least this many credits	0	6	15	27	39	51	66	81	96	111
With at least this GPA	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. Students must meet both Pursuit of Program and Satisfactory Academic Progress requirements for that term to be considered in good academic standing. Students who lose good academic standing in a term when they received a TAP grant are not eligible for an award for the next term.

Students who have lost good academic standing may restore this standing in one of the following ways:

- make up past academic deficiencies by completing one or more terms of study without receiving a TAP grant;
- be readmitted to school after an absence of at least one calendar year;
- transfer to another TAP eligible institution; or
- be granted a waiver.

Waivers

There are two types of waivers for students who do not meet Good Academic Standards.

One-time Waiver – this one-time waiver may be issued if an institution determines that there are extenuating circumstances which would justify the waiver. Situations that justify a waiver are those beyond the student's control, rather than chronic circumstances that cannot be remedied.

This provision applies to students who failed to make satisfactory academic progress, pursuit of program, or both. With the additional term that results from approval of the waiver, the student should be able to regain good standing.

When a student submits a request for a one-time waiver, the institution will review the documentation and discuss with the student whether the approval of a one-time waiver is in their best interests. If the waiver is granted, the school will enter a "W" in the waiver column on the payment roster.

C-Average Waiver - the C-average requirement may be waived for undue hardship based on the death of a student's relative, the student's personal illness or injury, or other extenuating circumstances.

The C-Average waiver will be documented and will relate to circumstances that have affected the student's ability to achieve a cumulative C-average as of the end of a particular semester or term. If warranted, a C-average waiver may be granted more than once. C-average waivers are not reported in the certification process.

The institution will maintain a clear, accurate, and complete record of documentation for any waiver granted. Waivers are not granted automatically and are intended only to accommodate extraordinary or unusual cases.

ATTENDANCE

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

The student must submit a request for a leave of absence in writing to the Rosh HaYeshiva, Rabbi S. Zalman Labkowski. The request must include the reason for which the student is requesting a leave of absence, and must be signed and dated. The request will be reviewed by the Rosh HaYeshiva within ten days of submission. The request and the determination will be forwarded to the registrar's office and placed in the student's academic file. Notification will also be sent to the student and the financial aid office.

The student must submit the request and receive approval prior to beginning the leave of absence. The exception would be unusual circumstances when it is impossible for the

student to do so, i.e. if the student was in a car accident or other unforeseen emergency/disaster. If unforeseen circumstances prevent a student from providing a prior written request, the institution may grant the student's request for a leave of absence. In this case, the institution will document its decision and collect the written request at a later date.

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

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

AVAILABILITY OF FULL TIME EMPLOYEE TO ASSIST ENROLLED OR PROSPECTIVE STUDENTS

CYTTL has designated Rabbi Moshe Gluckowsky as the full time employee available to assist enrolled or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46. He is available in the administrative offices during regular business hours or by calling 718-774-3430.

COMPLAINT POLICIES

Internal Complaint Policy

Any student who has a complaint may submit it in writing to Rabbi Shloime Zarchi or Rabbi Moshe Gluckowsky. 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.

AIJS Complaint Policy

Complaints can be filed with the office of the AIJS using the contact information below.

Association of Institutions of Jewish Studies
500 West Kennedy Boulevard
Lakewood, NJ 08701-2620
732.363.7330
Email: cstern@theaijs.com

Complaints that are received by AIJS concerning an AIJS accredited institution will be handled according to the following procedures:

1. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS's role in accrediting and overseeing the institution.
2. If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as being not within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.
3. If AIJS determines that the complaint is relevant to its accreditation standards or policies and falls within AIJS's oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS. The institution must provide, in its response to AIJS, an explanation of its actions, as well as a statement certifying that the institution followed its own published complaint policy.
4. AIJS will then review the institution's response and complaint policy.
5. If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the school, AIJS will instruct the complainant to follow the complaint policy of the institution.
6. If the complainant claims to have followed the institution's published complaint policy, and the matter is not resolved to the satisfaction of the complainant, AIJS will make a determination as to whether or not the matter involves issues that question the institution's compliance with its own policies and/or AIJS standards or policies. AIJS will launch an inquiry into the issue within 10 days. AIJS will ask for documentation from the complainant, substantiating the complaint; and an explanation of the disposition from the institution (which should document how the institution followed its own complaint policy and procedures as well as the steps taken to resolve the complaint.)
7. Within 10 days of the receipt of these above materials, a member of the AIJS administrative staff will review the complaint file to determine if the institution complied with AIJS standards and policies. AIJS will contact the institution and allow the institution

the opportunity (30 days) to review the matter and provide an explanation and/or additional information to AIJS.
8. If after receipt of the institutional response and a review of any additional documentation, AIJS makes a final determination that the institution is not in compliance with AIJS standards and/or policies, a formal corrective action plan will be required from the institution within 30 days.
9. If the response is accepted by AIJS, both the complainant and the institution will be so advised and the case will be closed.
10. If the corrective action plan is not accepted by AIJS, the matter will be placed on the agenda of the EAC to determine if an adverse action or other sanction should be initiated against the institution for noncompliance with AIJS's standards of accreditation.
11. AIJS will make a good faith effort to address credible anonymous complaints against an accredited institution or against AIJS itself and treat it in a similar manner to a regular complaint. Obviously, there is no mechanism to respond directly to an anonymous complainant.
12. All complaints received by AIJS regarding an accredited institution will be filed and stored in an easy and accessible manner. Site visitors will be given access to the file of an institution that is being reviewed, and any complaints on file in AIJS will be considered in the final decision of the EAC.

If a written complaint is filed against AIJS directly, the complaint is recorded and acknowledged. Within 10 days of the receipt of the complaint, a member of the AIJS administrative staff will review the complaint and submit both the complaint and the review of the complaint to the Chair of the EAC to evaluate the validity of the complaint.

If the complaint is deemed justified, the EAC will instruct AIJS staff of the appropriate means to resolve the matter and will notify the complainant within 10 days of the review of the complaint. If the complainant is anonymous, no notification is necessary.

If the matter is not resolved to the satisfaction of the complainant, the complainant may bring the matter directly to the EAC, by addressing the complaint to:

Chair of Executive Accreditation Council, AIJS
500 West Kennedy Boulevard
Lakewood, NJ 08701-2620
732.363.7330
Email: cstern@theaijs.com

NY State Complaint Policy

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

  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, click here for the Office of College and University Evaluation Complaint Form.

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 Central Yeshiva Tomchei Tmimim Lubavitz receives a request for access.

   A student who wishes to inspect their education record should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the eligible 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 eligible 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 eligible student believes is inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA.

   A student who wishes to request that the school amend their education record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.

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

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

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

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

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

   Upon request or when initiated by the student, Central Yeshiva Tomchei Tmimim Lubavitz 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 Central Yeshiva Tomchei Tmimim Lubavitz to comply with the requirements of FERPA.

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

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

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

- To other school officials, including teachers, within Central Yeshiva Tomchei Tmimim Lubavitz whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

  To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

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

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

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

alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

COPYRIGHT INFRINGEMENT POLICY

As per 34 CFR 668.43(a)(10), students of Central Yeshiva Tomchei Tmimim Lubavitz are hereby informed that the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may subject the students to civil and criminal liabilities.

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

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

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

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

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

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

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Central Yeshiva Tomchei Tmimim Lubavitz. The school does not have an institutional information technology system for student use.

ACADEMIC PROGRAMS

Central Yeshiva Tomchei Tmimim Lubavitz offers a five-year 150 credit undergraduate program culminating in a First Rabbinic Degree. Students must pass comprehensive ordination exams in addition to the required 150 credits to be awarded the Degree. In addition, Central Yeshiva Tomchei Tmimim Lubavitz offers a four-year 120 credit undergraduate program leading to an Advanced Classical Torah Studies Degree. Students who successfully complete 60 credits are awarded an Associate of Talmudic Studies Degree. To graduate, students must achieve a minimum cumulative GPA of 2.0. There is only one major available, Talmud.

Additionally, Central Yeshiva Tomchei Tmimim Lubavitz offers a non-accredited 72 credit graduate level Advanced Rabbinic degree program. Students must pass comprehensive ordination exams in addition to accumulating the required 72 credits. This program does not lead to a credential at the present time.

Textbooks and Required Materials

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

Credit Hours and Course Structure

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

Due to the Central Yeshiva Tomchei Tmimim Lubavitz's extended daily schedule, actual hours of study significantly exceed this requirement. An academic calendar can be found in the supplement to the catalog.

Frequency of Course Offerings

Students enrolled at Central Yeshiva Tomchei Tmimim Lubavitz 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.

Explanation of Course Code System

The first letter of the course code represents the academic program:

R - First Rabbinic Degree
A - Advanced Classical Torah Studies Degree
G - Graduate level courses

The second letter of the course code represents the department of study:

T – Talmud
C – Chassidic Thought
L – Legal Codes

The first digit following the letters represents the level of study.

The second digit indicates if the course is intensive (1) or survey (2).

The Talmud courses third digit represents the tractate being studied (1-8).

The Chassidic Thought and Legal Codes courses third digit in is always 0.

The letter at the end indicates the semester or term. The letter following the digits indicate the semester or term of study; A (Fall), B (Spring), and C (Summer).

Academic Program Descriptions

First Rabbinic Degree Program

Central Yeshiva Tomchei Tmimim Lubavitz recognizes the primacy of Talmud and its commentaries, together with the Halachic codes and Responsa, as the foremost subject of study, and these occupy the greater part of the day. However, these studies alone are insufficient. In the succeeding generations of the Diaspora, as people became gradually less sensitive by nature to spiritual values, it has become necessary to reinforce these values through other more philosophical branches of Torah which complement the intellectual nature of Talmudic studies. Therefore, the students also devote a good part of their daily study schedule to the study of Chassidic Thought.

Study of all subjects (Talmud, Chassidic Thought, and Legal Codes) is accomplished in pairs. This is the time-tested method of Torah study that has proven to be the most successful method for bringing the subject to life, reaching to the depths of its understanding, and providing an excellent aid to mastery of the subject matter. Often senior students are paired up with weaker or younger students for part of the day. This strengthens the weaker student's scholastic level and offers the better student an excellent opportunity to crystallize his own understanding of the subject in a manner sufficiently clear to be comprehensible to others. This system also instills in the student a sense of responsibility and maturity - he is reluctant to miss his studies because it will also inconvenience his learning partner.

Department of Talmud

The study of the Oral law, originally by memorization, was continued with the text of the Mishna in the second century. Due to the difficult conditions at that time (Roman subjugation), Rabbi Judah HaNasi had codified the Oral Law. Thorough discussions revolving around the brief text were carried out by the scholars of the day and became the basis of the Talmud.

With the continued dispersion of the Jewish people, the necessity of editing and publishing these discussions became apparent. Thus, the transcripts of the proceedings of the various academies of Israel and Babylon were recorded in written form. This process, under the direction of Rav (Rabbi) Yochanan and Rav Ashi, is thought to have been completed in the sixth century BCE.

At Central Yeshiva Tomchei Tmimim Lubavitz, the approach to the study of the Talmud is similar to the traditional approach used at the majority of contemporary Jewish Rabbinical Seminaries, with certain unique guidelines delineated by the Chabad leaders. As stated in detail in Kuntres Etz HaChayim, by Rabbi Sholom Ber Schneerson, the approach to Talmudic study has to be based first and foremost on a thoroughly objective and clear knowledge of what the Talmud is saying in accordance with the commentary of Rashi. Each opinion, question and answer in the Gemara has to be so clearly understood and differentiated that the student can orally repeat the entire Talmudic discussion, demonstrating distinctly the various points of view involved. Once this has been achieved, he can proceed to do the same with the study of the commentary of Tosfos and eventually the other Earlier and Later Commentaries.

In this method of study, Rabbi Sholom Ber emphasized, it is of utmost importance not to be satisfied with a superficial grasp of the subject. Reviewing the subject matter several times is

essential. Likewise, the process of producing Torah Novellae involves thorough and methodical examination of the subject, delving far beneath the surface.
The core of the academic program lies in the area of Talmudic studies. A preponderant portion of the curriculum consists of the analysis of selected tractates of the Talmud which are studied for both in-depth comprehension and broad-ranging scholarship. Style and content are bywords of the program.

Style refers to the acquisition of the aptitude for sophisticated Talmudic research. These include the skills of textual analysis, logical reasoning, critical thinking, the ability to isolate, define, and clarify the key elements of a difficult Talmudic passage, to penetrate to the crux of the issue, and to crystallize and present the results of these deliberations. Also included in these skills are the abilities to make comparisons and distinctions between the works of various commentators, to offer original insights into their novella, and to defend and justify the views of a commentator in light of the critique of his peers. These skills are the hallmark of the serious Talmudic scholar.

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

Research into the writings of the Earlier and Later Commentaries and the responsa literature is a natural adjunct to the study of the Talmudic text proper. The study of Talmud is by definition a highly integrated field. It incorporates numerous diverse disciplines, such as Codes, Scriptures, Philosophy and Ethics, among others. Each of these areas lends itself to formal study, independent of its role in the Talmudic process. However, since they are so closely related, they are all studied concurrently. Chassidic Thought is studied separately because of its central role in Chabad Chassidus.

The Department of Talmud provides the majority of the academic program. The entire school studies the same tractate, to facilitate sharing of ideas between students at various levels, with each year proceeding at the depth appropriate to its level and developing the skills to progress to the next level.

This “spiral” approach means that a student will generally study a cycle of eight tractates, according to the Yeshiva’s schedule; another student entering a year later would study the same tractates in a different sequence, although the level of study in each year would follow the same progress from introductory through intermediate and advanced levels of study.

The lectures are all intended to afford the student additional insight into the profundity of the material and provide him with a correct approach to guide him in his own Talmudic study and research. There are, of course, differences in approach at each level.
Thus, course numbers are indicative of the department, course level and specific type of course, while the subject matter studied, whether in the first, second, third, fourth or fifth-year courses, will depend on the particular year of the student's entry.

Talmud Text Listings
A brief summary of the subject matter of the tractates is provided for the convenience of the reader unfamiliar with Talmudic study. It should be understood, however, that these short descriptions do not reflect the depth, detail and complexity of the study involved.

(1) SHABBOS - The Sabbath; related restrictions and their source, in depth study of all regulations regarding the Sabbath, including problems that emanate from changes in society and technological advances.

(2) PESACHIM - Laws of Passover; leaven, the Seder, and Passover offering, concepts of ownership and relinquishment of rights, responsibilities for removal of leaven as related to status; tenant, landlord, head of household and watchman.

(3) KESUBOS - The marriage contract; obligations and commitments incurred therein, specifically in relation to financial considerations and obligations made prior to marriage. Family structure; the status, role and rights of women in society.

(4) KIDDUSHIN - Process of marriage and related regulations and obligations. Comparative study of modes of legal status employed elsewhere. Marriage by proxy and conditional marriage.

(5) GITTIN - Traditional divorce with emphasis on Get (divorce document); technical aspects regulating its legality. Review of legal documents and methods of establishing authenticity of signatures; related regulations.

(6) BABA KAMA - Talmudic Civil Law, Part I. Compensation for injury or loss, rectification and liability through injury or misuse, damages by the defendant, personally or by any agencies. Misappropriation is also reviewed in its broad sense, whether through violence or theft.

(7) BABA METZIA - Talmudic Civil Law, Part II. Dealing primarily with claims related to joint transactions, from finding lost articles to wage agreements. Considerations relating to

trade and industry, usury, labor conditions and responsibilities, deposits and tenancy, and interest.

(8) BABA BASRA - Talmudic Civil Law, Part III. Claims of right of way, claims and rights of partners, neighbors, purchasers, vendors and heirs, legal forms of acquisition of partners, seller's liability for value of his wares and deeds in terms of consumer protection. Deeds and legal documents relating to business are also treated.

Talmud Intensive Course Descriptions

In this listing the * refers to the tractate number.

Introductory Talmud Intensive

RT11 (A)* *4 credits*

RT11(AE)/ RT11* (AS) 2 credits each*

RT11 (B) 4 credits* *RT11*(C) 4 credits*

This is the first intensive course of Talmud. Students are guided in making the transition from their high school training to independent study and preparation of the tractate through lectures for nine hours per week. The instructor concentrates on presenting the student with a clear conception of the text and its standard commentaries. Other commentaries are introduced only insofar as they assist in arriving at a straightforward understanding of the text.

Beginning Talmud Intensive

RT21(A)* *4 credits*

RT21(AE)/RT21*(AS) 2 credits each*

RT21 (B) 4 credits* *RT21*(C) 4 credits*

On this level the students continue to develop their analytical abilities in preparation and review of the text, with guidance from their lecturer. Although still concentrating on plain meaning, the student is already far more deeply involved with other commentaries. At this level, the students are encouraged to do a certain degree of private research into various interpretations of the Talmud from Earlier and Later Commentaries.

Intermediate Talmud Intensive

RT31(A)* *4 credits*

RT31(AE)/RT31*(AS) 2 credits each*

RT31(B) 4 credits* *RT31*(C) 4 credits*

While this level still revolves around the text, it is, however, a profound in-depth treatment of the subject matter with strong emphasis on clarifying differences in the varying points of

view and approaches of dozens of commentaries. Students are expected to prepare for this lecture using both the Talmudic text and a considerable number of standard commentaries.

Advanced Talmud Intensive

RT41(A)* *4 credits*

RT41(AE)/RT41*(AS) 2 credits each*

RT41(B) 4 credits* *RT41*(C) 4 credits*

The advanced level students are on the way to becoming Talmudic scholars and there is more emphasis on independent study. The text itself is studied by the students on their own with all of the usual commentaries. The twice-weekly lecture is intended to afford a "bird's eye" analysis of the entire subject matter. This includes its relationship to similar topics in this and other tractates, how its themes were developed in late Talmudic and Halachic works up to our own day, as well as flashes of insight into various complicated points. This is, generally speaking, a guide to the direct approach to in-depth Talmudic studies. This is the level where students can really develop their own original insights into the Talmudic subject studied, and one of the aims of the course is to guide them towards this goal.

Senior Talmud Intensive

RT51(A)* *4 credits*

RT51(AE)/RT51*(AS) 2 credits each*

On this level the students study independently in Chavrusos (pairs). While they are closely supervised, they do not have frequent formal lectures. The text itself is studied by the students on their own with all the usual commentaries.

Talmud Survey Course Descriptions

In this listing the * refers to the tractate number.

Introductory Talmud Survey

RT12(A)* *2 credits*

RT12(AE)/RT12*(AS) 1 credit each*

RT12(B) 2 credits* *RT12*(C) 2 credits*

This is the first Talmud survey course. Students are assisted in approaching the tractate with an eye towards developing their breadth of scope. A broad general study of another chapter in the same tractate on a more superficial level is meant to provide them with a broader basis of knowledge on the subject matter of the tractate. The material is covered at the rate of approximately one folio page per day.

Beginning Talmud Survey

RT22(A)* *2 credits*

RT22(AE)/RT22*(AS) 1 credit each*

RT22(B) 2 credits* *RT22*(C) 2 credits*

On this level the students become familiar with the major texts of Talmudic scholarship. In addition, they start to develop intellectual independence which is encouraged at the post-secondary level. The syntax and structure of the Talmud become clearer through the student's independent study.

Intermediate Talmud Survey

RT32(A) 2 credits*

RT32(AE)/RT32*(AS) 1 credit each*

RT32(B) 2 credits* *RT32*(C) 2 credits*

On this level the student expands his knowledge of Talmudic discourse and case law, while learning to focus his efforts on the understanding of the text. The students review the chapter being studied thus enriching their Talmudic vocabulary and knowledge. This also improves the students' familiarity of the Talmud's logical give-and-take.

Advanced Talmud Survey

RT42(A) 2 credits*

RT42(AE)/RT42*(AS) 1 credit each*

RT42(B) 2 credits* *RT42*(C) 2 credits*

On this level the students gradually become familiar with some of the major commentaries. Intellectual creativity is encouraged, and independent study leads to an understanding of the interactions between the texts and their commentators. In addition, the students learn to avoid superficiality during the intellectual give-and-take of study partners.

Senior Talmud Survey

RT52(A) 2 credits*

RT52(AE)/RT52*(AS) 1 credit each*

On this level the students are increasingly independent of faculty assistance and are capable of coming up with original interpretations of their own. Stress is placed upon the consistency of the students' interpretation of the major commentaries, and contrasts that are invariable when the Chiddush, or novel interpretation, is developed.

Department of Chassidic Thought

The study of Chassidic Thought in Central Yeshiva Tomchei Tmimim Lubavitz is in second position only to Talmud in the total curriculum. Designed primarily to help the student develop as a mature, responsible individual, the sequence of courses has resulted in far more: students develop patterns of logical and critical thinking as they draw upon the classic works of some of the greatest Jewish thinkers of the past. Moreover, there is an important

historical perspective that emerges as students move from the distant past through the period of the medieval philosophers. As they study the philosophy of Chabad, students begin to appreciate the manner in which broad philosophical principles are applied to modern world problems. The Maamorim and Sichos courses provide students with an appreciation of the manner in which philosophical concepts emanate from the Bible and from the Talmud.

Chabad Chassidic philosophy began with Rabbi Shneur Zalman of Liadi, founder of the Chabad movement, known to Chassidim as the Alter Rebbe. It was based on the teachings of his Master, Rabbi Dov Ber of Mezritch (successor of Rabbi Yisroel Baal Shem Tov as leader of the Chassidic movement). Chabad, as its name implies i.e. **Ch**ochma, **B**ina, **D**aas - wisdom, understanding, knowledge, is the intellectual branch of that movement. The general aim of Chassidim was to utilize the profound teachings of Jewish mysticism (Kabbalah) for inspiring all Jews to greater awareness of G-d and deeper feeling in prayer and Mitzvah observance. Chabad takes this aim one step further by explaining numerous Kabbalistic ideas in greater depth, utilizing a profound philosophical approach so that the average mind can comprehend them intellectually.

The advantage of this approach is that as the student absorbs these ideas intellectually, they are internalized to the extent that they affect his feelings permanently. Thus, though a somewhat revolutionary departure from previous practice for teenage youths to study Chassidic philosophy in depth several hours a day, this daring experiment was brilliantly vindicated during the years of trial and tribulation under the Bolshevik regime, when the Lubavitcher Yeshiva's students and graduates held on determinedly to traditional Judaism, and were even highly active in spreading its practice and teachings to other Jews with a most courageous and resolute tenacity. Likewise, at the present time, most Lubavitcher graduates dedicate their lives to Torah education and public service of various kinds, even in far-flung locations, often without the company of fellow scholars. The incentive for this is their intensive background in Chassidic study, which produces a profound awareness of spiritual values and communal responsibility, combined with a deeply ingrained commitment to continuous advancement in personal Torah scholarship throughout their lives.

"Chassidus" (Chassidic Thought) courses grow progressively more complex, and each year the student becomes more capable of dealing with the abstract material. First year courses focus on the methodology of philosophical research and introduce the student to the terminology and fundamental concepts of philosophy. The role of the instructor/mentor changes significantly with time. Students grow more and more facile with texts and are eventually equipped to compose original insights and participate effectively in seminars.

Starting with Rabbi Shneur Zalman, whose magnum opus, the famous Sefer HaTanya or Likutei Amarim, is considered the "Bible" of Chabad, all seven leaders of Chabad-Lubavitch have produced numerous works of Chabad literature which were always widely distributed and studied among their Chassidim, usually in manuscript form. Of the hundreds of works published to date, most have actually only been published in the last few decades, and many works are still studied in manuscript or mimeographed form. All these works (which, taken together, form a comprehensive philosophical system), represent potential subjects of study for the third of the daily study schedule during which Central Yeshiva Tomchei Tmimim Lubavitch students' study Chassidus (Chassidic Thought). Chassidus studies of the various classes are based on a considerable variety of different texts. All five levels of study use at least two texts each in a structured program of study.

Chasidic Text Selections

Likutei Torah (by Rabbi Shneur Zalman, founder of Chabad)
Derech HaChaim (by Rabbi Dov Ber Schneerson, second leader of Chabad)
Kuntres Umayon (by Rabbi Sholom Dov Ber Schneerson, fifth leader of Chabad)
Sefer Ma'amorim – Kuntresim (by Rabbi Yosef Yitzchak Schneerson)
Ma'amorim Melukotim (by Rabbi Menachem Mendel Schneerson).
Tanya - Likutei Amarim (by Rabbi Shneur Zalman, founder of Chabad)
Likutei Sichos (by Rabbi Menachem Mendel Schneerson)
Derech Mitzvosecha (by Rabbi Menachem Mendel, "Tzemach Tzedek", third leader of Chabad)
Hemshech Rosh Hashana RaNaT (by Rabbi Sholom Dov Ber, fifth leader of Chabad)
Sefer Ma'amorim Bassi LeGanni (by Rabbi Menachem Mendel Schneerson)
Hemschech Samach Vov (by Rabbi Sholom Dov Ber, fifth leader of Chabad)

Chassidic Thought Intensive Course Listings

Introductory Chassidic Thought Intensive

RC110 (A) *2 credits*
RC110(AE)/RC110(AS) 1 credit each
RC110 (B) 2 credits *RC110 (C) 2 credits*

Beginning Chassidic Thought Intensive

RC210 (A) *2 credits*
RC210(AE)/RC210(AS) 1 credit each
RC210 (B) 2 credits *RC210 (C) 2 credits*

Intermediate Chassidic Thought Intensive
RC310 (A) *2 credits*
RC310(AE)/RC310(AS) 1 credit each
RC310 (B) 2 credits *RC310 (C) 2 credits*

Advanced Chassidic Thought Intensive
RC410 (A) *2 credits*
RC410(AE)/RC410(AS) 1 credit each
RC410 (B) 2 credits *RC410 (C) 2 credits*

Senior Chassidic Thought Intensive
RC510 (A) *2 credits*
RC510(AE)/RC510(AS) 1 credit each

Chassidic Thought Survey Course Listings
Introductory Chassidic Thought Survey
RC120 (A) *2 credits*
RC120(AE)/RC120(AS) 1 credit each
RC120 (B) 2 credits *RC120 (C) 2 credits*

Beginning Chassidic Thought Survey
RC220 (A) *2 credits*
RC220(AE)/RC220(AS) 1 credit each
RC220 (B) 2 credits *RC220 (C) 2 credits*

Intermediate Chassidic Thought Survey
RC320 (A) *2 credits*
RC320(AE)/RC320(AS) 1 credit each
RC320 (B) 2 credits *RC320 (C) 2 credits*

Advanced Chassidic Thought Survey
RC420 (A) *2 credits*
RC420(AE)/RC420(AS) 1 credit each
RC420 (B) 2 credits *RC420 (C) 2 credits*

Senior Chassidic Thought Survey
RC520 (A) *2 credits*
RC520(AE)/RC520(AS) 1 credit each

Department of Legal Codes

The study of the classical codes of Jewish Law is essential to the appreciation of how these codes emanate from the Bible and Talmud, and their practical daily applications. The codes provide authoritative directives for moral and ethical conduct, as well as the basis for all conduct of Jewish Courts of Law, Halachic Jurisprudence and Rabbinical decisions. For the students to grow socially and intellectually, knowledge of the Jewish Law is critical. As such, it is important for the undergraduate students to devote time to the study of Legal Codes to become more knowledgeable in the practical aspects. This will enable them to better participate in the day-to-day laws and practices of our community.

Legal Codes Text Selections

Shulchan Aruch HaRav
Shulchan Aruch – Orech Chaim
Shulchan Aruch – Yoreh Deah
Shulchan Aruch – Choshen Mishpat
Shulchan Aruch – Even Hoezer

Legal Codes Survey Course Listings

Introductory Legal Codes Survey

RL120 (A) *2 credits*
RL120(AE)/RL120(AS) 1 credit each
RL120 (B) 2 credits *RL120 (C) 2 credits*

Beginning Legal Codes Survey

RL220 (A) *2 credits*
RL220(AE)/RL220(AS) 1 credit each
RL220 (B) 2 credits *RL220 (C) 2 credits*

Intermediate Legal Codes Survey

RL320 (A) *2 credits*
RL320(AE)/RL320(AS) 1 credit each
RL320 (B) 2 credits *RL320 (C) 2 credits*

Advanced Legal Codes Survey

RL420 (A) *2 credits*
RL420(AE)/RL420(AS) 1 credit each
RL420 (B) 2 credits *RL420 (C) 2 credits*

Senior Legal Codes Survey

RL520 (A) *2 credits*

RL520(AE)/RL520(AS) 1 credit each

Sample Curriculum - First Rabbinic Degree Program

Year 1 - Fall

RT11* (A)	Introductory Talmud Intensive	4 credits
RT12* (A)	Introductory Talmud Survey	2 credits
RC110 (A)	Introductory Chassidic Thought Intensive	2 credits
RC120 (A)	Introductory Chassidic Thought Survey	2 credits
RL120 (A)	Introductory Legal Codes Survey	2 credits

Year 1 - Spring

RT11* (B)	Introductory Talmud Intensive	4 credits
RT12* (B)	Introductory Talmud Survey	2 credits
RC110 (B)	Introductory Chassidic Thought Intensive	2 credits
RC120 (B)	Introductory Chassidic Thought Survey	2 credits
RL120 (B)	Introductory Legal Codes Survey	2 credit

Year 1 – Summer

RT11* (C)	Introductory Talmud Intensive	4 credits
RT12* (C)	Introductory Talmud Survey	2 credits
RC110 (C)	Introductory Chassidic Thought Intensive	2 credits
RC120 (C)	Introductory Chassidic Thought Survey	2 credits
RL120 (C)	Introductory Legal Codes Survey	2 credit

Cumulative: 36 credits

Year 2 – Fall

RT21* (A)	Beginning Talmud Intensive	4 credits
RT22* (A)	Beginning Talmud Survey	2 credits
RC210 (A)	Beginning Chassidic Thought Intensive	2 credits
RC220 (A)	Beginning Chassidic Thought Survey	2 credits
RL220 (A)	Beginning Legal Codes Survey	2 credits

Year 2 - Spring

RT21* (B)	Beginning Talmud Intensive	4 credits
RT22* (B)	Beginning Talmud Survey	2 credits

RC210 (B)	Beginning Chassidic Thought Intensive	2 credits
RC220 (B)	Beginning Chassidic Thought Survey	2 credits
RL220 (B)	Beginning Legal Codes Survey	2 credit

Cumulative: 60 credits

Year 2 – Summer

RT21* (C)	Beginning Talmud Intensive	4 credits
RT22* (C)	Beginning Talmud Survey	2 credits
RC210 (C)	Beginning Chassidic Thought Intensive	2 credits
RC220 (C)	Beginning Chassidic Thought Survey	2 credits
RL220 (C)	Beginning Legal Codes Survey	2 credit

Cumulative: 72 credits

Year 3 - Fall

RT31* (A)	Intermediate Talmud Intensive	2 credits
RT32* (A)	Intermediate Talmud Survey	2 credits
RC310 (A)	Intermediate Chassidic Thought Intensive	2 credits
RC320 (A)	Intermediate Chassidic Thought Survey	2 credits
RL320 (A)	Intermediate Legal Codes Survey	2 credits

Year 3 - Spring

RT31* (B)	Intermediate Talmud Intensive	4 credits
RT32* (B)	Intermediate Talmud Survey	2 credits
RC310 (B)	Intermediate Chassidic Thought Intensive	2 credits
RC320 (B)	Intermediate Chassidic Thought Survey	2 credits
RL320 (B)	Intermediate Legal Codes Survey	2 credit

Year 3 - Summer

RT31* (C)	Intermediate Talmud Intensive	4 credits
RT32* (C)	Intermediate Talmud Survey	2 credits
RC310 (C)	Intermediate Chassidic Thought Intensive	2 credits
RC320 (C)	Intermediate Chassidic Thought Survey	2 credits
RL320 (C)	Intermediate Legal Codes Survey	2 credit

Cumulative: 108 credits

Year 4 - Fall

RT41* (A)	Advanced Talmud Intensive	4 credits
RT42* (A)	Advanced Talmud Survey	2 credits
RC410 (A)	Advanced Chassidic Thought Intensive	2 credits
RC420 (A)	Advanced Chassidic Thought Survey	2 credits
RL420 (A)	Advanced Legal Codes Survey	2 credits

Year 4 - Summer

RT41* (C)	Advanced Talmud Intensive	4 credits
RT42* (C)	Advanced Talmud Survey	2 credits
RC410 (C)	Advanced Chassidic Thought Intensive	2 credits
RC420 (C)	Advanced Chassidic Thought Survey	2 credits
RL420 (C)	Advanced Legal Codes Survey	2 credits

Cumulative: 144 credits

Year 5 - Fall

RT51* (A)	Senior Talmud Intensive	4 credits
RT52* (A)	Senior Talmud Survey	2 credit
RC510 (A)	Senior Chassidic Thought Intensive	2 credit
RC520 (A)	Senior Chassidic Thought Survey	2 credit
RL520 (A)	Senior Legal Codes Survey	2 credit

Cumulative: 156 credits

The First Rabbinic Degree is awarded for the successful completion of 150 credits and passing comprehensive ordination exams.

Advanced Classical Torah Studies Degree Program

Department of Talmud

The study of the Oral law, originally by memorization, was continued with the text of the Mishna in the second century. Due to the difficult conditions at that time (Roman subjugation), Rabbi Judah HaNasi had codified the Oral Law. Thorough discussions revolving around the brief text were carried out by the scholars of the day and became the basis of the Talmud.

See above for a comprehensive explanation of the study of Talmud and the Talmud text listings.

Talmud Intensive Course Listings

In this listing the * refers to the tractate number.

Introductory Talmud Intensive

AT11(A)* *4 credits*

AT11(AE)/AT11*(AS)* *2 credits each*

AT11 (B) 4 credits* *AT11*(C) 4 credits*

Beginning Talmud Intensive

AT21(A)* *4 credits*

AT21(AE)/AT21*(AS)* *2 credits each*

AT21 (B) 4 credits* *AT21*(C) 4 credits*

Intermediate Talmud Intensive

AT31(A)* *4 credits*

AT31(AE)/AT31*(AS)* *2 credits each*

AT31 (B) 4 credits* *AT31*(C) 4 credits*

Advanced Talmud Intensive

AT41(A)* *4 credits*

AT41(AE)/AT41*(AS)* *2 credits each*

Talmud Survey Course Listings

In this listing the * refers to the tractate number.

Introductory Talmud Survey

AT12(A)* *2 credits*

AT12(AE)/AT12*(AS)* *1 credit each*

AT12(B) 2 credits* *AT12*(C) 2 credits*

Beginning Talmud Survey

AT22(A)* *2 credits*

AT22(AE)/AT22*(AS)* *1 credit each*

AT22(B) 2 credits* *AT22*(C) 2 credits*

Intermediate Talmud Survey

AT32(A)* *2 credits*

AT32(AE)/AT32*(AS)* *1 credit each*

AT32(B) 2 credits* *AT32*(C) 2 credits*

Advanced Talmud Survey

AT42(A)* *2 credits*

AT42(AE)/AT42*(AS)* *1 credit each*

Department of Chassidic Thought

In Central Yeshiva Tomchei Tmimim Lubavitz the study of Chassidic Thought is second only to Talmud in the total curriculum. Designed primarily to help the student develop as a mature, responsible individual, the sequence of courses has resulted in far more: students develop patterns of logical and critical thinking as they draw upon the classic works of some of the greatest Jewish thinkers of the past. Moreover, there is an important historical perspective that emerges as students move from the distant past through the period of medieval philosophers. As they study the philosophy of Chabad, students begin to appreciate the manner in which broad philosophical principles are applied to modern world problems. The Maamorim and Sichos courses provide students with an appreciation of the manner in which philosophical concepts emanate from the Bible and from the Talmud.

See above for a comprehensive explanation of the study of Chassidus.

Chasidic Text Selections

Likutei Torah (by Rabbi Shneur Zalman, founder of Chabad)

Derech HaChaim (by Rabbi Dov Ber Schneerson, second leader of Chabad)

Kuntres Umayon (by Rabbi Sholom Dov Ber Schneerson, fifth leader of Chabad)

Sefer Ma'amorim – Kuntresim (by Rabbi Yosef Yitzchak Schneerson)

Ma'amorim Melukotim (by Rabbi Menachem Mendel Schneerson).

Tanya - Likutei Amarim (by Rabbi Shneur Zalman, founder of Chabad)

Likutei Sichos (by Rabbi Menachem Mendel Schneerson)

Derech Mitzvosecha (by Rabbi Menachem Mendel, "Tzemach Tzedek", third leader of Chabad)
Hemshech Rosh Hashana RaNaT (by Rabbi Sholom Dov Ber, fifth leader of Chabad)
Sefer Ma'amorim Bassi LeGanni (by Rabbi Menachem Mendel Schneerson)
Hemschech Samach Vov (by Rabbi Sholom Dov Ber, fifth leader of Chabad)

Chassidic Thought Intensive Course Listings

Introductory Chassidic Thought Intensive

AC110(A) 2 credits
AC110(AE)/AC110(AS) 1 credit each
AC110(B) 2 credits AC110(C) 2 credits

Beginning Chassidic Thought Intensive

AC210(A) 2 credits
AC210(AE)/AC210(AS) 1 credit each
AC210(B) 2 credits AC210(C) 2 credits

Intermediate Chassidic Thought Intensive

AC310(A) 2 credits
AC310(AE)/AC310(AS) 1 credit each
AC310(B) 2 credits AC310(C) 2 credits

Advanced Chassidic Thought Intensive

AC410(A) 2 credits
AC410(AE)/AC410(AS) 1 credit each

Chassidic Thought Survey Course Listings

Introductory Chassidic Thought Intensive

AC120 (A) 2 credits
AC120(AE)/AC120(AS) 1 credit each
AC120 (B) 2 credits AC120(C) 2 credits

Beginning Chassidic Thought Intensive

AC220 (A) 2 credits
AC220(AE)/AC220(AS) 1 credit each
AC220 (B) 2 credits AC220(C) 2 credits

Intermediate Chassidic Thought Survey

AC320(A) *2 credits*

AC320(AE)/AC320(AS) *1 credit each*

AC320 (B) 2 credits *AC320 (C) 2 credits*

Advanced Chassidic Thought Survey

AC420(A) *2 credits*

AC420(AE)/AC420(AS) *1 credit each*

Department of Legal Codes

The study of the classical codes of Jewish Law is essential to the appreciation of how these codes emanate from the Bible and Talmud, and their practical daily applications. The codes provide authoritative directives for moral and ethical conduct, as well as the basis for all conduct of Jewish Courts of Law, Halachic Jurisprudence and Rabbinical decisions. For the students to grow socially and intellectually, knowledge of the Jewish Law is critical. As such, it is important for the undergraduate students to devote time to the study of Legal Codes to become more knowledgeable in the practical aspects. This will enable them to better participate in the day-to-day laws and practices of our community.

Legal Codes Text Selections

Shulchan Aruch HaRav
Shulchan Aruch – Orech Chaim
Shulchan Aruch – Yoreh Deah
Shulchan Aruch – Choshen Mishpat
Shulchan Aruch – Even Hoezer

Legal Codes Intensive Course Listings

Introductory Legal Codes Intensive

AL110 (A) *2 credits*

AL110(AE)/AL110(AS) *1 credit each*

AL110 (B) 2 credits *AL110 (C) 2 credits*

Beginning Legal Codes Intensive

AL210 (A) *2 credits*

AL210(AE)/AL210(AS) *1 credit each*

AL210 (B) - 2 credits *AL210 (C) 2 credits*

Intermediate Legal Codes Intensive

AL310(A) *2 credits*

AL310(AE)/AL310(AS) *1 credit each*

AL310(B) – 2 credits *AL310(C) 2 credits*

Advanced Legal Codes Intensive

AL410(A) *2 credits*

AL410(AE)/AL410(AS) *1 credit each*

Sample Curriculum - Advanced Classical Torah Studies Degree Program

Year 1 – Fall

AT11* (A)	Introductory Talmud Intensive	4 credits
AT12* (A)	Introductory Talmud Survey	2 credits
AC110 (A)	Introductory Chassidic Thought Intensive	2 credits
AC120 (A)	Introductory Chassidic Thought Survey	2 credits
AL110 (A)	Introductory Legal Codes Intensive	2 credits

Year 1 - Spring

AT11* (B)	Introductory Talmud Intensive	4 credits
AT12* (B)	Introductory Talmud Survey	2 credits
AC110 (B)	Introductory Chassidic Thought Intensive	2 credits
AC120 (B)	Introductory Chassidic Thought Survey	2 credits
AL110 (B)	Introductory Legal Codes Intensive	2 credits

Year 1 – Summer

AT11* (C)	Introductory Talmud Intensive	4 credits
AT12* (C)	Introductory Talmud Survey	2 credits
AC110 (C)	Introductory Chassidic Thought Intensive	2 credits
AC120 (C)	Introductory Chassidic Thought Survey	2 credits
AL110 (C)	Introductory Legal Codes Intensive	2 credit

Cumulative: 36 credits

Year 2 - Fall

AT21* (A)	Beginning Talmud Intensive	4 credits
AT22* (A)	Beginning Talmud Survey	2 credits
AC210 (A)	Beginning Chassidic Thought Intensive	2 credits

AC220 (A)	Beginning Chassidic Thought Survey	2 credits
AL210 (A)	Beginning Legal Codes Intensive	2 credits

Year 2 - Spring

AT21* (B)	Beginning Talmud Intensive	4 credits
AT22* (B)	Beginning Talmud Survey	2 credits
AC210 (B)	Beginning Chassidic Thought Intensive	2 credits
AC220 (B)	Beginning Chassidic Thought Survey	2 credits
AL210 (B)	Beginning Legal Codes Intensive	2 credits

Cumulative credits: 60 credits

The Classical Talmudic Studies Degree is awarded for the successful completion of 60 credits.

Year 2 – Summer

AT21* (C)	Beginning Talmud Intensive	4 credits
AT22* (C)	Beginning Talmud Survey	2 credits
AC210 (C)	Beginning Chassidic Thought Intensive	2 credits
AC220 (C)	Beginning Chassidic Thought Survey	2 credits
AL210 (C)	Beginning Legal Codes Intensive	2 credits

Cumulative credits: 72 credits

Year 3 - Fall

AT31* (A)	Intermediate Talmud Intensive	4 credits
AT32* (A)	Intermediate Talmud Survey	2 credits
AC310 (A)	Intermediate Chassidic Thought Intensive	2 credits
AC320 (A)	Intermediate Chassidic Thought Survey	2 credits
AL310 (A)	Intermediate Legal Codes Intensive	2 credits

Year 3 - Spring

AT31* (B)	Intermediate Talmud Intensive	4 credits
AT32* (B)	Intermediate Talmud Survey	2 credits
AC310 (B)	Intermediate Chassidic Thought Intensive	2 credits
AC320 (B)	Intermediate Chassidic Thought Survey	2 credits
AL310 (B)	Intermediate Legal Codes Intensive	2 credits

Year 3 – Summer

AT31* (C)	Intermediate Talmud Intensive	4 credits
AT32* (C)	Intermediate Talmud Survey	2 credits
AC310 (C)	Intermediate Chassidic Thought Intensive	2 credits
AC320 (C)	Intermediate Chassidic Thought Survey	2 credits
AL310 (C)	Intermediate Legal Codes Intensive	2 credits

Cumulative credits: 108 credits

Year 4 - Fall

AT41* (A)	Advanced Talmud Intensive	4 credits
AT42* (A)	Advanced Talmud Survey	2 credits
AC410 (A)	Advanced Chassidic Thought Intensive	2 credits
AC420 (A)	Advanced Chassidic Thought Survey	2 credits
AL410 (A)	Advanced Legal Codes Intensive	2 credits

Cumulative credits: 120 credits

The Advanced Classical Torah Studies Degree is awarded for the successful completion of 120 credits.

Graduate Program

The graduate program at Central Yeshiva Tomchei Tmimim Lubavitz is designed for students who wish to pursue their Talmud study at a more advanced, graduate level and who wish to prepare themselves for a career as a Rabbinic Judge. Admission to the graduate program is open to students who have completed the coursework for the First Rabbinic Degree.

Note: the graduate program is currently unaccredited.

Department of Talmud

See above for a comprehensive explanation of the study of Talmud and the Talmud text listings.

Graduate Talmud Intensive I

GT11(A) - 4 credits* *GT11* (B) - 4 credits* *GT11*(C) - 4 credits*

Graduate Talmud Intensive II

GT21(A) - 4 credits* *GT21* (B) - 4 credits* *GT21*(C) - 4 credits*

Graduate Talmud Survey I

GT12(A) - 2 credits* *GT12* (B) - 2 credits* *GT12*(C) - 2 credits*

Graduate Talmud Survey II

GT22(A) - 2 credits* *GT22* (B) - 2 credits* *GT22*(C) - 2 credits*

Department of Chassidic Thought

In Central Yeshiva Tomchei Tmimim Lubavitz the study of Chassidic Thought is second only to Talmud in the total curriculum. The Maamorim and Sichos courses provide students with an appreciation of the manner in which philosophical concepts emanate from the Bible and from the Talmud. Chassidus studies of the various classes are based on a considerable variety of different texts. Both levels of the graduate program use at least two texts in a structured program of study.

See above for a comprehensive explanation of the study of Chassidus.

Graduate Chassidic Thought Intensive

GC110(A) – 2 credits *GC110(B) – 2 credits* *GC110(C) – 2 credits*

GC210(A) - 2 credits *GC210(B) – 2 credits* *GC210(C) – 2 credits*

Graduate Chassidic Thought Survey

GC120(A) - 2 credits *GC120(B) – 2 credits* *GC120(C) – 2 credits*

GC220(A) - 2 credits *GC220(B) – 2 credits* *GC220(C) – 2 credits*

Department of Legal Codes

The study of the classical codes of Jewish Law is essential to the appreciation of how these codes emanate from the Bible and Talmud, and their practical daily applications. The codes provide authoritative directives for moral and ethical conduct, as well as the basis for all conduct of Jewish Courts of Law, Halachic Jurisprudence and Rabbinical decisions. Student on the graduate level study Jewish law in depth with the goal of obtaining Smicha and a career as a Rabbinic Judge.

Graduate Legal Codes Intensive

GL110 (A) - 2 credits *GL110(B) – 2 credits* *GL110(C) – 2 credits*

GL210 (A) - 2 credits *GL210(B) – 2 credits* *GL210(C) – 2 credits*

Sample Graduate Program Curriculum

First Year – Fall

GT11*A	Graduate Talmud Intensive I	4 credits
GT12*A	Graduate Talmud Survey I	2 credits
GC110A	Graduate Chassidic Thought Intensive I	2 credits
GC120A	Graduate Chassidic Thought Survey I	2 credits
GL110A	Graduate Legal Codes Intensive I	2 credits

First Year – Spring

GT11*B	Graduate Talmud Intensive I	4 credits
GT12*B	Graduate Talmud Survey I	2 credits
GC110B	Graduate Chassidic Thought Intensive I	2 credits
GC120B	Graduate Chassidic Thought Survey I	2 credits
GL110B	Graduate Legal Codes Intensive I	2 credits

First Year – Summer

GT11*C	Graduate Talmud Intensive I	4 credits
GT12*C	Graduate Talmud Survey I	2 credits
GC110C	Graduate Chassidic Thought Intensive I	2 credits

GC120C	Graduate Chassidic Thought Survey I	2 credits
GL110C	Graduate Legal Codes Intensive I	2 credits

Cumulative credits: 36 credits

Second Year – Fall

GT21*A	Graduate Talmud Intensive II	4 credits
GT22*A	Graduate Talmud Survey II	2 credits
GC210A	Graduate Chassidic Thought Intensive II	2 credits
GC220A	Graduate Chassidic Thought Survey II	2 credits
GL210A	Graduate Legal Codes Intensive II	2 credits

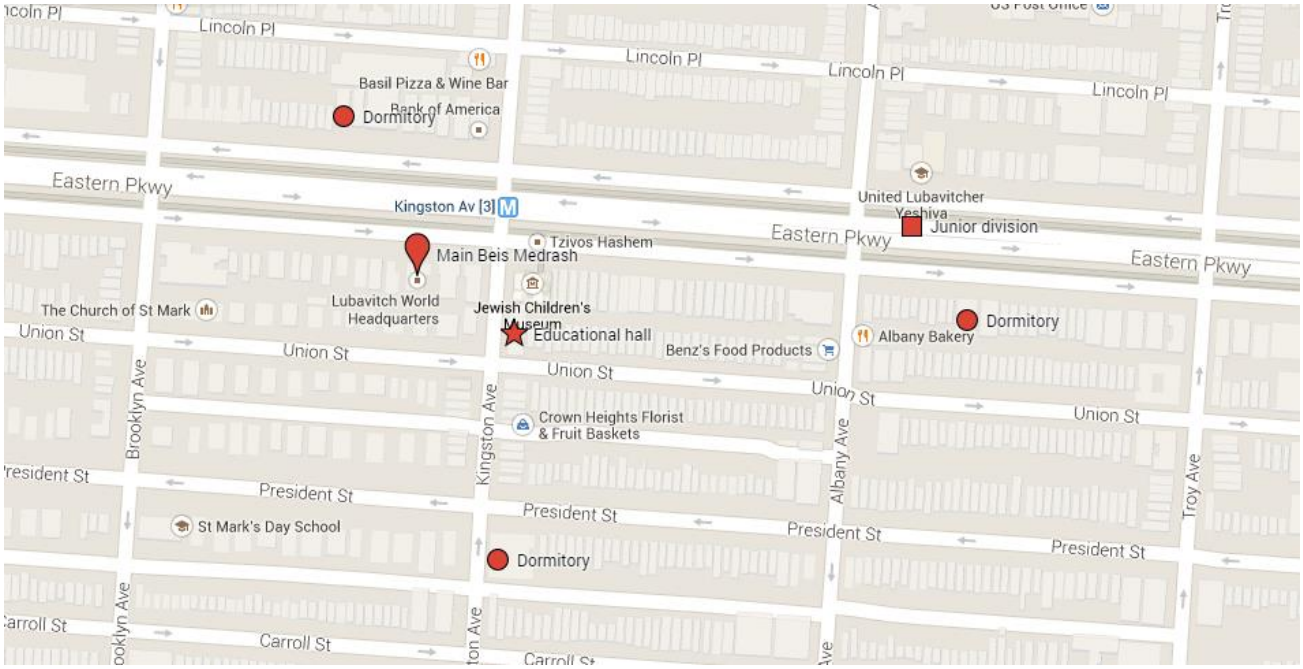
Second Year – Spring

GT21*B	Graduate Talmud Intensive II	4 credits
GT22*B	Graduate Talmud Survey II	2 credits
GC210B	Graduate Chassidic Thought Intensive II	2 credits
GC220B	Graduate Chassidic Thought Survey II	2 credits
GL210B	Graduate Legal Codes Intensive II	2 credits

Second Year – Summer

GT21*C	Graduate Talmud Intensive II	4 credits
GT22*C	Graduate Talmud Survey II	2 credits
GC210C	Graduate Chassidic Thought Intensive II	2 credits
GC220C	Graduate Chassidic Thought Survey II	2 credits
GL210C	Graduate Legal Codes Intensive II	2 credits

Cumulative credits: 72 credits

MAP OF CENTRAL YESHIVA TOMCHEI TMIMIM LUBAVITZ

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