RC BYBZ

RABBINICAL COLLEGE BOBOVER YESHIVA BNEI ZION

1577 48TH ST. • BROOKLYN, NY 11219
PHONE 718-438-2018 FAX718-871-9031

# 2026 - 2027 CATALOG





*"What distinguishes man from all other creatures is his ability to think, to know, to comprehend, to reason. To the extent that he develops these qualities and refines his wisdom, he fulfills his purpose, deepens his humanity and enriches society."*

**Rabbi Solomon Halberstam**
**Admor of Bobov**

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*Grand Rabbi Benzion Halberstam, Admor of Bobov*



## PREFACE TO THE 2026 - 2027 EDITION

This edition of the College Catalog supersedes all previous editions. The programs, requirements, and standards specified herein reflect the present policy of RCBY. Any subsequent changes in policies, course requirements, fees, or financial assistance programs will be publicized through official memoranda or bulletins.

## ACCREDITATION

Rabbinical College Bobover Yeshiva Bnei Zion is an educational institution devoted to Higher Torah Education, accredited by the Accreditation Commission of the Association of Advanced Rabbinical and Talmudic Schools (AARTS) to offer the First Talmudic Degree, and ascribing to the AARTS statement of principles. For further information about standards, membership and accreditation procedures followed by AARTS please contact:

**Association of Advanced Rabbinical and Talmudic Schools**
**2329 Nostrand Ave**
**Suite M-200**
**Brooklyn, NY 11210, United States**
**212 363-1991**

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

RCBYBZ's letter of accreditation and letters of affiliation are on file in its administrative offices and may be reviewed by making a request to do so during regular office hours.

**To All Who May Concern:**

Please be advised that the public can request the AARTS Handbook by contacting AARTS by email, office@aarts.org, or by regular mail addressed to:

**AARTS**
**2329 Nostrand Ave Suite M-200**
**Brooklyn, NY 11210**

or by telephone at 212-363-1991.

## NOTICE OF NON-DISCRIMINATION

RCBYBZ is committed to extending equal opportunity in employment to all qualified individuals without regard to race, color, religion, age, national or ethnic origin; disability or marital or veteran status. RCBYBZ offers its program of advanced Talmudic scholarship and Halachic Training to qualified men of the Jewish faith who meet its admissions criteria.

Beyond the issue of literal equal access, opportunity and accommodations, RCBYBZ is committed to providing the understanding, sensitivity, patience and encouragement vital to carrying out the spirit of these provisions of law. We seek to provide each qualified student equal opportunity to study at RCBYBZ and are committed to making every reasonable effort to assure success.

The conduct and operation of RCBYBZ educational programs and activities, including admissions, scholarship and loan programs and other school administered programs, complies with the letter and spirit of nondiscrimination statutes and is in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act, the Age Discrimination Act and other applicable federal, state and local laws and regulations relating to nondiscrimination ("Equal Opportunity Laws").

RCBYBZ's Equal Rights and Opportunity Officer is responsible for coordinating its adherence to Equal Opportunity Laws. Questions or concerns regarding any of these laws or other aspects of RCBYBZ's Equal Opportunity Statement should be directed to the Equal Rights and Opportunity Officer at (718) 438-2018, or by mail: Office of Equal Opportunity, 1577 48th Street, Brooklyn NY 11219.

## DISCLAIMER OF PLACEMENT

RCBYBZ makes no claims or guarantees that its program of education will lead to employment. Our educational curriculum offers students a rich program of study, learning and skill development. This education may enhance the student's skill profile and may make him more employable. But we make no claims that this will in fact lead to a job. We do not have the facilities for, nor do we make any claims to, helping place graduates in jobs. Within these limits RCBYBZ does cooperate in providing records, recommendations and evaluations that can be of help to graduates seeking employment.

## CORONA - COVID-19

Dear Students,

It is with gratitude to the One Above that we continue to enjoy the privilege of learning together in our yeshiva, with in-person classes and the full benefits of a traditional learning environment.

The challenges of the coronavirus pandemic, which affected us all in so many ways, are hopefully a thing of the past. Those difficult years reminded us how precious it is to learn

together, to interact with our Rebbeim and fellow students, and to maintain the daily routine and atmosphere of the yeshiva.

At RCBYBZ, the health, safety, and well-being of our students and staff remain a priority. We continue to follow applicable CDC guidelines and maintain access to hand sanitizers and masks throughout the building. We remain prepared to take appropriate precautions should circumstances ever require them.

We sincerely hope that the difficult days of remote learning are behind us for good, and that we will continue to enjoy the tremendous benefits of learning together in person for many years to come, with the help of the One Above.

## MISSION AND PURPOSE

The Rabbinical College Bobover Yeshiva aims to carry forward the chain of Jewish learning and career training in an environment where chinuch is personal, but rigorous and challenging. The College defines its purpose as teaching students Torah learning skills in order to foster creative scholarship and provide the community with Talmudists, scholars, and well-educated laymen. We identify the following specific mission elements:

- Train students in the study and analytical interpretation of the classic texts of Judaism.
- Foster reasoning skills, proficiency in textual analysis, the capacity for legal analysis, and deftness in the application of advanced logic to methods of argumentation.
- Help students develop a holistic Torah approach to life, for integrating Torah teachings and ethics in daily life.
- Prepare students for service careers as Yeshiva teachers, melamdim, mechanchim, and maggidei shiur in a wide range of formats.
- Provide students with the education for pursuing advanced rabbinic degrees that lead to college level teaching or practical rabbinics.
- Develop in the student a strong moral dimension by fostering an ethical sensibility through the study of Mussar, devotional texts and Talmudic Aggadata.
- Foster in the student a contemplative spirit, an awareness of the life of the mind and its encouragement and for a commitment to life-long learning.
- Train those with exceptional gifts for higher research in Talmud and cognate studies.
- Imbue students with a sense of broad moral responsibility for their world, their nation and their community; and for the welfare of those who are vulnerable and in need.

## STUDENT RIGHT-TO-KNOW DISCLOSURES

### Outcomes

| | |
|---|---|
| 1-Year Retention Rate 2025-2026 - 2026-2027* | 100% |
| 5-Year Graduation Rate, 2021-2022- 2025-2026* | 93% |

*Note that these calculations are based on all students entering RCBY as full-time, first-time degree seeking students. If students transfer or leave RCBY for any reason, they are counted as "not retained" and "not graduated" even if they graduate elsewhere.

### Graduation Rates

| | 5-Year Graduation Rate |
|---|---|
| Male | 100% |
| | |
| Non-Resident Alien | <1% |
| Black, non-Hispanic | 0 |
| American Indian or Alaskan Native | 0 |
| Asian or Pacific Islander | 0 |
| Hispanic | 0 |
| White, non-Hispanic | 100% |
| Race/Ethnicity Unknown | 0 |
| | |
| Recipients of Pell Grants | 91% |
| Recipients of Subsidized Federal Loan Who Did Not Receive Pell Grant | 0 |
| Recipients of Neither Pell Grant nor Subsidized Loan | 0 |
| | |
| Total 5-Year Graduation Rate | 93% |

**Full-Time Undergraduate Enrollment**

**2025-2026**

| | |
|---|---|
| Male | 100% |
| | |
| Non-Resident Alien | <1% |
| Black, non-Hispanic | 0 |
| American Indian or Alaskan Native | 0 |
| Asian or Pacific Islander | 0 |
| Hispanic | 0 |
| White, non-Hispanic | 100% |
| Race/Ethnicity Unknown | 0 |
| | |
| Receive Pell Grants | 89% |

*Rabbi Baruch A. Horowitz, Rosh Yeshiva, President*



## OFFICERS OF THE COLLEGE

### BOARD OF DIRECTORS

Grand Rabbi B. Z. Halberstam, Admor

Rabbi Chaim S. Halberstam, Chairman, Ex Officio

Rabbi Chaim J. Tauber, Dayan

Rabbi Baruch A. Horowitz, Rosh Yeshiva, President

Mr. Yakov Moshe Schwartz, Vice President

Mr. Yakov Yosef Fleischer, Treasurer

Rabbi Moshe M. Twersky

Mr. Meir Zitronenbaum

Mr. Chaim S. Beigel, Secretary

## ADMINISTRATIVE OFFICERS

| | |
|---|---|
| Rosh Hayeshiva/President, | Rabbi Baruch A. Horowitz |
| Executive Director/Chief Fiscal Officer | Rabbi Mordechai Z. Geller |
| Menahel | Rabbi David A. Mandelbaum |
| Admissions | Rabbi Leib Frand |
| Bursar | Mr. Shaya Zitronenbaum |
| Dayan, Compliance and Grievance | Rabbi Chaim Y. Tauber |
| Environment, Security and Maintenance | Mr. Abraham Gluck |
| Financial Aid Officer | Mr. Israel Licht |
| Community Liaison and Judicial Affairs | Mr. Chaim Fleischer |
| Librarian | Rabbi Berel Weingarten |
| Librarian | Rabbi Moshe Y. Zitronenbaum |
| Registrar | Mr. Joel Rosenfeld |
| Student Affairs and Counseling | Rabbi Binyomin Z. Meisels |

## ACADEMIC CALENDAR 2026 - 2027

The program of instruction at RCBY is based on two semesters per school year. Registration for the Fall semester closes at the end of September and classes end in the third week of January. Classes begin in February and run until the end of June with a holiday recess for Pesach. Students are advised to consult the annual Calendar Supplement to the Catalog for specific registration, exam and holiday recess dates.

### FALL TERM - 2026

| | |
|---|---|
| Registration | August 9 - August 15, 2026 |
| Fall Term Begins | September 1, 2026 |
| Add/Drop Date | September 10, 2026 |
| Constitution Day | September 17, 2026 |
| Rosh Hashanah - No Classes | September 12 - 13, 2026 |
| Yom Kippur - No Classes | September 20 - 21, 2026 |
| Sukkos - No Classes | September 25 – October 6, 2026 |
| Midterm Vacation | December 14 - 16, 2026 |
| Final Exams | January 25 - 29, 2027 |

### SPRING TERM - 2027

| | |
|---|---|
| Registration | January 10 - 15 2027 |
| Spring Term Begins | February 1, 2027 |
| Add/Drop Date | February 10, 2027 |
| Purim - No Classes | March 22 - 24, 2027 |
| Midterm Vacation | March 28 - 31, 2027 |
| Pesach - No Classes | April 21 - May 2, 2027 |
| Shavuos - No Classes | June 10 - 12, 2027 |
| Final Exams | June 20 - 25, 2027 |

* * *

## THE COLLEGE CAMPUS

The Rabbinical College's Borough Park campus is situated in the heart of the world's most rapidly expanding contemporary Jewish community. Academic life unfolds amidst a rich tapestry of traditional Jewish culture. Old World scholars, rare manuscript libraries and Chassidic leaders of great erudition, all form part of this unique community's special environment. RCBYBZ encourages its students to take full advantage of these unparalleled community assets.

The basic needs for Orthodox Jewish life are easily met in this community that boasts many Hebrew bookstores, (Shloimy's Judaica, 4405 15th Ave, Brooklyn, NY 11219; Scharf's Judaica, 4904 16th Ave, Brooklyn, NY 11204, and many more) synagogues and Jewish schools and a self-contained Jewish lifestyle that is unmatched in the United States for its allegiance to Jewish tradition.

RCBYBZ's Borough Park campus is part of the vibrant worldwide Bobover Kehillah. The campus houses the Kehillah's main synagogue as well as its very substantial library. It comprises two modern buildings located on 48th Street. Its main academic center boasts a spacious modern Beth Hamedrash (study hall) equipped with a large research library on its open shelves. It is well lit, well ventilated and comfortably equipped. Students find it a joy to study there.

Two levels of the building are set aside for classrooms, lecture halls, and faculty offices. Another two levels hold student dormitory suites. The academic center also houses administrative offices.

Our recent development program has modernized and significantly expanded the Rabbinical College campus. With our modernized academic center, student capacity has been doubled to accommodate the steady growth of our student body.

Dormitory housing for students is available, however, due to the large demand for such accommodations and the limited supply, students should apply for Yeshiva housing soon after acceptance to the program. The RCBY kitchen provides meal service three times a day in its spacious modern dining halls.

The campus' Bais Avrohom wing houses a large auxiliary Beth Hamedrash and an extensive library. Students may carry out their independent research here. There are also some smaller classrooms for Chabura study. In addition, Bais Avrohom houses the Bobover Mikveh, which is available to our students.

## THE REFERENCE LIBRARY

The Rabbinical College Bobover Yeshiva library plays a significant part in the learning process at the Yeshiva. In addition to making utilitarian use of the library for research and class related studies, students are encouraged to become familiar with the great works that represent the intellectual heritage of the Jewish people.

In designing the library, a premium has been placed on making the collection accessible and available. Most of the volumes in the library are placed on the open shelves of the Beth Hamedrash for immediate use by the students in the course of their daily studies. The nature of

Talmud study often requires tracing ideas and debates with the assistance of a range of sources and commentaries, and every effort is made by the library to provide adequate resources for this type of research and study.

The library is open to all students and alumni of RCBY. In addition, members of the local community may use the reference collection during school hours.

The collection includes all standard reference works that are necessary for the advanced study of Bible, Talmud, Halacha and Mussar. It also holds a fine representation of Responsa, Homiletical, Devotional, Chassidic and Philosophical works to support the program of study at the Yeshiva. Two thousand years of scholarship are represented on the library shelves, and they are put to steady use by scholars pursuing their studies.

The collection is divided into the following categories:

- **Bible and Commentary**. The basic scriptural texts including the Pentateuch and the Prophets as well as an extensive homiletical and exegetical literature.

- **Talmud;** Both Bavli and Yerushalmi along with the commentary and interpretive literature of the Rishonim and the novellae of the Acharonim. Prominently included are also the collections of shiurim and chiddushim of the great Roshei Hayeshiva of the past century.

- **Halacha**; the body of Jewish law that includes the great codifiers, the Rosh, Rif, Rambam, Arbah Turim, and the definitive Shulchan Aruch and its authoritative commentators. In addition, the Responsa of the last five centuries and the recent halachic authorities are also included in the collection.

- **Mussar, Agaddah, Chassidus, Philosophy and History**; this category includes the homiletical, ethical and philosophical works of the Mussar movement as well as the classic chassidus and hashkofa sforim.

The reference collection is available during all hours that the study hall is open. In order to maximize the availability of the collection, borrowing privileges are limited. Under normal circumstances, books are used in the Beth Hamedrash and returned to the shelves after they have been consulted. Under special conditions, a student may apply for overnight borrowing rights.

## THE ARCHIVAL COLLECTION

Another part of the library is the Bobover Archive collection of approximately 1,000 volumes, including rare scholarly works, unpublished manuscripts, correspondence between scholars and sages who have been associated with Bobov, halachic responsa, novellae works, and a full collection of the present Bobover Rebbe's writings.

These works are reserved for use by advanced scholars and faculty. Use of these archives is limited and a scholar must demonstrate a research or scholarly need to use the archives.

## NON-HARASSMENT POLICY

RCBYBZ is committed to professional and interpersonal respect ensuring that no individuals are subjected to harassment or discriminated against in any way on the basis of race, color, religion, age, national or ethnic origin, physical or mental disability, marital or veteran status or any other characteristic protected by state or federal laws. Harassment based on any of these characteristics is a form of discrimination prohibited by law and by RCBYBZ policy.

## DISABILITY ACCESS

### Physical Disabilities

It is RCBYBZ policy to ensure that no qualified student with a disability is excluded from participation in all of the school's academic programs. Furthermore, it is RCBYBZ policy to prohibit discrimination on the basis of disability in all school activities and events. RCBYBZ is committed to providing reasonable accommodation for any student with a disability. In order to facilitate such assistance, students with a disability are asked to inform the Office of Student Affairs of their requirements and provide documentation regarding their needs. Our campus is handicap accessible and we are prepared to make further reasonable provisions to accommodate physically limited students as best as possible. Information regarding disability will be kept confidential and limited to those with a direct need to know.

### Learning Disabilities

In recent years, society in general and schools at all levels have become much more aware of a type of disability that is not readily identifiable by any outward signs of handicap. These learning disabilities can affect a student's ability to process and understand course work. At RCBYBZ we are sensitive to these disabilities. Faculty are prepared to teach students with diverse characteristics and to deal effectively with students who have such disabilities.

Students may commonly be diagnosed with learning disabilities if they are of average or above-average intelligence and their academic achievement does not match their intellectual ability. Such diagnoses are often made by a psychologist trained in making educational assessments. These evaluations offer insight into how the individual student processes, integrates, retains, and communicates information.

Some general categories of learning disabilities:

- **Auditory perception and processing** - difficulty processing information communicated through lectures or class discussions.
- **Visual perception and processing** - difficulty distinguishing subtle differences in shape (e.g., the letters b and d), deciding what images to focus on when multiple images are present, skipping words or repeating sections when reading, or misjudging depth or distance.
- **Information processing speed** - difficulty processing auditory and visual information at the speed of an average person. Takes extra time to decode and comprehend written material.

- **(**long-term, short-term) - difficulty with storing or recalling information over short or long time periods.
- **Spoken and written language** - difficulty with speaking (e.g., reversing words or phrases).
- **Executive functioning (planning and time management)** - difficulty breaking larger projects into smaller sub-projects, creating and following a timeline, and meeting deadlines.
- **Addressing Learning Disabilities Proactively Abstract reasoning** - difficulty understanding abstract concepts in subjects such as Talmud, philosophy and logic, which require high level reasoning skills.

**Addressing Learning Disabilities Proactively**

There are a number of things instructors do to make their teaching more accessible to all students, including those with learning disabilities. These strategies are part of a process called universal design which offers the following suggestions to faculty:

- Inform students (in syllabus or in your introductory lecture) to talk with you and counselors about any disability-related concerns.
- Point out such campus resources as tutoring, counseling and one on one mentoring.
- Define course requirements clearly and early in the course. Announce the dates of exams with plenty of time to prepare. Avoid last-minute assignments. This will allow students who need the extra time or help to properly arrange for their needs.
- Give extra care in assigning study partners; perhaps a number of such partners instead of just one to prevent any one partner from carrying too much responsibility.
- When practical, provide important information in both oral and written formats.
- When teaching a lesson, state objectives, review previous lessons, and summarize periodically.
- Use more than one way to demonstrate or explain information.
- Keep instructions brief and uncomplicated.
- Allow time for clarification of directions and essential information.
- Provide study guides or review sheets.
- Allow for alternative methods for course assessment, such as allowing students to take an exam in writing or orally.
- Stress organization and ideas rather than mechanics when grading in-class assignments.

**Reasonable Accommodations**

Students with a disability who seek accommodations should register with the Mashgiach office. It is the student's responsibility to request these services. The office will confirm the student's disability and notify instructors about making accommodations for the student. The student with a disability is responsible for meeting all course requirements using only approved accommodations.

Since learning disabilities are unique to the individual and are manifested in a variety of ways, accommodations for each student are tailored to individual needs.

These accommodations are designed to provide the student with a disability equal access to educational opportunities and to demonstrate his achievements. Individualized accommodations are not designed to give the student an advantage over his peers or to alter a fundamental aspect of the course, or to in any way lessen academic rigor.

**Examples of Possible Accommodations**

- Assist the student with special study partners.
- Arrange for student to study and review notes taken by others in class.
- Allow the student to tape record lectures/shiurim.
- Provide the student additional time to complete writing assignments.
- Offer periodic one on one mentoring.
- Allow for extended exam time and to take exams in a room with reduced distractions.
- Offer the option of oral instead of written exam.

## INTELLECTUAL INTEGRITY/ ACADEMIC HONESTY

RCBYBZ students are expected to behave according to the rules of Halacha and to conform to Chasidic practice. The study of Bible, ethics, and Jewish philosophy is not meant to be an abstract or theoretical exercise. It is bound up with a body of prescriptive ethical behavior.

This is particularly true with regard to the academic enterprise which thrives in an environment of open and honest learning, debate and critical thinking. Nothing is more inimical to this culture than breaches of academic and intellectual integrity. A member of the faculty, administration or student body who violates this trust, undermines the academic community's ethical scaffolding and forfeits his right to participate in the community of learners and scholars.
Academic dishonesty such as plagiarism, cheating on an examination, or dishonesty in dealing with a faculty member or other College official, or the threat of violence or harassment, are serious academic offenses and will be dealt with severely.

Faculty is obliged to promote awareness of, and to educate all students about what constitutes academic honesty and to foster a cooperative climate that deters academic dishonesty. To assure impartiality in the classroom, instructors should provide students with an explicitly stated grading policy. Such a grading policy may also include an academic honesty policy, which provides for specific penalties for such breaches as cheating on exams, unauthorized peer to peer sharing, unauthorized distribution of copyrighted material and plagiarizing material from others.

Scholars draw inspiration from the work done by other scholars; they argue their claims with reference to others' work; they extract evidence from earlier scholarly works. When a student

or faculty member engages in these activities, it is vital to credit properly the sources that are used. To fail to do so violates scholarly responsibility.

It is expected that academic work of any kind - whether a research paper, a critical essay, a homework assignment, a test or quiz, or a creative assignment, is entirely the product of the person whose name it bears and was prepared without assistance. If joint projects are assigned, then the work is expected to be wholly the work of those whose names it bears. If the work contains facts, ideas, opinions, discoveries, etc., that originate with others, this must be properly acknowledged according to commonly prescribed formats such as footnotes, endnotes, citations, etc.

The policy prohibiting plagiarism applies to all members of the academic community. It proscribes buying, stealing, borrowing, or otherwise obtaining all or part of a paper (including obtaining a paper online); hiring someone to write a paper; copying from or paraphrasing another source without proper citation or falsifying citations; and appropriating the ideas of another without citation.

**Copyright Infringement**

Misuse of copyrighted material is wrong from a legal and halachic perspective. "Hasagas G'vul" will not be tolerated. This includes any form of copying, downloading or otherwise infringing on intellectual property rights. Copyrighted material that is needed for class work can only be copied with the express permission of the copyright holder or his/her representative.

**Responding To Cases of Academic Dishonesty**

When faced with the possibility that a student has engaged in an act of academic dishonesty, faculty are encouraged to discuss such concerns with:

- the student, asking a series of specific questions about the material in question and evaluating the student's response to them to arrive at a reasonable indication of whether or not there are real grounds for the suspicion of dishonesty;
- the Menahel, for guidance throughout the process or;
- the Rosh Hayeshiva.

There are a number of possible responses to cases of academic dishonesty. After explaining to the student what the academic sanction will be and why it was chosen (given the nature of the dishonesty), faculty may, for example, lower the grade for the relevant piece of work or lower the final grade for the course. In such situations, faculty will discuss this with the Menahel to determine the student's responsibility and the fairness of the sanction.

The Menahel may investigate further to learn if the student is facing additional problems that require interventions of a different nature and that need to be addressed more broadly.

Alternatively, faculty may refer the matter to the College's disciplinary process overseen by the Rosh Hayeshiva. If this is the chosen option, faculty will provide a brief written report about their concerns supplying whatever evidence they may have. The student will then be required to meet with the Menahel to prepare for a hearing with the Rosh Hayeshiva who will make a

determination based on the gravity of the offence and the circumstances of the individual student.

If the student is found responsible, he may face a range of possible sanctions:

- **Disciplinary Warning**: A warning that any additional violations may result in serious disciplinary action. This is the minimum sanction for a student found responsible for violating school policy.
- **Disciplinary Probation:** The student is placed on probation. Any further violations of school policies during the probation will result in serious disciplinary action. Student's parent(s)/guardian(s) may be notified and the student may be barred from living in the dorm for a specified period of time.
- **Disciplinary Suspension:** The student is removed from the College for a specified length of time. Parent(s)/guardian(s) are notified.
- **Expulsion:** The permanent termination of student status with the possibility of a notation on the student's permanent academic record specifying the sanctions and indicating that the sanction is a result of academic misconduct. Parent(s)/guardian(s) are notified.

**Appeals**

A student found responsible for violating College rules or of engaging in academic misconduct or dishonesty has the right to request an appeal of the decision and the resulting sanctions within ten calendar days (or as indicated in the letter notifying him of the sanction). The appeals must be filed in writing to the official mentioned in the outcome letter. There are three grounds for appeal. If the student:

1. Presents new information that was unavailable at the time of the hearing;
2. Presents persuasive arguments that the decision process was flawed;
3. Presents a case for the sanction being too severe.

After carefully considering the appeal, the Rosh Hayeshiva will determine if a change in the outcome of the original decision is warranted. The decision on the appeal is final.

Under special circumstances a student may have to be restricted even before a hearing is held. In such cases interim actions may include restricting access to the dorms or other campus buildings and/or suspending a student from participation in classes or campus activities. RCBYBZ will only take these interim actions if it is determined that the student's presence on campus may constitute a danger to the normal operations of the institution, the safety of himself or others, or to the property of the College or others.

**Outside Proceedings**

If an investigation is occurring outside of the College community (as in the case with criminal investigations) the College may postpone the Dean's Discipline process until the conclusion of outside proceedings. However, interim measures may be taken immediately as indicated above. It should be noted that the results of the outside investigation may be considered in the institutional investigation especially if that investigation reveals behavior that may be dangerous or damaging to the College community. It is the responsibility of the student to notify the Office of Judicial Affair s and Community Standards of such outside proceedings.

**Privacy**
In accordance with college policy and federal law, a student's record, including information about sanctions proceedings, is confidential. However, there are certain exceptions to this general rule. For example, it is the policy of RCBYBZ to inform parents, when appropriate, of the disciplinary status of students who have been placed on probation, removed from housing, suspended from the College or expelled from the College. If a student is not dependent on his parents for Federal Income Tax purposes and he does not wish for them to receive this information, he can write to the Rosh Hayeshiva requesting that no information be shared with his parents. We will then notify his parents of the student's request.

Another important exception, detailed in the *Family Educational Rights and Privacy Act of 1974*, allows the College to disclose the outcome of disciplinary proceedings for which the charge was a crime of violence to the accused or accuser. To read more about the exceptions that apply to the disclosure of student records information, please see the section on FERPA below. You may view the Federal Family Educational Rights and Privacy Act on the U.S. Department of Education Web site at:
http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn.

**N.B.:** The disciplinary process outlined above is not utilized in cases where a student has alleged to have engaged in sexual misconduct. The hearing for all cases regarding sexual misconduct is conducted by a *Select Committee* appointed by the Rosh Hayeshiva for this purpose.

## POLICY ON ACCESS TO STUDENT RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

These rights include:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. These requests should be submitted to the Registrar or Menahel in writing, by the student, specifying the record(s) he wishes to inspect. The College will make arrangements for access and notify the student.

- The right to request the amendment of education records that the student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights under FERPA. Students should address such requests to the official responsible for the record, clearly identifying what it is he wants changed, and specifying why it should be changed. If the College decides not to make the requested changes, the College will notify the student of the decision and advise the student of his right to a hearing regarding his request. Additional information regarding the hearing procedure will be provided to the student when he is notified.

- The right to demand written consent before the College discloses personally identifiable information contained in the student's education records, with certain exceptions. Personally identifiable information from the student's education records includes: grades, courses, GPA, Social Security number, and other personal information. However, RCBYBZ College may release appropriately designated

"directory information" without the student's written consent, unless the student has advised the College to the contrary. RCBYBZ College has designated the following information as directory information: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate; full-time or part-time), participation in officially recognized activities, degrees, honors and awards received, and the most recent education agency or institution attended.

- Students who do not want RCBYBZ College to disclose directory information without their prior written consent must notify the Registrar that they request nondisclosure of directory information to all third parties.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by RCBYBZ College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office**
**U.S. Department of Education**
**400 Maryland Avenue SW**
**Washington, DC 20202-8520**

FERPA rights do not prevent the College from disclosing educational records without a student's prior written consent to:

- School officials with legitimate educational interests. School officials include: persons employed by the College in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College has contracted as its agent to perform a service (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the College.

- United States Officials including: Comptroller General, Attorney General, Department of Education, and other offices covered by the USA Patriot Act, 2002.

- State or local officials, accrediting agencies, alleged crime victims, parent(s) of a dependent student (IRS defined) or parent of a student under age 21 regarding violations of drug or alcohol laws.

**The Solomon Amendment**
In accordance with the Solomon Amendment, the College will make accessible to the Secretary of Defense, directory information including each student's name, address, telephone listing, age (or year of birth), place of birth, level of education (e.g. freshman, sophomore, or degree awarded for a recent graduate), most recent educational institution attended, and current major(s). Where a student has requested that the College withhold directory information from all third parties under FERPA by filing the form described above, then no information about that student will be released under the Solomon Amendment.

## ACADEMIC CONCERNS, COMPLAINTS, AND GRIEVANCES

RCBYBZ is committed to fostering a climate of academic integrity. Faculty and students alike are expected to uphold these principles and exhibit tolerance and respect for others.

If a student has concerns about a particular classroom experience, a specific curricular matter, or a faculty member's actions in class, he should refer the complaint to the Menahel. In simple matters the initial effort will be to resolve issues on an informal and collegial basis, making sure that those involved understand each other's point of view, before moving toward more formal procedures of complaint and redress. We aim to address issues in a timely manner, within thirty days of a complaint at the most immediate level available.

**Concerns about Grades or Other Academic Assessments**

The awarding of grades and all other academic evaluations rests entirely with the faculty. If a student has a concern relating to a particular grade or other assessment of his academic work, the student should speak first with the instructor of the class to understand how the grade or other evaluation was derived and to address the student's specific concern. If the student does not feel comfortable speaking with the class instructor about the matter, he can bring the issue to the attention of the Menahel and seek advice on how best to address the issue.

If this process brings no acceptable resolution, the student should bring the matter to the Menahel who will work with the student and the faculty to determine whether there has been a procedural irregularity and, if so, take steps to remedy the matter, often through a grievance committee. If the committee decides that the grade or other academic evaluation was appropriate, given class assignments and circumstances, the student will be informed and the decision will be final. If the committee decides in favor of the student, they (in consultation with the Menahel) will also decide on the proper steps for remedying the irregularity.

**Ethical or Moral Misconduct**

Our faculty hold themselves to the highest professional standards, but if there should arise any cause for complaints about faculty conduct or infractions of ethical behavior these should be made directly and confidentially to the Rosh Hayeshiva. If the alleged misconduct involves discrimination, harassment of any sort, or scholarly misconduct, and the student does not feel comfortable bringing his complaint to the Rosh Hayeshiva, he can file a formal complaint with the Dayan or the Bobover Rebbe. They can be reached through 718. 438.2018.

The Rosh Hayeshiva will work with the student to review the claim, establish the substance of the complaint, and come to a decision about how best to address the concerns raised by the student. If appropriate, the Rosh Hayeshiva, along with a committee he may appoint, will investigate the matter fully and attempt to resolve the matter. If the matter remains unresolved and further action is warranted, he may refer the matter to AARTS:

**Association of Advanced Rabbinical and Talmudic Schools**
**2329 Nostrand Ave**
**Suite M-200**
**Brooklyn, NY 11210, United States**
**212 363-1991**

**Confidentiality**

The College recognizes the need for confidentiality when addressing sensitive concerns. If the student wishes complete confidentiality, he may raise concerns with the Grievance Officer, a neutral complaint handler for the College. The office offers a range of options and communication channels. While the Grievance office can receive complaints, it has no authority to adjudicate a complaint; its service is limited to accepting confidential complaints and to providing advice to students, faculty and administrators to various avenues of redress and to mediate disputes, where both parties agree to use its offices.

## NEW YORK STATE COMPLAINT PROCEDURE

For all complaints concerning colleges and universities in New York State, the first step is to attempt to resolve the matter directly with the administration of RCBY through the College's established grievance procedures.

The New York State Education Department's Office of College and University Evaluation will not review a complaint unless all institutional grievance and appeal procedures have been fully exhausted and documentation is provided confirming that these procedures have been completed.

All New York State colleges and universities are required to establish, publish, and enforce clear policies for the resolution of student grievances.

Before submitting a complaint to the Office of College and University Evaluation, please review the information below to ensure that your complaint is directed to the appropriate agency.

**Scope of Review**

The Office of College and University Evaluation reviews complaints related only to the educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the following limitations:

- Anonymous complaints are not reviewed.
- Complaints regarding individual grades or examination results are not reviewed, as these are matters within the authority of the institution's faculty.
- Complaints concerning events that occurred more than five years ago are not reviewed.
- Complaints that are currently in litigation or have been previously litigated are not reviewed.

**Complaints Directed to Other Agencies**

Programs Leading to Professional Licensure (e.g., nursing):

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

State University of New York (SUNY) Institutions:

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

City University of New York (CUNY) Institutions:

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

Civil Rights Complaints (discrimination based on race, color, national origin, age, disability, or sex, including sexual harassment):

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

Or:
New York State Division of Human Rights
https://dhr.ny.gov/complaint

Consumer Fraud Complaints:

Office of the New York State Attorney General
Justice Building, Empire State Plaza
Albany, NY 12223

State Student Financial Aid Complaints:

Higher Education Services Corporation (HESC)
Customer Communications Center
1-888-NYS-HESC

**Additional Information**

The Office of College and University Evaluation does not conduct judicial investigations and does not have the legal authority to compel a college or university to grant a specific remedy.

If a complaint does not fall under any of the exceptions listed above, complainants may contact the Office of College and University Evaluation, Complaint Department for further guidance.

## VACCINATION POLICY

### New York State Requirements

New York State law requires all students born on or after January 1, 1957, attending schools in New York State who are taking 6 or more credit hours, have the following:

- two vaccinations against measles,
- one vaccination against mumps,
- one vaccination against rubella.

Each new student receives a Medical Record Form. The Immunization Record must be completed by a health care provider who can administer any missing immunizations.

### Acceptable forms of proof of immunization:

- An official school, state, country or national immunization record, verifying two measles, one mumps and one rubella vaccination.
- A blood test showing immunity to measles, mumps, and rubella; a copy of lab results must be provided.
- A written history, signed by a health care provider, with documentation of two measles, one mumps and one rubella vaccination.
- A written history, signed by a health care provider, documenting having had the measles or mumps disease. **History of having had rubella disease is NOT acceptable. Rubella vaccine or documentation of rubella antibody titer must be provided.**

### Meningitis Vaccine (Meningococcal)

- New York state law also requires the College to maintain documentation of acknowledgment of the receipt of meningitis information and the available vaccine.
- The College is required to document that you have received this information and have either had the vaccine or declined the vaccine.

The College is required by state law to exclude any student who is not in compliance with their immunizations and/or meningitis response. **Noncompliant students are not permitted to attend the College**. This includes exclusion from classes, residence halls, and other curricular and co-curricular activities. By State law, no institution shall permit any student to attend such institution *in excess of thirty days* without complying with the immunization requirements.

### In Process

A student is considered in process and allowed to attend classes if the student has presented a Certificate of Immunization that shows the student is in the process of completing the immunization requirements. To be "in process" the student must have received at least one dose of live measles virus vaccine, have complied with the requirements for mumps and rubella, and have an appointment to return to a health practitioner for the second dose of

measles if this appointment is scheduled no more than 90 days since administration of the first dose of measles virus vaccine. A student can be considered in process of complying regarding meningococcal disease until the maximum 30-day grace period has elapsed. The 30-day grace period may be extended to 60 days if a student can show a good faith effort to comply with the requirements. If a student is granted the extended grace period, then exclusion begins immediately after the 60 days elapses.

**N.B.: A student may be exempted from vaccination requirements based on religious objections.**

## POLICIES ON ALCOHOL AND DRUGS

As is all too familiar, the academic community is not isolated from such problems as alcohol and drug abuse. In order to comply with federal, state, and city laws, and to promote the health and well-being of our community, RCBYBZ has adopted a stringent policy on alcohol and drugs. All students, faculty, and staff are required to comply with this policy. Faculty, employees and students should make themselves familiar with this policy and the health risks associated with drug and alcohol use and the legal sanctions under local, State, and Federal law for unlawful possessions, use or distribution of illicit drugs and alcohol.

### Alcohol

RCBYBZ is committed to creating and maintaining an environment that is free of alcohol abuse. The College complies with New York State law and other applicable regulations governing alcoholic beverages for those on the College's premises or participating in its activities. The College strongly supports education and treatment programs as the most effective means to help prevent and reduce alcohol abuse.

RCBYBZ expects that those who wish to include alcohol as part of their activities will do so responsibly and lawfully. Responsible drinking includes making sound judgments about whether, when, and how much to drink; understanding the health issues related to the consumption of alcohol; and avoiding excessive drinking and other abuses of alcohol that negatively affects one's academic work, social and personal activities and health.

If any event taking place on college grounds is to include the serving of alcohol, organizers must fully understand the College's alcohol policy and applicable laws and arrange their events accordingly. They must plan deliberately for the safety and well-being of participants both at the event and as they return to their homes after the event.

College policy forbids events that promote or encourage the consumption of alcohol. Those planning events that will include the service of alcohol, must consider that most members of the undergraduate community are not of legal drinking age, and that among those who are, many do not drink alcoholic beverages at all. All such events must be careful to prevent minors from illegal drinking and must avoid making the drinking of alcohol a condition for participation in the activity.

### Health Issues Related to Alcohol

Abuse of alcohol, which is found in beer, wine and liquors, can lead to damage to internal organs, especially the brain, heart and liver. When mixed with other depressants, alcohol can

also prove fatal. Use of alcohol impairs judgment and reflexes, and can lead to accidents. Alcohol consumption also presents serious health risks to pregnant women. Alcohol abuse can seriously affect academic and work performance. Additionally, it can promote destructive and anti-social behavior and lead to violence and abuse of others.

**Legal Stipulations**

New York State law provides that:

- Alcoholic beverages shall not be provided under any circumstances by any licensed server to any person under the age of 21 or to anyone who is disorderly, visibly intoxicated, or known to be a habitual drunkard.
- No person under 21 years of age may misrepresent his age for the purpose of obtaining alcoholic beverages, nor may a person assist another in such a misrepresentation.
- Proof of age must include presentation of a valid American or Canadian driver's license or non-driver identification card, a valid passport, or a valid identification card issued by the United States Armed Forces.
- No person under 21 years of age shall provide false or written evidence of age for the purpose of attempting to purchase alcoholic beverages.
- No person under the age of 21 may possess any alcoholic beverage with the intent to consume it.
- Actions or situations that involve forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization are prohibited.
- Alcoholic beverages may not be served where money changes hands (sale of drinks, admission charged, donations solicited, etc.) without the appropriate license or permit.
- Events that involve money changing hands require a Temporary Beer and Wine Permit issued by the New York State Alcoholic Beverage Control Board. Hard liquor is not permitted at these events. This includes free events under an organization which charges a membership fee.
- Appropriate posted warnings about the effects of alcohol during pregnancy must appear at all events where alcohol is served.

Violation of these laws may subject the violator to legal penalties that can lead to suspension of one's driver's license to fine or imprisonment.

**Penalties for alcohol or drug-related violations:**

Driving while intoxicated is a crime. Your judgment, coordination and ability to drive a vehicle change when you consume any amount of alcohol. The level of impairment depends on five conditions

- the amount of alcohol you drink
- the amount of food you eat before or while you drink alcohol
- the length of time you drink alcohol

- your body weight
- your gender

There is no quick method to become sober. The best method is to wait until your body absorbs the alcohol. The average rate that your body processes alcohol is approximately one drink per hour.

**What are the types of alcohol and drug-related violations in New York State?**

- **Driving While Intoxicated** (DWI): .08 Blood Alcohol Content (BAC) or higher or other evidence of intoxication. For drivers of commercial motor vehicles: .04 BAC or other evidence of intoxication
- **Aggravated Driving While Intoxicated** (Aggravated DWI): .18 BAC or higher
- **Driving While Ability Impaired by Alcohol** (DWAI/Alcohol): more than .05 BAC but less than .07 BAC, or other evidence of impairment
- **Driving While Ability Impaired by a Single Drug other than Alcohol** (DWAI/Drug)
- **Driving While Ability Impaired by a Combined Influence of Drugs or Alcohol** (DWAI/Combination)
- **Chemical Test Refusal:** A driver who refuses to take a chemical test (normally a test of breath, blood or urine)
- **Zero Tolerance Law:** A driver who is less than 21 years of age and who drives with a .02 BAC to .07 BAC violates the Zero Tolerance Law
- **What are the penalties for alcohol or drug-related violations?** In New York State, the penalties for an alcohol or drug-related violation include the loss of driving privileges, fines, and a possible jail term.

| Violation | Mandatory Fine | Maximum Jail Term | Mandatory Driver License Action |
|---|---|---|---|
| Aggravated Driving While Intoxicated (AGG DWI) | $1,000 - $2,500 | 1 year | Revoked for at least one year |
| Second AGG DWI in 10 years (E felony) | $1,000 - $5,000 | 4 years | Revoked for at least 18 months |
| Third AGG DWI in 10 years | $2,000 - $10,000 | 7 years | Revoked for at least 18 |

| | | | |
|---|---|---|---|
| (D felony) | | | months |
| Driving While Intoxicated (DWI) or Driving While Impaired by a Drug (DWAI-Drug) | $500 - $1,000 | 1 year | DWI - Revoked for at least six months DWAI-Drugs - Suspended for at least six months |
| Second DWI or DWAI-Drug violation in 10 years (E felony) | $1,000 - $5,000 | 4 years | Revoked for at least one year |
| Third DWI or DWAI-Drug violation in 10 years (D felony) | $2,000 - $10,000 | 7 years | Revoked for at least one year |
| Driving While Ability Impaired by a Combination of Alcohol/Drugs (DWAI-Combination) | $500 - $1,000 | 1 year | Revoked for at least six months |
| Second DWAI-Combination in 10 years (E felony) | $1,000 - $5,000 | 4 years | Revoked for at least one year |
| Third DWAI-Combination in 10 years (D felony) | $2,000 - $10,000 | 7 years | Revoked for at least one year |
| Driving While Ability Impaired by Alcohol (DWAI) | $300 - $500 | 15 days | Suspended for 90 days |
| Second DWAI violation in 5 years | $500 - $750 | 30 days | Revoked for at least six months |
| Third or subsequent DWAI within 10 years (Misdemeanor) | $750 - $1,500 | 180 days | Revoked for at least six months |
| Zero Tolerance Law | $125 civil penalty and $100 fee to terminate suspension | None | Suspended for six months |
| Second Zero Tolerance Law | $125 civil penalty and $100 re-application fee | None | Revoked for one year or until age 21 |
| Chemical Test Refusal | $500 civil penalty ($550 for commercial drivers) | None | Revoked for at least one year, 18 months for commercial drivers. |

| | | | |
|---|---|---|---|
| Chemical Test Refusal within five years of a previous DWI-related charge/Chemical Test Refusal | $750 civil penalty | None | Revoked for at least 18 months, one-year or until age 21 for drivers under age 21, permanent CDL revocation for commercial drivers. |
| Chemical Test Refusal - Zero Tolerance Law | $300 civil penalty and $100 re-application fee | None | Revoked for at least one year. |
| Chemical Test Refusal - Second or subsequent Zero Tolerance Law | $750 civil penalty and $100 re-application fee | None | Revoked for at least one year. |
| Driving Under the Influence (Out-of-State) | N/A | N/A | Revoked for at least 90 days. If less than 21 years of age, revoked at least one year. |
| Driving Under the Influence (Out-of State) with any previous alcohol-drug violation | N/A | N/A | Revoked for at least 90 days (longer term with certain prior offenses). If less than 21 years of age, revoked at least one year or until age 21 (longest term). |

**Additional penalties**

- greater penalties can also apply for multiple alcohol or drug violations within a 25-year period
- surcharges are added to alcohol-related misdemeanors ($260) and felonies (generally $400, but varies slightly depending on court of conviction)
- three or more alcohol or drug-related convictions or refusals within 10 years can result in permanent revocation, with a waiver request permitted after at least 5 years
- a driver with an Aggravated DWI violation conviction within the prior 10 years will receive a minimum 18-month revocation if convicted of DWI, DWAI/Drugs or DWAI/Combination. Also, a driver with a prior DWI, Aggravated DWI, DWAI/Drugs or DWAI/Combination with the prior 10 years will receive a minimum 18-month revocation
- a driver convicted of an Aggravated DWI, DWI, DWAI/Drug, DWAI/combination, vehicular assault and aggravated vehicular assault, or vehicular manslaughter and vehicular homicide three or more times in the preceding 15-year period is guilty of a Class D felony

Visit https://dmv.ny.gov/tickets/penalties-alcohol-or-drug-related-violations, for more information.

**College Policies**

In addition to the provisions of New York State law as outlined above, the following policies must be observed:

- Alcohol may not be consumed outdoors on college property.
- There may be no games of chance, drinking games, contests, or other activities that induce, encourage, or result in the consumption of alcohol.
- Only one drink at a time may be dispensed to each person.
- Kegs or other bulk containers of alcoholic beverages are permitted only in connection with registered and approved events, and all such containers must be closed or untapped at the conclusion of the event and removed from the premises as soon as is practicable. The possession, use, or storage of such containers is otherwise prohibited.
- Those who serve alcohol and those who check proof of age for any event may not consume alcohol during that event.
- Prior to the event, the sponsoring organization must designate an additional non-drinking individual who will be present during the event to assist in its management.
- Those who serve alcohol at any College event must be at least 21 years of age.

Within the College, the illegal or wrongful possession, provision, or consumption of alcohol, will lead to proceedings which can include a range of disciplinary sanctions including the requirement for psychological counseling and appropriate treatment; suspension or expulsion; or referral of violators for criminal prosecution.

On the first violation, a verbal warning will be given and documented; on the second a written warning, and on the third violation, the individual will be referred for disciplinary action.

Employees should note that they may not report to work or be at work while under the influence of alcohol.

**Drugs**

RCBYBZ recognizes the illegality and danger of drug abuse and, accordingly, strictly prohibits the possession, use, manufacture, or distribution of illicit drugs on college premises or as part of any College activity.

RCBYBZ students and employees who violate the College's policies concerning illicit drugs will face discipline up to and including expulsion or termination of employment, and may also include the requirement of completing an appropriate rehabilitation program. Moreover, all students and employees should be aware that, in addition to college sanctions, they may be subject to criminal prosecution under federal and state laws that specify severe penalties, including fines and imprisonment, for drug-related criminal offenses. The seriousness of these crimes and the penalties imposed upon conviction usually depend upon the individual drug and amount involved in the crime. See the section below that provides information concerning sanctions under federal law.

New York State also provides sanctions for unlawful possession or distribution of illicit drugs. For example, in New York State, unlawful possession of four or more ounces of cocaine is a class A-1 felony, punishable by a minimum of 15-25 years and a maximum of life in prison. Where appropriate or necessary, the College will cooperate fully with law enforcement agencies and may refer students and employees for prosecution.

**College Drug Policy**

The following College policy for employees was implemented after the adoption of the federal Drug Free Workplace Act of 1988.

*The unlawful manufacture, distribution, dispensation, possession, or use of a Controlled Substance in a College Workplace by any RCBYBZ employee is prohibited. A "Controlled Substance" is any of those substances referred to in Schedules I through V of Section 202 of the Controlled Sub stances Act, 21 U.S.C. 812, and as further defined in regulation at 21 CFR 1308.11-1308.15. These include substances that have a high potential for misuse or which, if abused, may lead to severe psychological or physical dependence. Among these are heroin and other opium derivatives, marijuana, cocaine, and mescaline and other hallucinogens. "College Workplace" means any site at which employees perform work for the College, whether or not such site is owned by RCBYBZ.*

It is a condition of employment that each College employee will abide by the terms of this Policy. In addition, each employee must notify the Menahel in writing no later than five days after conviction for a violation occurring in the workplace of any criminal drug statute. A "conviction" is a finding of guilt including a plea of *nolo contendere* or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the criminal drug statutes. Such statutes involve the manufacture, distribution, dispensation, possession, or use of any controlled substance.

Within 30 days after receiving notice from an employee of a conviction, the College will take appropriate disciplinary action, up to and including termination of employment, or require the employee to satisfactorily participate in a drug assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency.

**Health Issues Related to Drugs**

While adverse health effects may vary depending on the substance, most drugs can produce one or more of the following reactions: headache, nausea, dizziness, anxiety, damage to organs, addiction, and, in extreme cases, death. Interactions between drugs and alcohol can be especially extreme. Moreover, the use of drugs can result in asocial or violent behaviors and can have a severe negative effect on personal development, schoolwork, and job performance.

Use of narcotics, which include *heroin, junk, dope, black tar, China white, Demerol, Dilaudid, morphine and codeine,* among other prohibited drugs, can lead to addiction, accidental overdoses, and can lead to Hepatitis and AIDS because of the contamination of non-sterile needles. Narcotic use also impairs judgment and ability, leading to users being put into precarious situations that are harmful (and sometimes even fatal) to themselves and others.

Risks associated with cocaine (which can be *coke, rock crack or base*) are heart attack and damage to the heart, damage to the lungs and breathing abilities, seizures, severe depression, and paranoia tendencies. Even a one-time use of cocaine can lead to a heart attack and death from heart failure.

Users of "Uppers" (*speed, crank, bam, black beauties, crystal and dexies*) run the risk of suffering from hallucinations, exhaustion, paranoia, depression and confusion.

Drugs that are hallucinogenic, (such as *Acid, Ecstasy, Marijuana, mushrooms, peyote, psilocybin, hash,* etc.) can lead to unpredictable behavior, emotional instability, altered perception, vomiting, flashback, violent behavior, psychotic reactions, impaired memory, panic attacks, diminished capabilities, and damage to the body's immune system.

**Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance**

- First conviction: Up to one year imprisonment and fine of at least $1,000 or both. After one prior drug conviction: At least 15 days in prison, not to exceed two years and fined at least $2,500. After two or more prior convictions: At least 90 days in prison, not to exceed three years and fined at least $5,000.

- Special sentencing provisions for possession of crack cocaine: Mandatory at least five years in prison, not to exceed 20 years and fines a minimum of $1,000, if:

  (a) First conviction and the amount of crack possessed exceeds 5 grams.

  (b) Second crack conviction and the amount of crack possessed exceeds 3 grams. (c) Third or subsequent crack conviction and the amount of crack possessed exceeds 1 gram.

- Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than one year imprisonment. (See special sentencing provisions re: crack.)

- Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

- Civil fine of the reasonable costs of the investigation and prosecution of the offense.

- Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to five years for first offense, up to 10 years for second, and permanent denial of benefits for subsequent offenses.

- Ineligible to receive or purchase a firearm or ammunition.

- Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, is vested within the authorities of individual federal agencies.

**Below is a table outlining some of the federal penalties in relation to controlled substances.**

| **Federal Trafficking Penalties for Marijuana, Hashish and Hashish Oil, Schedule I Substances** | |
|---|---|
| Marijuana<br>1,000 kilograms or more marijuana mixture or 1,000 or more marijuana plants | **First Offense:** Not less than 10 yrs. or more than life. If death or serious bodily injury, not less than 20 yrs., or more than life. Fine not more than $10 million if an individual, $50 million if other than an individual.<br>**Second Offense:** Not less than 20 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than $20 million if an individual, $75 million if other than an individual. |
| Marijuana<br>100 to 999 kilograms marijuana mixture or 100 to 999 marijuana plants | **First Offense:** Not less than 5 yrs. or more than 40 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine not more than $5 million if an individual, $25 million if other than an individual.<br>**Second Offense:** Not less than 10 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than $8 million if an individual, $50million if other than an individual. |
| Marijuana<br>50 to 99 kilograms marijuana mixture,<br>50 to 99 marijuana plants | **First Offense:** Not more than 20 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine $1 million if an individual, $5 million if other than an individual.<br>**Second Offense:** Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine $2 million if an individual, $10 million if other than an individual. |
| Hashish<br>More than 10 kilograms | |
| Hashish Oil<br>More than 1 kilogram | |
| Marijuana<br>less than 50 kilograms marijuana (but does not include 50 or more marijuana plants regardless of weight)<br>1 to 49 marijuana plants | **First Offense:** Not more than 5 yrs. Fine not more than $250,000, $1 million if other than an individual.<br>**Second Offense:** Not more than 10 yrs. Fine $500,000 if an individual, $2 million if other than individual. |
| Hashish<br>10 kilograms or less | |
| Hashish Oil<br>1 kilogram or less | |

**Below is a table outlining some of the New York State penalties in relation to controlled substances.**

**Criminal Classifications And Penalties For Narcotics, Other Controlled Substances, And Marijuana In New York State** (Source: New York State Penal Law, Sec. 220 and 221)

| | | **A-I Felony** 15 to 25 yr min., life term max. | **A-II Felony** 3 to 8 1/2 yr min., life term max. | **B Felony** 1 to 8 1/3 yr min., 3 to 25 yr max. | **C Felony** up to 15 yr in prison | **D Felony** up to 7 yr in prison | **E Felony** up to 4 yr in prison | **A Misdemeanor** up to 1 yr in jail or $1000 fine | **B Misdemeanor** up to 3 months in jail or $500 fine |
|---|---|---|---|---|---|---|---|---|---|
| Narcotic Drugs* | Possession<br>Sale | 4 oz or more<br>2 oz or more | 2 oz or more<br>1/2 oz or more | 1/2 oz or more<br>any amount | 1/8 oz. or more | 500 mg or more cocaine<br>any amount | | any amount | |
| Narcotic Preparations** | Possession<br>Sale | | | | 2 oz or more<br>any amount | 1/2 oz or more<br>any amount | | any amount | |
| Methadone | Possession<br>Sale | 5,760 mg or more<br>2,880 mg or more | 2,880 mg or more<br>360 mg or more | | 360 mg or more<br>any amount | any amount | | any amount | |
| Marijuana+ | Possession<br>Sale | | | | more than 10 lb<br>more than 16 oz | more than 16 oz<br>more than 4 oz | more than 8 oz<br>more than 25 gm | more than 2 oz<br>***25 gm or less | more than 25 gm<br>†2 gm or less |
| Concentrated Cannabis | Possession<br>Sale | | | | 1 oz or more<br>any amount | 1/4 oz or more<br>any amount | | any amount | |
| Stimulants (Amphetamines and others) | Possession<br>Sale | | 10 gm or more<br>5 gm or more | 5 gm or more<br>1 gm or more | 1 gm or more | any amount | | any amount | |
| Methamphetamine | Possession<br>Sale | | 2 oz or more<br>1/2 oz or more | 1/8 oz or more | 1/2 oz or more | any amount | | any amount | |
| Lysergic Acid Diethylamide (LSD) | Possession<br>Sale | | 25 mg or more<br>5 mg or more | 5 mg or more<br>1 mg or more | 1 mg or more | any amount | | any amount | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Undiluted Phencyclidine (PCP) | Possession Sale | | | 1,250 mg or more 250 mg or more | 250 mg or more 50 mg or more | 50 mg or more any amount | 100 mg or more | any amount | |
| Hallucinogens (STP or DOM, others of amphetamine type) | Possession Sale | | 625 mg or more 125 mg or more | 125 mg or more 25 mg or more | 25 mg or more | any amount | | any amount | |
| Hallucinogenic Substances++ | Possession Sale | | 25 gm or more 5 gm or more | 5 gm or more 1 gm or more | 1 gm or more | any amount | | any amount | |
| Dangerous Depressants# | Possession Sale | | | | 10 oz or more 10 oz or more | any amount | | any amount | |
| Depressants (Meprobamate and others) | Possession Sale | | | | 2 lb or more 2 lb or more | any amount | | any amount | |

It is also a violation of state law to appear in public under the influence of narcotics or a drug other than alcohol to a degree that it may endanger him/herself or other persons or property, or annoy persons in his/her vicinity. Penalty could include 15 days' imprisonment and a $250 fine.

+Marijuana Reform Act of 1977 has classified possession of lesser amounts of marijuana, up to 25 gm (about 7/8 of an ounce or 25-30 cigarettes), as a violation; penalties range from $100 to $250 fine and/or up to 15 days in jail, depending on whether it is first, second, or third offense.

++Peyote, mescaline, others in Schedule IC, but not LSD, concentrated cannabis, or listed above.

#Barbital, phenobarbital, methaqualone, and others.

**Chart**

| **Federal Trafficking Penalties for Schedules I, II, III, IV, and V (except Marijuana)** | | | | |
|---|---|---|---|---|
| **Schedule** | **Substance/Quantity** | **Penalty** | **Substance/Quantity** | **Penalty** |
| II | Cocaine 500-4999 grams mixture | **First Offense:** Not less than 5 yrs. and not more than 40 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. | Cocaine 5 kilograms or more mixture | **First Offense:** Not less than 10 yrs. and not more than life. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine of not more than |
| II | Cocaine Base 28-279 grams mixture | | Cocaine Base 280 grams or more mixture | |
| IV | Fentanyl | | Fentanyl | |

| | | | | |
|---|---|---|---|---|
| | 40-399 grams mixture | Fine of not more than $5 million if an individual, $25 million if not an individual. **Second Offense:** Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual. | 400 grams or more mixture | $10 million if an individual, $50 million if not an individual. **Second Offense:** Not less than 20 yrs, and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual. **2 or More Prior Offenses:** Life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual. |
| I | Fentanyl Analogue 10-99 grams mixture | | Fentanyl Analogue 100 grams or more mixture | |
| I | Heroin 100-999 grams mixture | | Heroin 1 kilogram or more mixture | |
| I | LSD 1-9 grams mixture | | LSD 10 grams or more mixture | |
| II | Methamphetamine 5-49 grams pure or 50-499 grams mixture | | Methamphetamine 50 grams or purer or 500 grams or more mixture | |
| II | PCP 10-99 grams pure or 100-999 grams mixture | | PCP 100 grams or purer or 1 kilogram or more mixture | |

| **Substance/Quantity** | **Penalty** |
|---|---|
| Any Amount of Other Schedule I & II Substances | **First Offense**: Not more than 20 yrs. If death or serious bodily injury, not less than 20 yrs. or more than Life. Fine $1 million if an individual, $5 million if not an individual. **Second Offense:** Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine $2 million if an individual, $10 million if not an individual. |
| Any Drug Product Containing Gamma Hydroxybutyric Acid | |
| Flunitrazepam (Schedule IV) 1 Gram or less | |
| Any Amount of Other Schedule III Drugs | **First Offense**: Not more than 10 yrs. If death or serious bodily injury, not more than 15 yrs. Fine not more than $500,000 if an individual, $2.5 million if not an individual. **Second Offense**: Not more than 20 yrs. If death or serious injury, not more than 30 yrs. Fine not more than $1 million if an individual, $5 million if not an individual. |
| Any Amount of All Other Schedule IV Drugs (other than one gram or more of Flunitrazepam) | **First Offense**: Not more than 5 yrs. Fine not more than $250,000 if an individual, $1 million if not an individual. **Second Offense:** Not more than 10 yrs. Fine not more than $500,000 if an individual, $2 million if other than an individual. |
| Any Amount of All Schedule V Drugs | **First Offense:** Not more than 1 yr. Fine not more than $100,000 if an individual, $250,000 if not an individual. **Second Offense**: Not more than 4 yrs. Fine not more than $200,000 if an individual, $500,000 if not an individual. |

**Drug Offenses at or Near Educational Institutions**

In addition to the trafficking penalties listed here, (1) distribution of a controlled substance to a person under 21 years of age, or (2) distribution of a controlled substance in, on, or within 1,000 feet of real property comprising a school, college, or (3) receipt of a controlled substance from a person under 18 years of age, may subject the violator to twice the usual maximum punishment otherwise authorized by law.

**Drugs and Federal Aid**

In addition to these provisions, Higher Education Amendments of 1998 provides that, effective July 1, 2000, a student is ineligible for federal student aid if convicted, under federal or state law, of any offense involving the possession or sale of a controlled substance (generally meaning illegal drugs, but not including alcohol or tobacco). The period of ineligibility begins on the date of the conviction and lasts until the end of the statutorily specified period. The student may regain eligibility early by completing a drug rehabilitation program that meets certain statutory and regulatory requirements (including two unannounced drug tests), or if the conviction is overturned.

## STUDENT INFORMATION

**Admission Requirements - Undergraduate Program**

It is the policy of Rabbinical College Bobover Yeshiva not to discriminate on any applicants with regard to color, race, national origin, or handicap. Individuals who have demonstrated intellectual promise and high moral character are invited to apply to the Rabbinical College Bobover Yeshiva to pursue its program of Talmudic study. Only full-time degree seeking students will be considered. Applicants should have:

- Completed a high school education with diploma by the beginning of the school term for which they are applying; or
- Have a recognized equivalent of the diploma such as a GED certificate; or
- Completed homeschooling at the secondary level; or
- Completed six credits or 225 clock hours of college work that are applicable to a degree offered by RCBYBZ.

The applicant's high school education should include a substantial Talmud component of approximately 150 folio pages, courses on Pentateuch with Commentaries, and the Orach Chaim Codes of Jewish law. Applicants must also demonstrate a working command of the following languages: Classical Hebrew, Aramaic and Yiddish.

Each prospective applicant will be interviewed by the Menahel prior to admittance to our school. Applications are available through the admissions office. Please phone 718.438.2018. You may also write to:

**Admissions Office**
**Rabbinical College Bobover Yeshiva Bnei Zion**
**1577 48th Street, Brooklyn NY 11219**

## TUITION AND FEES

The costs of education are tied to a number of indicators, including market forces, local economics and institutional imperatives. As a community institution RCBYBZ has long followed a policy of keeping tuition reasonable and affordable. We do recognize that nevertheless, these costs may be beyond the capacity of individual families and we encourage students to look into available sources for assistance. These include federal, state, and private scholarship and fellowship programs. Some of the key programs are outlined later in this Catalog. The office of Financial Aid is available to offer assistance with determining eligibility and in applying for these programs.

The following fees are subject to change at any time at the discretion of the Board of Directors. The fees shown are in effect for the 2026-2027 academic year.

### UNDERGRADUATE TUITION AND FEES

| | |
|---|---|
| Tuition | $ 10,000 |
| Room and Meals (Optional) | $ 6,000 |
| **Total** | **$ 16,000** |

**Sample Undergraduate Budgets**

Resident (Dorm) Student

| | |
|---|---|
| Tuition | $ 10,000 |
| Room and Board Charges | $ 6,000 |
| Living Allowance (Budget) | $ 4,500 |
| Books, supplies, misc. | $ 500 |
| **Total** | **$ 21,000** |

Non-Resident Student Living with Parents

| | |
|---|---|
| Tuition | $ 10,000 |
| Living Allowance (Budget) | $ 4,500 |
| Books, supplies, misc. | $ 500 |
| **Total** | **$ 15,000** |

Non-Resident Student NOT Living with Parents

| | |
|---|---|
| Tuition | $ 10,000 |
| Living Allowance (Budget) | $ 8,000 |
| Other Expenses | $ 4,500 |
| Books, supplies, misc. | $ 500 |
| **Total** | **$ 23,000** |

**Independent Student**

| | |
|---|---|
| Tuition | $ 10,000 |
| Living Allowance (Budget) | $ 8,000 |
| Other Expenses | $ 4,500 |
| Books, supplies, misc. | $ 500 |
| **Total** | **$ 23,000** |

**GRADUATE TUITION AND FEES**

| | |
|---|---|
| Tuition | $ 3,450 |
| Room and Board | $ 4,800 |
| **Total** | **$ 8,250** |

**Sample Graduate Budgets**

Resident (Dorm) Graduate Student

| | |
|---|---|
| Tuition | $ 3,450 |
| Room and Board | $ 4,800 |
| Living Allowance (Budget) | $ 4,500 |
| Personal (Books, supplies, transportation, misc.) | $ 500 |
| **Total** | **$ 13,250** |

Non-Resident Student Living with Parents

| | |
|---|---|
| Tuition | $ 3,450 |
| Living Allowance | $ 4,500 |
| Personal (Books, supplies, misc.) | $ 500 |
| **Total** | **$ 8,450** |

Non-Resident Student NOT Living with Parents

| | |
|---|---|
| Tuition | $ 3,450 |
| Living Allowance | $ 8,000 |
| Personal (Books, supplies, misc.) | $ 500 |
| **Total** | **$ 11,950** |

Independent Student

| | |
|---|---|
| Tuition | $ 3,450 |
| Living Allowance | $ 8,000 |
| Other Expenses | $ 4,500 |
| Personal (Books, supplies, transportation, misc.) | $ 500 |
| **Total** | **$ 16,450** |

## RCBYBZ WITHDRAWAL AND REFUND OF FEES POLICY

Circumstances occasionally require that a student withdraw from a semester in progress. Withdrawal from a term in progress may have serious financial and academic consequences, and students should consider these matters to arrive at an informed decision. Withdrawals are noted on a student's transcript.

Withdrawal is defined as dropping one's entire program in a given term as opposed to dropping a portion of one's program by withdrawing from a course or two. A student may also choose to withdraw from the College entirely. Any student withdrawing from the College must notify the Registrar in writing. Simply notifying instructors or counselors or failing to attend classes does not constitute a formal withdrawal and can result in failing grades in all courses.

Refund adjustment to tuition that has already been paid is calculated from the date on which the Registrar receives the student's written notification. Non-attendance in classes does not constitute withdrawal. Students who withdraw remain fully responsible for all financial obligations, subject to the refund schedule below. Students should apply for all eligible refunds in writing.

There are no attendance requirements for RCBYBZ classes. For students who give no notice of withdrawal and do not appear in any classes or in any official academic activities such as taking a test, completing assignments, etc. after the midpoint of the semester, the midpoint will be considered the official withdrawal date.

Students receiving financial aid are not entitled to receive any refund until all applicable Title IV financial aid funds have been credited and all outstanding charges have been paid. For the official federal policy regarding withdrawal dates and the Return of Title IV Funds at institutions such as RCBYBZ that are not required to take attendance, please refer to the U.S. Department of Education's 2026-2027 Federal Student Aid Handbook, Volume 5, Chapter 1, "**General Requirements for Withdrawals and the Return of Title IV Funds**," available at: https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2026-2027/vol5/ch1-general-requirements-withdrawals-and-return-title-iv-funds

**Determining a student's withdrawal date at a school that is not required to take attendance**

If a school is not required to take attendance, the determination of a withdrawal date varies with the type of withdrawal. The chart on Withdrawal Dates near the end of this chapter lists the withdrawal date for the various types of withdrawals, as well as the date of the institution's determination that the student withdrew for each type of withdrawal.

**Official notification**

A student may provide official notification of his or her intent to withdraw by following the school's withdrawal process. In this case, the withdrawal date is the date the student begins the school's withdrawal process. A student may also provide official notification in other ways. If a student otherwise provides official notification (as explained later), the withdrawal date is the date notification was provided. These withdrawal dates apply even if a student begins the school's withdrawal process or otherwise notifies the school of his or her intent to withdraw

and projects a future last date of attendance. However, a school that is not required to take attendance may always use a last date of attendance at an academically related activity as a student's withdrawal date (this is discussed in detail later). Therefore, a school could use a later last documented date of attendance at an academically related activity if this date more accurately reflects the student's withdrawal date than the date the student begins the school's withdrawal process or notifies the school of his or her intent to withdraw.

**School's withdrawal process**

The beginning of the school's withdrawal process must be defined. The individual definition is left up to the school. Schools are required to make available to students a statement specifying the requirements for officially withdrawing from the school.

While the institution's officially defined withdrawal process might include a number of required steps, and though the institution might not recognize the student's withdrawal (for purposes of determining an institutional refund) until the student has completed all the required steps, for the purpose of calculating the Return of Title IV funds, the date the student began the institution's withdrawal process is the withdrawal date for Title IV purposes.

**RCBYBZ Withdrawal Refund Schedule**

When a term begins on a Monday the term week goes from Monday to the following Sunday. Based on the week of withdrawal, the refund percentage is as follows:

| Week of the Term | Refund |
|---|---|
| 1st week | 100% |
| 2nd week | 90% |
| 3rd week | 80% |
| 4th week | 70% |
| 5th week | 60% |
| 6th week | 60% |
| 7th week | 50% |
| 8th week | 40% |
| 9th week | 40% |
| 10th week and after | 0% |

**Leave of Absence**

Students in good standing may apply for interruption of studies by submitting their request in writing, and include the reason for the request. The school must know the reason for the student's request of a leave of absence. Permission is only granted upon completion of all coursework for which the student is registered. Alternately, the student must officially

withdraw from all courses before applying for the interruption of studies. A leave is generally granted for six months and can be extended upon reapplication for another six months. The leave cannot exceed a total of 180 days in any 12-month period.

### Administrative Withdrawal/Expulsion

A student, who violates the student's rights and responsibilities delineated in the catalog, can be officially expelled from the school. The date of withdrawal would be the date the administration notified him of his expulsion. The student has a right to appeal. If the student's chooses to appeal, the date of withdrawal would be the date of the determination of his appeal.



**Withdrawal Dates for a School That is *Not Required to Take Attendance***

| Withdrawal Type | Circumstance | Student's Withdrawal Date [1] | Date of the Institution's Determination That the Student Has Withdrawn |
|---|---|---|---|
| **Official Notification** | The student begins the school's withdrawal process, or<br><br>The student otherwise provides official notification to the school of intent to withdraw | The date the student begins the school's withdrawal process, or<br><br>The date that the student otherwise provides notification<br><br>(If both circumstances occur, use the **earlier** withdrawal date) | The student's withdrawal date or the date of notification, whichever is **later** |
| **Official Notification Not Provided** | Official notification not provided by the student because of circumstances beyond the student's control, or<br><br>All other instances where student withdraws without providing official notification | The date that the school determines is related to the circumstance beyond the student's control, or<br><br>The midpoint of the payment period or period of enrollment, as applicable | The date that the school becomes aware that the student has ceased attendance [2] |
| **Leave of Absence Related** | The student does not return from an approved leave of absence, or<br><br>The student takes an unapproved leave of absence | The date that the student began the leave of absence | The earlier of the dates of the end of the leave of absence or the date the student notifies the school he or she will not be returning to that school<br><br>(In the case of an unapproved absence, the date that the student began the leave of absence) |
| **Withdrawal After Rescission of Official Notification** | The student withdraws after rescinding a previous official notification of withdrawal | The student's original withdrawal date from the previous official notification | The date the school becomes aware that the student did not, or will not, complete the payment period or period of enrollment |

1. In place of the dates listed, a school may always use, as a student's withdrawal date, the student's last date of attendance at an academically related activity if the school documents that the activity is academically related and that the student attended the activity.

2. For a student who withdraws without providing notification to the school, the school must determine the withdrawal date no later than 30 days after the end of the earliest of the (1) payment period or period of enrollment (as appropriate), (2) academic year, or (3) educational program.

## SATISFACTORY ACADEMIC PROGRESS

To remain in good standing and to qualify for a degree, students must make satisfactory progress toward the completion of their requirements. Satisfactory progress standards for Title IV federal financial aid recipients are the same as for all enrolled students at Rabbinical College Bobover Yeshiva. Students who receive financial aid will jeopardize their eligibility if they fail to maintain satisfactory progress.

To be making satisfactory academic progress the student must:

1. Achieve at least the GPA required to meet the college's minimum retention standard or be granted academic probation; after two years of enrollment, earn at least a "C" average, or its equivalent, or have academic standing consistent with the requirements for graduation.

2. Attempt not more than 150% of the credits normally required for the degree (that is, attempt no more than 180 credits to earn 120).

   **Attempted credits include:**

   - **c**redits for courses in which a student is formally enrolled as of the first day of class;
   - credits that a student drops or adds at any point in the semester;
   - credits for courses in which the student enrolled, but subsequently withdrew or failed;
   - transfer credits from another school that are accepted by RCBYBZ.

3. Accumulate credits towards the degree. Your cumulative record of credits earned must be equal to or greater than two-thirds of the credits attempted.

   **Earned Credits include** all credits completed with grades of 'C' or better as well as Satisfactory and Pass grades and Transfer credits from another school that are accepted by RCBYBZ.

   Example of attempted credits versus successfully completed credits:

| | |
|---|---|
| Fall Hours Attempted: | 15 Credits |
| Spring Hours Attempted: | 15 Credits |
| Total Attempted Hours: | 30 Credits |
| Total Must Successfully Complete: | 30 X .67 = 20 Credits |

Satisfactory progress is measured by both a "qualitative" and a "quantitative" standard:

1- Proceeding through the program at a satisfactory rate and;
2- Maintaining a satisfactory level of achievement in coursework.

**Satisfactory Pace of Credit Accumulation**

Each student in the undergraduate program is assigned a standard course of study of fifteen credits each semester and is expected to complete the requirements for the First Talmudic Degree in five years. To maintain full time status a student must register for at least twelve credits each semester. The minimum acceptable pace of credit accumulation per year, while still maintaining satisfactory progress toward the degree, is twenty credits, or 67% of the minimally required credits for full time eligibility (a function of the regulation allowing students to complete their program within 150% of the allotted time). Students who fail to satisfactorily complete the minimum number of required credits in one term have until the end of the next term to make up the necessary credits.

**Satisfactory Academic Progress and Grade Point Average - Qualitative Component**

To receive credit for a course a student must demonstrate a satisfactory level of achievement determined through periodic examinations, class work and assignments. Students who receive a failing grade for a course will be required to repeat this course in the succeeding semester through a program of mentored study, tutoring and examinations.

To maintain good standing and qualify for the degree the student must maintain at least a 2.00 cumulative grade point average (GPA) based only upon credits attempted at RCBYBZ. Students experiencing difficulty with their course work should see a counselor for assistance and counseling. Students whose cumulative GPA Falls below 2.00 are subject to warning, probation and dismissal from RCBYBZ.

The grading system used at RCBYBZ is discussed later in this Catalog.

**Completion Rate of Credit Hours - Quantitative Component**

**Maximum Timeframe**
RCBYBZ has an undergraduate program of 5 years. The time frame for completion of the program cannot exceed 150% of the length of the program. This translates to mean that the number of years it may take to complete the undergraduate program cannot exceed 7.5 years. RCBYBZ requires their students to attain a GPA of at least 2.0 in order to graduate. Financial aid is suspended if the maximum time frame for a program is exceeded. The minimum acceptable pace of credit accumulation per year, while still maintaining satisfactory progress toward the degree, is twenty credits, or 67% of the minimally required credits for full time eligibility (a function of the regulation allowing students to complete their program within 150% of the allotted time). Students who fail to satisfactorily complete the minimum number of required credits in one term have until the end of the next term to make up the necessary credits.

**Frequency of Monitoring and Evaluation**

The student's complete academic record will be reviewed at the end of each semester to see if he is meeting each of the above standards of progress.

| **Program: Baccalaureate Program** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Calendar: Semester 2025-26 and thereafter** (non-remedial students) | | | | | | | | | | |
| Before Being Certified for This Payment | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th |
| A Student Must Have Accrued At least This Many Credits | 0 | 6 | 15 | 27 | 39 | 51 | 66 | 81 | 96 | 111 |
| With At Least This Grade Point Average | 0 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

**Below is an example from the Financial Aid Handbook:**

Financial Aid Handbook Volume 1-Student Eligibility 2023-24, Page 31

Four-year credit-hour program with appeal Students in a bachelor's degree program at National College must complete 120 credits and may attempt up to 180 credits (120 x 150%). National reviews a student's academic progress once per year and has a pace of completion of 2/3 or 66.67% of the classes that students attempt; it requires a cumulative GPA of 1.50 after the first year, 1.75 after the second year, and 2.0 after the third year and beyond. In his first semester, Danny fails one course and withdraws (late in the term) from one of his five courses (15 credits). He takes four courses in his second semester and again fails one and withdraws from one. Though his GPA is 1.71, he isn't making SAP by the end of the first year because he completed only 15 credits out of the 27 he attempted, and two-thirds (2/3) of 27 is 18. Danny applies for an appeal, but because his only reason for not making SAP is that he wasn't able to concentrate on college after being in high school, and because he doesn't offer evidence showing what has changed, the aid administrator at National denies his appeal, and he is ineligible for aid in his second year. Even if Danny had a more convincing reason for failing at SAP, such as being injured and being rendered unable to participate effectively in his normal activities, the administrator might still have denied his appeal because she saw little improvement or variation in Danny's pace of completion and did not determine that he would likely be making SAP a year later. If Danny's academic performance improves by the end of his

second year so that he is meeting the SAP criteria, he can again receive Title IV funds. 4-year credit-hour program with warning and appeal Krieger University checks SAP every quarter, which permits it to use financial aid warnings. Students must complete 144 credit hours to receive a BA or BS degree, and they may attempt up to 216 credit hours to complete a program. Students must complete at least half of the credits they attempt in their first year and 75% of their credits in each year after that. They must have no less than a 2.0 GPA at all times. Gina finishes her first year at Krieger with a 2.25 GPA and completes all of the credits that she attempts, so she is making SAP. After the first quarter in her second year, she again completes all of her classes but poor grades leave her with a 1.94 GPA. The aid administrator places her on financial aid warning for one quarter and informs her that she is not meeting the SAP standards. Gina does poorly in the next quarter as well, and her GPA drops to 1.85. The aid administrator informs her that she can't continue on warning status and needs to submit an appeal explaining why she is failing to make SAP and why she thinks that will change and allow her to again make SAP. Gina brings the administrator an obituary showing that her mother died recently, which required that she help with family affairs and caused her to lose her focus at school. She asserts that is over now. The administrator places her on probation and suggests that she might take fewer courses. But Gina enrolls full time and again receives poor grades, causing her GPA to drop to 1.80. The administrator informs Gina that she has become ineligible for Title IV funds but that she can become eligible again if she raises her GPA to 2.0 or that she can submit another appeal (the latter appeal must be based on a reason different from the first appeal) and this time request to be placed on an academic plan. Satisfactory Academic Progress Examples: Four-Year Programs

**Interruption of Studies**

Students in good standing may apply, in writing, for interruption of studies with permission. Permission is only granted upon completion of all coursework for which the student is registered. Alternately, the student must officially withdraw from all courses before applying for the interruption of studies. A leave is generally granted for six months and can be extended upon reapplication for another six months.

## APPEALS AND PROBATION

When a student fails to make satisfactory progress, RCBYBZ permits the student to appeal. In his appeal, the student must explain why he failed to achieve satisfactory progress and what has changed in his circumstances that will allow him to make satisfactory progress at the next evaluation. RCBYBZ reserves the right to request documentation to verify the mitigating circumstances described in the appeal. The burden of proof is upon the student to substantiate claims for not meeting the satisfactory progress standards.

The following are some examples of extenuating circumstances that would cause a student to fail to meet satisfactory progress:

- Family difficulties, such as divorce or illness;
- Interpersonal problems with friends, roommates, or others;
- Difficulty balancing work, family responsibilities, and school;
- Financial difficulties

Based on the appeal, if it is determined that the student should be able to meet the satisfactory progress standards by the end of the next semester, the student will be placed on probation without an academic plan. At the end of that semester, the student's progress will be reviewed,

as probation status is valid for only one semester. If, based on the appeal, it is determined that the student will require more than one semester to meet satisfactory progress standards, then the student will be placed on probation and RCBYBZ counselors will help him to develop an academic plan. At the end of the semester, the student's progress will be reviewed to determine if he is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, he will continue as a student at RCBYBZ.

A student may appeal if he is not meeting either the qualitative or the quantitative standards. If, mathematically, it is impossible for a student to complete his program within 150% of the length of the program, he may appeal.

If an appeal is approved and an academic plan is required, the following may be included in the plan:

1. Expected GPA to accomplish by the end of the probationary period.
2. Expected number of credit hours to complete by the end of the probationary period.
3. The maximum number of additional credit hours allowed.
4. Extend the 150% time allowed to graduate.

An academic plan will be tailored to the individual needs of the student, based on the circumstances the student described in his appeal. The student will be expected to meet with a variety of campus offices, including the Registrar, Student Counselor, Academic Department, etc. The objective of the academic plan is to assist the student in producing academic success at each of the stipulated checkpoints of the academic plan. The long- term goal of the academic plan is to restore the student to proper satisfactory progress standards at a specified point in time. RCBYBZ and the student will develop a plan that ensures that the student is able to meet satisfactory academic progress by a specific time. However, an academic plan could take the student to completion, rather than meeting satisfactory academic progress at a certain point in time. A student that is meeting the conditions of an academic plan can work with RCBYBZ counselors to change the terms of the plan without having to submit an appeal.

RCBYBZ can decide to void an academic plan. Some of the possible reasons for doing so include:

- If a student violates the academic plan as defined and agreed upon for any reason.
- If a student does not enroll for the semester that the academic plan was designed to be applicable.

**Reinstatement on Academic Probation**

If the appeal is not approved, the student's eligibility to remain as a student at RCBYBZ, and/or receive financial aid would be suspended. The student would not be able to apply for reinstatement for at least one full semester. If he does apply for reinstatement, he must provide evidence that he is capable of performing at the level required to prevent further dismissals. RCBYBZ encourages students who are dismissed to meet with a counselor to review their options and to review the steps they will need to follow for reinstatement.

There is no guarantee of readmission and a student who is readmitted will be admitted on probation and will remain on academic probation until he completes 24 credits with a cumulative GPA of at least 2.00. A reinstated student is subject to final academic dismissal if he fails to meet these requirements. But if he does fulfill these requirements and is removed from academic probation, the student will be subject to the same conditions for subsequent academic probation and dismissal as students not previously academically dismissed.

## FINANCIAL AID OFFICE MISSION

Education is an investment in your future. The mission of RCBYBZ is to remove financial barriers to student enrollment and retention at our school. We seek to assure that any qualified student who desires to pursue and complete an education at this college can obtain appropriate resources to do so. The Financial Aid Office at RCBYBZ provides financial aid services which are accessible, sensitive to individual. Student needs, and effective in enabling students to bridge the gap between family resources and educational expenses. RCBYBZ will partner with the students and their families to arrange financing for their education through the simplest procedures consistent with fiscal responsibility and governmental and institutional regulations. Demonstrated need will be measured by a consistent need analysis system. Special circumstances will be considered on a case-by-case basis and we will use our professional judgment to determine when adjustments should be made.

The Financial Aid Office led by Mr. Israel Licht is an expert in the various aid sources and eligibility requirements. It has long experience in working with students and counseling them and their families in effectively tapping the sources of assistance that are available to college students. The office takes its mission very seriously of helping students and their families craft the best possible aid package, consistent with all applicable requirements. The office is user friendly and aims to please. It has the latest information on eligibility and on the many aspects of the sometimes-daunting funding process. Students requiring financial assistance are encouraged to schedule a personal appointment with the Financial Aid Office. During this meeting students will be advised of various financial options; including grants, scholarships, work study employment, loans and deferred payment plans. Below are various grant programs and aid options along with eligibility requirements. Please read them carefully so that you can explore these and other possibilities with the Financial Aid Office.

## FINANCIAL AID INFORMATION

### Applying For Financial Aid

In general, a student must meet the following requirements to qualify for Title IV Financial Aid:

1. Demonstrate financial need (except for certain loans);
2. Be a high school graduate or have a GED certificate;
3. Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program;
4. Make satisfactory academic progress in a course of study;
5. Not be in default of any educational loans at any school attended; or if in default, must have made satisfactory repayment arrangements;
6. Not owe a refund on grants at any school attended;
7. Register with Selective Service. Student can register by checking a box on the FAFSA, or through the Internet at the Selective Service website;
8. Have a valid social security number;
9. Be a U.S. citizen or eligible non-citizen;
10. Not have been convicted for sale or possession of illegal drugs while receiving Title IV Funds.

Detailed descriptions of federal aid requirements are available in the College Financial Aid Office and on the official Department of Education web site. https://studentaid.ed.gov/sa/.

To apply for the Federal Pell Grant the student must complete a ***Free Application for Federal Student Aid*** (FAFSA). This form is available at the Financial Aid Office.
Students may be required to supply additional documentation such as tax transcripts from the IRS in order to verify the information supplied on the FAFSA. Students are advised to apply as early as possible beginning January 1 of each year. Contact the Financial Aid office for exact deadline dates.

Applicants must supply accurate and complete information on the FAFSA and after having applied must notify the financial aid office immediately of any changes in enrollment plans, housing status, or financial situation, including information about any outside scholarships that are awarded.

Federal Awards are generally made for one academic year at a time, and are not automatically renewed each year. Students must submit a FAFSA each year by the deadline announced by the financial aid office, which is June 30 of that year. Even if a student thinks he does not qualify, he should apply every year. There are many factors affecting eligibility for financial aid. A student who did not qualify one year might become eligible the next year when a brother or sister enrolls in college. A change in family financial circumstances can affect a student's eligibility for financial aid. Renewal depends on the annual reevaluation of your need, the availability of funds, in the case of some programs, and satisfactory progress toward the completion of your degree requirements.

A FAFSA can be completed online at FAFSA-on-the-Web. The process has been simplified into three sections:

1. Before Beginning a FAFSA
2. Filling Out a FAFSA
3. FAFSA Follow-up

To request a paper copy, call the U.S. Department of Education at 800-4FED-AID or pick one up from the Financial Aid Office. Students may seek assistance with completing this form by making an appointment with a Financial Aid Officer.
A Student Aid Report (SAR) will be returned to the student within four to six weeks from the time the FAFSA is submitted. Applicants should review the SAR carefully and make all corrections. If no corrections are necessary, the SAR should be retained and financial aid will be awarded based on this information.
The term ISIR refers to all processed student information records that are sent electronically to the school by the Central Processing System (CPS). ISIRS are sent to schools through the Electronic Data Exchange (EDE), the U.S. Department of Education's electronic service that enables schools to send electronic data to and receive resulting processed electronic data from the CPS and other Federal Student Aid systems.
The Expected Family Contribution (EFC) is a measure of a student's and his family's financial strength and resources and is calculated according to a formula established by law. The student's and his family's taxed and untaxed income, assets, and benefits (such as

unemployment or Social Security), are all considered in the formula. Also considered are family size and the number of family members who will attend college during the year. The information which the student reports on the FAFSA is used to calculate the EFC. The EFC determines the student's federal student aid eligibility and financial aid award. The lower the EFC is the greater the amount of the award will be.

**Dependency Status**

When you file a FAFSA, the financial information you report will be used to determine if you need financial aid and will determine whether you receive any type of need-based federal student aid and how much aid you will receive. You need to determine whose information to report on the FAFSA:

- yours, if you're an independent student;
- yours and your spouse's, if you're an independent and married student;
- or yours and your parents' if you are a dependent student.

When you apply for federal student aid, your answers to the questions in Step 3 of the paper FAFSA, or in Step 2 of the electronic online FAFSA, determine whether you are considered a dependent or independent student.

Dependent students must report their parents' income and assets on the FAFSA as well as their own. If you're considered a dependent student, your parents are expected to contribute toward the cost of your education. Federal student aid programs are based on the concept that a dependent student's parents have the primary responsibility for paying for their child's education.

To determine whether you are considered "dependent" or "independent," please consult the: Resources/FederalStudentAid at: https://studentaid.ed.gov/sa/resources
for a dependency fact sheet from the Department of Education.

**Federal Aid Eligibility**

**Citizenship**

In order to be eligible for federal student aid the student must be a U.S. citizen or national or one of the following eligible non-citizens:

- A U.S. permanent resident
- A citizen of one of the Freely Associated States (i.e. the Federated States of Micronesia and the republics of Palau and the Marshall Islands)*
- A refugee
- Granted asylum
- A parolee
- A Cuban-Haitian Entrant, status pending
- A conditional entrant (valid only if issued before April 1, 1980).

*Please note that although a citizen of one of the Freely Associated States is eligible for Pell grants, they are not eligible for federal loans.

Students are ineligible for federal student aid if they:

- Warrant a Notice of Approval to Apply for Permanent Residence I-171 or I-464
- Have an F1 or F2 visa
- Have a J1 or J2 exchange visitor visa

If citizenship status is challenged, acceptable documentation to verify citizenship is as follows:

- A copy of the student's birth certificate showing that the student was born in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa, Swain's Island, or the Northern Mariana Islands.
- U.S. passport current or expired.
- A certificate of citizenship from INS (N-560 or N-561) which has the certificate number and date of issue.
- A certificate of Naturalization from INS (N-550 or N-570) which must indicate date and certification number.
- A G845 verification form from Homeland Security.
- A copy of the following State Department documents:
  - FS-240 Report of Birth Abroad of a Citizen of the U.S.
  - FS-545 Certificate of Birth-Foreign Service
  - DS-1350 Certificate of Birth

**Valid Social Security Number**

In order to be eligible for federal and state aid, the student must provide a valid Social Security Number (SSN). The federal processor of the Free Application for Federal Student Aid (FAFSA) verifies that the submitted student's SSN is correct and that it corresponds to the given student's name and birth date. If the SSN does not match with the Social Security Administration (i.e., the number is not found in their database) the FAFSA will be rejected. Here are some common errors and the steps that need to be taken:

- When the SSN has been reported incorrectly on the FAFSA, the student must submit a copy of his Social Security card to the financial aid office.
- If the student's name and SSN match but the date of birth differs, the student must make a correction on the Student Aid Report (SAR).
- If the SSN exists in the database but there is a discrepancy regarding the student's name, the student must make a correction on the SAR.
- If the SSN on the form is correct but is not in the SSA database, the student must contact a local or regional SSA office to update the database.

**Selective Service**

Most male students from ages 18 through 25 - including permanent residents and other eligible non-citizens - are required to register with the Selective Service system. Anyone required to register must have done so in order to receive federal financial aid.

The student is exempt if:

- He is currently in the armed services and on active duty (this exception does not apply to members of the Reserves and National Guard who are not on active duty).
- He is not yet 18 at the time he completes his FAFSA.
- He is born before 1960.
- He is a citizen of Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau.

There are certain fewer common situations in which the registration requirement is waived. Registration is not required for students who are:

- Unable to register due to being hospitalized, incarcerated, or institutionalized; or can prove that he did not knowingly and willfully fail to register.
- Enrolled in any officer procurement program at The Citadel, North Georgia College, Norwich University, or Virginia Military Institute.
- Commissioned Public Health Service officers on active duty or members of the Reserve of the Public Health Service.
- Commissioned officers of the National Oceanic and Atmospheric Administration.

More information is available on the Selective Service website.

**Resolving Default Status**

A student in default on an FSA loan cannot receive further FSA funds until he resolves the default, which he can do in a few ways.

**Repayment in full (including consolidation).** A student can resolve a default and regain eligibility for FSA funds by repaying the loan in full. If the school writes off a regulatory permissible amount that the student repays, that counts as paying the loan in full. If a defaulted loan is successfully consolidated, it is also counted as paid in full. However, if the loan holder just writes off the entire loan (except for Perkins), it isn't paid in full, and the student remains ineligible for FSA funds.

The student regains eligibility whether repayment was completed voluntarily or involuntarily (that is, through IRS offset or wage garnishment). However, the College *can* still consider the default to be evidence of a student's unwillingness to repay loans and deny the student Perkins loans. If the repayment was involuntary, RCBZBY will consider the default as such evidence and deny the student Perkins loans.

If a student has paid a defaulted loan in full but the SAR and ISIR have a comment showing that he is ineligible because of the default, the student must provide documentation proving that the loan was paid.

**Satisfactory repayment arrangements.** A student in default on an FSA loan can be eligible for FSA funds if he has made repayment arrangements that are satisfactory to the loan holder.

After he makes six consecutive, full, voluntary payments on time, he regains eligibility for FSA funds. Voluntary payments are those made directly by the borrower and do not include payments obtained by federal offset, garnishment, or income or asset execution. A student may regain eligibility under this option only one time.

As soon as the student produces documentation that he has made satisfactory repayment arrangements the College can release funds to the student. For example, if the guaranty agency updates the code for the loan in NSLDS to DX, once six payments have been made, the College can then use that as confirmation of the repayment arrangement. Alternatively, a written statement from the loan holder indicating that the student has made satisfactory repayment arrangements can also serve as documentation of the arrangement.

**Loan Rehabilitation.** Although a student can regain eligibility for all FSA funds by making satisfactory repayment arrangements, the loan is still in default. After the student makes more payments, the loan may be rehabilitated, that is, it will not be in default anymore, and the student will be eligible for all the normal loan benefits, such as deferments. A loan is rehabilitated once the borrower makes nine full, voluntary payments on time (no later than 20 days after the due date) within 10 consecutive months.

**Drug Conviction**

A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance, shall not be eligible to receive any grant, loan, or work assistance under this title during the period beginning on the date of such conviction and ending after the interval specified below.

The period of ineligibility for Federal Student Aid funds, depends on whether the conviction was for sale or possession and whether the student had previous offenses. If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

**Possession of Illegal Drugs:**

- 1st Offense: 1 year from date of conviction
- 2nd Offense: 2 years from date of conviction
- 3+ Offenses: Indefinite period

**Sale of Illegal Drugs:**

- 1st Offense: 2 years from date of conviction
- 2nd Offense: Indefinite period
- 3+ Offenses: Indefinite period

A conviction that was reversed, set aside, or removed from the student's record, does not count, nor does one received when the student was a juvenile, unless the student was tried as an adult.

A student regains eligibility the day after the period of ineligibility ends or when he successfully completes a qualified drug rehabilitation program or, passes two unannounced drug tests given by such a program.

**Qualified Rehabilitation**

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- The program is qualified to receive funds directly from federal, state, or local government program.
- The program is qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- The program is administered or recognized by a federal, state, or local government agency or court.
- The program is administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.



## FEDERAL GRANTS

Most federal student aid is need-based, taking into account an expected family contribution (EFC). Need-based financial aid comes in three basic types:

1. Grants and scholarships, which are considered gift aid and generally don't have to be paid back (sometimes a repayment is required if a student withdraws).
2. Work study, which is money that you earn by working part-time while in school, and
3. Loans, which are funds that you (or your parent) borrow and must be paid back, usually after you leave school.

The following chart details the main federal student aid programs administered by the U.S. Department of Education.

| Program | Description | Application | Annual/Aggregate Amounts | Eligibility* | Repayment Required |
|---|---|---|---|---|---|
| Federal Pell Grant | Grant program (Portable) | FAFSA Required annually. | -Annual minimum and maximum vary.<br><br>-$7,395 maximum for 2026-2027.<br><br>-Receive a maximum of 12 semesters. | - Undergraduate students without first baccalaureate or professional degree.<br>- Certain students enrolled in a post-baccalaureate teaching certification program.<br>- Based on need. | No. |
| Federal Supplemental educational Opportunity Grant (FSEOG) | - Campus-based grant program.<br><br>- Funds awarded by institution. | FAFSA Required annually. | -$100 annual minimum.<br><br>-$4,000 annual maximum (students on approved study abroad programs may receive up to $4,400).<br><br>-No aggregate limit. | -Undergraduate students without baccalaureate or professional degree.<br>-First priority given to federal grant recipients with "exceptional financial need" (defined by law). | No. |
| Federal Work-Study (FWS) | - Campus-based employment program.<br>- Funds Awarded by institution. | FAFSA Required annually. | -No minimum or maximum.<br><br>-Award amount is dictated by school policy. | -Undergraduate and graduate students.<br><br>-Based on need. | No. |

*In addition to the General Student Eligibility Requirements.

The following is a more detailed description of the federal grants is available to undergraduate students:

**Federal Pell Grants**

Federal Pell Grants are for undergraduate students who have not yet earned a bachelor's or professional degree. Pell Grants are awarded based on financial need as demonstrated on the Free Application for Federal Student Aid (FAFSA). Applicants must complete this form. Pell is a federal grant, not a loan, and does not need to be paid back.

For the 2026-27 award year (July 1, 2026 to June 30, 2027), the maximum Pell Grant award for a full-time student is $7,395.00 and the minimum Pell Grant award for a full-time student is $800.00 The maximum can change each award year and depends on program funding. The amount you receive will depend not only on your financial need, but also on your costs to attend school, and your status as a full-time student.

**Updates to the Federal Pell Grant Program**

In accordance with the Higher Education Opportunity Act of 2008, the following updates became effective July 1st, 2009:

- Children of U.S. military veterans may be eligible to receive the maximum Federal Pell Grant award if their parent or guardian was a member of the U.S. Armed Forces and died as a result of performing military service in Iraq or Afghanistan after September 11, 2001. The student must have been under 24 years of age or enrolled in college at the time of the parent or guardian's death. In addition, the student must already be eligible for the Federal Pell Grant award under the original determination of eligibility.

- Any student who is subject to an involuntary civil commitment after completing a period of incarceration for a forcible or non-forcible sexual offense is ineligible to receive a Federal Pell Grant.

**Application Deadline**

Applications for Federal Pell Grants must be received by the Department of Education Processing Department by June 30, 2027 regardless of the method that the applicant uses to submit the FAFSA. However, students are urged to submit their applications by October 1, 2026. More important, the funds for some of the other federal programs are limited and will be distributed with priority given to those students who have met the deadline.

**Federal Pell Grant Lifetime Eligibility Used (LEU)**

The amount of Federal Pell Grant funds which a student may receive over his lifetime is limited by federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%.

Students who have received their lifetime eligibility in Federal Pell Grant funds may receive Federal Work-Study if they meet all applicable eligibility criteria. Students who have received their lifetime eligibility in Federal Pell Grant funds are in the second selection group for awarding FSEOG and cannot receive funds until a school has awarded all of its Pell-eligible students.

There are no provisions allowing a student to extend past 600%. Once the student reaches 600%, the student is simply no longer eligible for a Federal Pell Grant. This is an absolute limit, which cannot be appealed.

**Verification Procedures for Federally Funded Programs**

If a student is selected for verification procedures by the United States Department of Education, he will be asked to submit documentation to substantiate his application. Students selected for this procedure will be notified orally at the time of their receipt of the ISIR by the college. At that time the student will be notified of the specific documentation being requested for the verification process. The student must complete the process within the specified deadline. The deadline will be the date given in the Federal Register, or 120 days after the last day of the student's enrollment, whichever is earlier.

If the requested information is not submitted in a timely fashion the application will be deemed invalid and withdrawn from consideration. All financial aid awarded to the student will be withdrawn and all monies already claimed by the student or credited to his account will be reclaimed. The student will have thirty days to make the repayment, from the time of notification. If payment is not forthcoming, RCBY will take legal steps to make recovery.

If the verification procedure results in modification of the EFC the student will be contacted by the Financial Aid Office notifying him of the changes in his award. If the finding results in the need to reduce the amount of the award, future award installments will be reduced to balance the account. If this should prove impossible, the student will have thirty days from the time of notification to make repayment.

**Federal Supplemental Educational Opportunity Grants (SEOG)**

The Federal Supplemental Educational Opportunity Grant (SEOG) is awarded to undergraduate students with exceptional financial need--those with the lowest Expected Family Contribution (EFC) numbers as determined on the Free Application for Federal Student Aid (FAFSA)--who have not yet earned a baccalaureate degree. SEOG is a federal grant and does not have to be repaid.

Unlike Pell Grants, the amount of SEOG you receive depends not only on your financial need but also on the amount of other aid you get and the availability of funds at your school. Each school participating in SEOG receives a certain amount of SEOG funds each year from the U.S. Department of Education to be distributed in amounts ranging from $100 to $4,000. Once those funds have been disbursed for that award year, no more SEOG awards can be made for that year.

It is important to apply early to be considered for these funds. Not everyone who qualifies for an SEOG might get one.

**Disbursement**

Pell and SEOG Grants usually disburse to your account on or about 10 days prior to the start of each term. For the Fall semester, the Pell Grant will pay on or after October 1. Please note: disbursement may not occur if you have not completed all the requirements and/or submitted all the required documentation.

As with all FSA funds, payments can be made only for education expenses. Title IV funds are used to credit the student's account for any unpaid charges for tuition and fees (and room and board), and then the remaining Pell funds (if any) are paid to the student for remaining living expenses. The College will notify the student of the amount of Pell he has been awarded and how much has been credited to his account.

Ordinarily, a student who has lost his or her Pell eligibility before receiving a disbursement cannot be paid. However, the student can be paid if his valid output document was received by the College *while he was eligible* for payment, but the student lost eligibility before his account was credited or received a payment. These funds can only be paid for educational costs incurred while the student was enrolled and eligible. Also, the student must be ineligible solely because he or she is no longer enrolled. Finally, the disbursement must be made within 120 days after the student becomes ineligible.

**First Payments and Reviewing Student Eligibility**

In general, the College cannot make a disbursement to the student until it has a valid ISIR document. If the student needs to make corrections to his data, or the financial aid administrator wishes to use professional judgment to adjust the student's data, the student must submit the SAR for reprocessing (using Part 2); or the College must make the changes through EDE and receive the new output document before making a disbursement.

The College may make an interim disbursement to a student who is selected for verification (including a student selected for verification by the school rather than the CPS). It is not necessary to have a valid output document to make such a disbursement.

The College reviews the student's eligibility before making a disbursement. For instance, a student might have been making satisfactory academic progress when award letters were mailed in the Spring term, but no longer be making progress at the beginning of the Fall term. In this case there can be no disbursement.

**Disbursement for Books and Supplies for Pell Eligible Students**

Students who are eligible to receive a Federal Pell Grant (as indicated on their Financial Aid Award) where the Pell Grant creates a Title IV (federal grants and loans) credit balance may receive a school check to purchase books and supplies at local bookstores by the end of the first week of the semester. The school credit will be based on the amount of Title IV credit balance available and will be available at least 10 days before the start of the semester provided the student meets the eligibility requirements and submits a request to the business office in a timely manner.

To be eligible for the school credit students must meet the following criteria:

- The Federal Pell Grant funds could have been disbursed to the student's account 10 days before the start of the semester. This means that the student must have

submitted a valid ISIR, completed financial aid verification (if required), and where applicable, a Direct Loan Master Promissory Note and Entrance Counseling at least ten days before the start of the semester.

• The students must submit such a request at least 10 days before the start of the semester. If an eligible student fails to submit such a request within 7 days from the start of the semester the business office will assume the student has opted out of using this method.

• The Pell Grant creates a Title IV credit balance. Institutional and/or state grant assistance is not included.

Students opting out of this option or who were ineligible by the end of the first week of the semester, may still sign-up for book assistance at any time during the semester to access their credit. Students may also access their Title IV school credit by requesting a refund. Students may receive their credit by check within 14 days from which the credit occurred.



## SATISFACTORY ACADEMIC PROGRESS STANDARDS

Federal regulations require RCBYBZ to monitor student progress toward completion of degree and certificate programs. You must maintain academic standing and be making satisfactory academic progress towards the completion of the First Talmudic Degree in order to remain eligible for Federal (Title IV) student financial assistance programs at RCBYBZ.

**Which Types of Aid Are Affected?**

Students must maintain satisfactory academic progress to receive funds under the Federal Work-Study, Federal Perkins Loan Program, Federal Supplemental Educational Opportunity Grant, Federal Pell Grant, Federal Stafford Loan, Federal Parent PLUS Loan, or Federal Graduate PLUS Loan.

To be making satisfactory academic progress **for federal financial aid purposes,** you must:

1. Achieve at least the GPA required to meet the college's minimum retention standard or be granted academic probation; after two years of enrollment, earn at least a "C" average, or its equivalent, or have academic standing consistent with the requirements for graduation.

2. Attempt not more than 150% of the credits normally required for the degree (that is, attempt no more than 180 credits to earn 120).

   **Attempted credits include:**
   - **c**redits for courses in which a student is formally enrolled as of the first day of class;
   - credits that a student drops or adds at any point in the semester;
   - credits for courses in which the student enrolled, but subsequently withdrew or failed;
   - transfer credits from another school that are accepted by RCBYBZ.

3. Accumulate credits towards the degree. Your cumulative record of credits earned must be equal to or greater than two-thirds of the credits attempted.

   **Earned Credits include** all credits completed with grades of 'D' or better as well as Satisfactory and Pass grades and Transfer credits from another school that are accepted by RCBYBZ.

Your complete academic record will be reviewed at the end of each semester to see if you are meeting each of the above standards of progress. All courses that appear on your permanent academic record and all courses accepted for transfer count towards progress, even if you received no federal student aid for those courses.

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**Satisfactory Academic Progress Examples: Four-Year Programs**

**Four-year credit-hour program with appeal:** *Students in a bachelor's degree program at National College must complete 120 credits and may attempt up to 180 credits (120 x 150%). National reviews a student's academic progress once per year and has a pace of completion of 2/3 or 66.67% of the classes that students attempt; it requires a cumulative GPA of 1.50 after the first year, 1.75 after the second year, and 2.0 after the third year and beyond.*

*In his first semester, Danny fails one course and withdraws (late in the term) from one of his five courses (15 credits). He takes four courses in his second semester and again fails one and withdraws from one. Though his GPA is 1.71, he isn't making SAP by the end of the first year because he completed only 15 credits out of the 27 he attempted, and two-thirds (2/3) of 27 is 18. Danny applies for an appeal, but because his only reason for not making SAP is that he wasn't able to concentrate on college after being in high school, and because he doesn't offer evidence showing what has changed, the aid administrator at National denies his appeal, and he is ineligible for aid in his second year.*

*Even if Danny had a more convincing reason for failing at SAP, such as being injured and being rendered unable to participate effectively in his normal activities, the administrator might still have denied his appeal because she saw little improvement or variation in Danny's pace of completion and did not determine that he would likely be making SAP a year later. If Danny's academic performance improves by the end of his second year so that he is meeting the SAP criteria, he can again receive Title IV funds.*

**4-year credit-hour program with warning and appeal:** *Krieger University checks SAP every quarter, which permits it to use financial aid warnings. Students must complete 144 credit hours to receive a BA or BS degree, and they may attempt up to 216 credit hours to complete a program. Students must complete at least half of the credits they attempt in their first year and 75% of their credits in each year after that. They must have no less than a 2.0 GPA at all times.*

*Gina finishes her first year at Krieger with a 2.25 GPA and completes all of the credits that she attempts, so she is making SAP. After the first quarter in her second year, she again completes all of her classes but poor grades leave her with a 1.94 GPA. The aid administrator places her on financial aid warning for one quarter and informs her that she is not meeting the SAP standards. Gina does poorly in the next quarter as well, and her GPA drops to 1.85. The aid administrator informs her that she can't continue on warning status and needs to submit an appeal explaining why she is failing to make SAP and why she thinks that will change and allow her to again make SAP.*

*Gina brings the administrator an obituary showing that her mother died recently, which required that she help with family affairs and caused her to lose her focus at school. She asserts that is over now. The administrator places her on probation and suggests that she might take fewer courses. But Gina enrolls full time and again receives poor grades, causing her GPA to drop to 1.80. The administrator informs Gina that she has become ineligible for Title IV funds but that she can become eligible again if she raises her GPA to 2.0 or that she can submit another appeal (the latter appeal must be based on a reason different from the first appeal) and this time request to be placed on an academic plan.*

**Consequences of failure to meet the completion rate requirement**

Students who fail to complete 67% of their cumulative attempted credits risk loss of eligibility for student financial aid.

**Financial Aid Warning**

A student who fails to make satisfactory progress in a semester (payment period) will be issued a warning. If he has a record of satisfactory progress in the prior payment period, he will maintain eligibility for aid for one semester (payment period) without necessarily going through an appeal. Students, who have been warned and fail to make satisfactory progress beyond this period, are placed on probation and lose their aid eligibility unless they successfully appeal. Students are only allowed one financial aid warning-semester.

**Appeals**

Students who lose student financial aid eligibility by failing to make satisfactory academic progress may appeal to the Committee on Academic Standing to retain eligibility to receive federal student aid. Appeals will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, or changes in academic program. The likelihood of the student's improving his academic record to again meet the standard of satisfactory progress will be considered in determining his appeal. He will be given an academic plan that, when followed, will ensure that he meets the standards by a specific time.

If the appeal is granted, the student will be given a one semester probationary period to improve his academic record to meet the standard of satisfactory progress. There is no limit on the number of times a student may follow this appeals procedure.

Approved appeals will result in financial aid probationary status. Students will receive financial aid as long as they are meeting requirements of the probation status as specified during the appeal process.

Appeals should be sent to:

**Financial Aid Appeals Committee**
**RE: Federal Financial Aid Appeal**
**Rabbinical College BYBZ**
**1577 48th Street**
**Brooklyn, NY 11219**

**Reinstatement**

If you choose not to appeal, or if your appeal is denied, you may regain eligibility for federal financial aid by leaving RCBYBZ for at least one year. Upon re-admittance, you may receive assistance for the terms of the academic year of re-admittance and you will be measured against the standard at the end of the spring term for continued eligibility. If you remain enrolled without receiving federal financial aid, you may request a review of your academic record after any term in which you are enrolled without such benefits to determine whether you can meet the standard of satisfactory progress. If the standard is met, you will regain eligibility for federal aid in the subsequent terms of the academic year.

Decisions on financial aid appeals are final and are transmitted to the student in writing by the Financial Aid Appeals Committee. If students enroll for the following semester, they will not be entitled to a refund of charges if their appeal is denied and they withdraw from classes after published refund dates. A student who enrolls and whose appeal is subsequently denied will be eligible for a refund of charges based solely on the general RCBYBZ refund policy.

## STATE AID: NEW YORK STATE TUITION ASSISTANCE PROGRAM

Legal residents of New York State, who are enrolled in a full-time degree program of at least 12 credits a term, or the equivalent, may be eligible for awards under the New York State Tuition Assistance Program. The amount of the award depends on program, family income, financial status (dependent or independent) and number of family members enrolled in college.

**Eligibility**

To be eligible for TAP, a student must:

- Be a United States citizen or eligible noncitizen.
- Be a resident of New York.
- Study full-time undergraduate (at least 12 credits per semester) at an approved postsecondary institution in New York.
- Have graduated from high school in the United States, earned a high school equivalency diploma through Test Assessing Secondary Completion (TASC) formally known as GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department.
- Be matriculated in an approved program of study and be in good academic standing. Have at least a cumulative "C" average as of the 4th semester payment.
- 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.
- Meet income requirement.

***Instructions:*** *To save you time, we'll take you to the appropriate version of the TAP Estimator based on your answer to the following question. Please select the correct academic year and student financial aid*

*status, either 'Dependent' or 'Independent' and click on the 'Next' button. If you are unsure of the student's financial status select 'Independent'.*
*What is the academic year/ student's financial status for TAP?*

** The TAP Estimator is a tool to illustrate the current formula for TAP awards. It is not a predictor of your individual award and you should not rely on the Estimator in making your individual financial decisions. The Estimator functions based on the current TAP formula in law, it is subject to change.*

**Award Amounts**

TAP Awards cannot exceed the maximum amounts shown or 100 percent of tuition, whichever is less. Awards for dependent students and independent students who are married or have tax dependents, range from $500 to $5,665. Awards for single independent students range from $500 to $5,665.

Undergraduate students enrolled in four-year programs may receive up to four years of assistance for full-time study and up to five years of assistance in an approved specialized program.

**Income Limits**

Dependent undergraduate students or students who are married or have tax dependents: $80,000 NYS net taxable income.

Independent undergraduate students who are married and have no other tax dependents: $40,000 NYS net taxable income.

Single independent undergraduate students with no dependents: $10,000 NYS net taxable income.

You may access the official TAP Award Estimator at: https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/grants/estimate-your-tap-award/tap-award-estimator.html

*Please note: This is not an application for TAP. It provides estimated awards. Please consult with your Financial Aid officer for TAP information specific to the student. The estimated award is only for full-time undergraduate study.*

**Applying for TAP Grants**

Once you have submitted the FAFSA, you will receive an application for a New York State Tuition Assistance Program grant. If you submit your FAFSA online, your online confirmation page will give you a link to the TAP-on-the-Web application. If you complete a paper FAFSA or if you do not finish the online TAP-on-the-Web application, you will be mailed a paper Express TAP Application.

In either case, this form will be partially completed with some information from your FAFSA. Review this data, supply any missing information, and submit the completed form.

**Disbursement**

New York State Higher Education Services Corporation (HESC) forwards all approved TAP awards to the College for release into your student account. However, prior to and after the release of these funds, the Registrar must certify your full-time enrollment status. Generally, TAP awards are posted to the students' tuition accounts within 6 weeks from the start of the term.

## SATISFACTORY ACADEMIC PROGRESS STANDARDS FOR THE NEW YORK STATE TAP PROGRAM

TAP Guidelines for Satisfactory Progress are given below. They come from the official New York State Higher Education Services Corporation website:
https://www.hesc.ny.gov/tap-coach/94-satisfactory-academic-progress.html

For financial aid purposes, good academic standing consists of two elements: satisfactory academic progress and pursuit of program. Satisfactory progress is a measure of the student's *achievement*, of earning credits toward a degree or certificate with a specified grade point average. Pursuit of program is a measure of the student's *effort* to complete a program.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner's approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010--11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006.

**Standard of Satisfactory Academic Progress for Eligibility for State Student Aid**

**Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter.**

| **Program: Baccalaureate Program** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Calendar: Semester 2010-11 and thereafter** (non-remedial students) | | | | | | | | | | |
| Before Being Certified for This Payment | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th |
| A Student Must Have Accrued at Least This Many Credits | 0 | 6 | 15 | 27 | 39 | 51 | 66 | 81 | 96 | 111 |
| With At Least This Grade Point Average | 0 | 1.5 | 1.8 | 1.8 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

**Readmitted Students**

Upon readmission after at least a one-year period of non-re-enrollment, you may receive assistance for the semester in the academic year of readmission and you will be evaluated for continued eligibility against the satisfactory progress standard at the end of the semester. If you are readmitted after less than one year of non-re-enrollment, your academic record will be evaluated for satisfactory academic progress as the record stood at the end of the last term of attendance.

**Transfer Students**

For transfer students, transfer credits that are accepted toward the degree count as both credits attempted and credits earned.

## OTHER AWARDS

A search for outside scholarship money is time-consuming but may be well worth the effort.

Students may be eligible for a specific scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations, special interest groups, and the Internet.

Students must notify their financial aid office if receiving funds from any outside sources. If a student receives a scholarship from an outside organization, the financial aid office first applies the amount against the student's unmet need, then toward self-help awards (by reducing private

loans or work-study) and finally by reducing federal aid (affecting federal loans first) so that total financial aid (including the outside scholarship) does not exceed the cost of attendance.

For additional information regarding outside awards, please contact the financial aid office.

You may also wish to visit these sites to assist you with your search of outside scholarships:

- http://www.fastweb.com/
- http://www.finaid.org/
- http://www.scholarships.com/
- http://www.fastaid.com/

## AMEDEI ZION SCHOLARSHIP FUND

RCBYBZ graduate students seeking assistance may apply to the Amedei Zion Scholarship Fund, an off campus philanthropic organization. In the past the AZSF has made substantial grants available to underwrite graduate study. This fund is administered by an independent Board of Directors unconnected to RCBYBZ. Students may ask the financial aid office to forward their records to the AZSF Scholarship Committee.

## FEDERAL WORK-STUDY

Federal Work-Study is a federally-funded employment program designed to help qualifying students fund their education. Your school financial aid office will determine your eligibility for the program. All work study appointments must be approved by the Menahel. Students must be United States citizens or permanent residents and must have proven financial need. Many of the Work Study positions complement students' academic interests and may be on campus. The program runs from October 1 through June 30 of the academic year.

## COMMUNITY SERVICES

Rabbinical College Bobover Yeshiva encourages students to participate in a variety of community based chesed activities to improve the quality of life for community residents. These activities are of course important in themselves, making a contribution to the betterment of the community and of one's fellow man, but in many instances, they are also important building blocks, refining the student's skills and ability to work cooperatively on such projects.

Rabbinical College Bobover Yeshiva is presently involved with its students in the following community programs:

1. Tomche Shabbos
2. Bikur Cholim
3. Blood Drives
4. Tutoring

Community activities are by no means limited to the above list. There are various other programs, for interested students.

Some of the community projects offer opportunities for compensated employment under work-study guidelines. Students who are interested in working with the community at large, by serving as tutors, etc. may apply for such work at the financial aid office, if they qualify under the Federal Work-Study guidelines. Please note that the college has designated a specific study area where the tutors can bring their charges and not need to leave the building to help with tutoring.

## AMERICA READS

America Reads offers a unique opportunity for colleges to improve the future of our children. The late Ernest Boyer, who served as U.S. Commissioner of Education in the 1960's, urged his colleagues on the campuses to dedicate themselves to improving the community around them. Developing tutors is clearly a step in reestablishing the leadership role of the campus in the community.

Students are encouraged to become reading tutors for pre-school and elementary school children. This affords the student much beneficial experience in the educational field. It has proven to be a tremendous benefit to help the student achieve his desired goals.

The program is also offered through our College Work Study Program. Any student wishing to participate in this project should contact the Menahel. The late Bobover Rebbe would say that tutoring other students was a very desirable and beneficial pursuit, where both parties have a lot to gain.

## FEDERAL TITLE IV REFUND INFORMATION

The requirements for the return of Title IV funds do not apply to a student who does not actually begin attendance or cease attendance at the school.

A student must provide official notification of his intent to withdraw. Then the withdrawal date is the date the student begins the school's withdrawal process. Our college does not take attendance, and as such may also use a last date of attendance at an academically related activity as a student's withdrawal date. Therefore, our school can use a late last documented date of attendance at an academically related activity if this date more accurately reflects the student's withdrawal date than the date the student begins the school's withdrawal process or notifies the school of his intent to withdraw.

The law specifies how the school must determine the amount of Title IV program assistance that you earn if you withdraw from school early.

When you withdraw during your payment period (the school semester) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If

you received (or the school received on your behalf) less assistance than the amount that you earned, you or the school may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorate basis. For example, if you completed 30% of your payment period (semester), you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. The College may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the College).

The College needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the College.

If you receive (or the College or parents receive on your behalf) excess Title IV program funds that must be returned, the College must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

The College is required to return this amount even if it didn't keep this amount of your Title IV program funds.

If the College is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) must repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with the school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from College refund policies. Therefore, you may still owe funds to the school to cover unpaid institutional charges. The College may also charge you for any Title IV program funds that the school was required to return. The College's refund policy is detailed above and you can discuss any questions you have with the Financial Aid Office.

If you have additional questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at https://fsapartners.ed.gov/sites/default/files/2025-01/2526FSAHbkVol5Master.pdf

Students receiving Federal Title IV funds who, officially or unofficially, withdraw completely from the College will have their Federal Title IV awards and loans refunded to the federal programs based upon the number of days in attendance. For any student who attends more than 60% of the semester, no Title IV funds will be refunded to the federal program.

Students will still be liable for the cost of their Tuition and Fees based on the College's refund schedule, regardless of the amount of Federal Title IV funds that have to be refunded to the federal programs.

**Refund Distribution (prescribed by Federal Law and Regulations)**

There is a specifically mandated order in which Title IV refunds must be distributed back to the federal programs. The list below outlines the order in which federal programs are refunded:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Perkins Loan
4. Federal Direct Graduate PLUS Loan
5. Federal Direct PLUS Loan
6. Federal Pell Grant
7. Federal SEOG Grant
8. Federal TEACH Grant
9. Iraq and Afghanistan Service Grant for which a return is required.
10. The Student

## SAMPLE SUMMARY OF THE REQUIREMENTS OF 34 CFR 668.22

**(To Provide to Students as Part of Consumer Information)**

**Treatment of Title IV Aid When a Student Withdraws**

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Federal Supplemental Educational Opportunity Grants (FSEOGs), Direct Loans, and Direct PLUS Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these terms for you and tell you which one applies to you), the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds in the form of a post-withdrawal disbursement. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other institutional charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess funds equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you may be required to return the remaining amount.

For any loan funds that you must return, you (or your parent for a Direct PLUS Loan) will repay the loan funds in accordance with the terms of the promissory note. That is, you will not be required to repay any loan funds immediately, but instead, you will make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know your school's refund policy, you should ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at https://studentaid.gov.

**Return of Title IV Funds Requirements and Deadlines**

| Party Responsible | Requirement | Deadline |
|---|---|---|
| School | **Determining withdrawal date** for student who withdraws without providing notification | 30 days after the end of the earlier of the:<br>• Payment or enrollment period<br>• Academic year in which student withdrew<br>• Educational program from which student withdrew |
| School | **Return of unearned Title IV funds** | As soon as possible but no later than 45 days after date school determined student withdrew |
| School | **Post-withdrawal disbursement to student's account for:** Outstanding current (allowable) charges (tuition and fees, contracted room and board, etc.) Other allowable charges with student authoriza- tion (e.g. library fines, books, supplies, etc.) | As soon as possible but no later than 180 days after the date school determined student withdrew, in accordance with requirements for disbursing Title IV funds, 34 CFR 668.164 |
| School | **Written notification providing the student (or parent) the opportunity to accept all or part of a post-withdrawal disbursement of Title IV loan funds** (Direct Loan, or Direct PLUS Loan) to the student'saccount | Within 30 days of the school's determination that the student withdrew,<br>34 CFR 668.22(a)(6)(iii)(A) |
| School | **Written notification of student's eligibility for a direct post-withdrawal disbursement of Title IV loan funds** in excess of outstanding current (educationally related) charges | Within 30 days of the school's determination that the student withdrew,<br>34 CFR 668.22(a)(6)(iii)(A) |
| School | **Post-withdrawal disbursement to student** for earned Title IV funds in excess of outstanding cur- rent (educationally related) charges | From the date school determined student withdrew (1) loans as soon as possible but no later than 180 days (2) grants as soon as possible but no later than 45 days |

| | | |
|---|---|---|
| School | **Notification to student (or parent) of outcome of late request for a post-withdrawal disbursement to student** (request received by school after the specified period and school chooses not to make disbursement) | Not specified - but as soon as possible |
| School | **Notification to student of grant overpayment** | Within 30 days of date school determined student withdrew |
| School | **Referral of student to the Default Resolution Group** if student does not pay overpayment in full, does not enter into repayment agreement, or fails to meet terms of repayment agreement | Not specified - but as soon as possible |
| Student (or parent) | **Submit response instructing school to make post-withdrawal disbursement** | Within specified number of days school allows for response (must allow at least 14 days) |
| Student | **Return of unearned Title IV funds** | Loans—according to terms of the loan<br>Grants—within 45 days of earlier of date school sent or was required to send notice |
| School | Report student to NSLDS if student does not pay overpayment in full, does not enter into repayment agreement, or fails to meet terms of repayment agreement | No later than 45 days from the date student is notified (or was required to be notified) of overpayment |
| School | Consumer Information | • School's withdrawal policy<br>• School's refund policy<br>• Office(s) designated to receive official notifications of intent to withdraw<br>• Requirements regarding returns of Title IV funds |
| School | Written notification of student's eligibility for a direct post-withdrawal disbursement of *Title IV loan funds* in excess of outstanding current (educationally related) charges | • Identify type and amount of the Title IV loan funds that will make up the post-withdrawal disbursement not credited to student's account<br>• Explain that student or parent may accept all or part of the disbursement<br>• Advise student or parent that no post-withdrawal disbursement of<br>• Title IV loan funds will be made unless school receives response within the time frame established by the school |
| School | Response (written or electronic) to late request for post-withdrawal disbursement (that school chooses not to make) | Outcome of request |
| School | Repayment Agreement | • Terms permitting student to repay overpayment while maintaining eligibility for Title IV funds<br>• Repayment in full within two years of date school determined student withdrew |
| Student enrolled in a series of modules | Statement of intent to return to a module that begins later in the same payment period or period of enrollment | Close to the date that the student ceases attendance at any point prior to completing the payment period or period of enrollment and before the school is required to return Title IV funds, offer any post-withdrawal disbursement of loan funds, or take any other action under the R2T4 requirements<br><br>• For students enrolled in nonterm and nonstandard-term programs, the later module must begin no later than 45 calendar days after the end of the module the student ceased attending<br>• For students enrolled in modules within a term, the later module must begin and end within the term |

## RETURN OF TITLE IV FUNDS

### Case Studies

### Case Study 1: Penny Jones

*A student is attending a two-year, semester-based community college, is receiving Title IV grants and loans (partially disbursed), and is due a post-withdrawal disbursement. Calculating the return of Title IV funds for a student attending a two-year community college (semester) who is receiving Title IV grants and loans (partially disbursed), and is due a post-withdrawal disbursement.*

**Learning Objectives**

Learn to complete Steps 1 – 4 of the Treatment of Title IV Funds When a Student Withdraws from a Credit-Hour Program worksheet and be able to:

- identify the basic information needed to complete the worksheet, including the withdrawal date and date of the institution's determination that the student withdrew;
- calculate the percentage of the payment period or period of enrollment the student completed;
- calculate both the percentage and the amount of Title IV aid earned by the student;
- determine either that the student is due a post-withdrawal disbursement (PWD) of Title IV aid or that Title IV aid must be returned;
- determine the amount to be offered to the student or returned; and
- identify the information a school must maintain in its files when a student is eligible for a post- withdrawal disbursement, and complete a Post-Withdrawal Tracking Sheet.

**School Profile**

Everyone Should Have an Education Community College (ESECC) is a two- year, public, semester-based institution that measures academic progress in credit hours.

| | |
|---|---|
| Academic Year (AY)/Program | 2 semesters<br>32 weeks |
| Period | 16 weeks<br>110 calendar days |
| Period Start Date | August 23 |
| Institutionally Scheduled Break | None |
| Required to Take Attendance | No |

The school's AY is 32 weeks and 24 semester hours.

**Student Profile**

Penny Jones is a first-year student at ESECC. Charges to her account for the first semester are as follows:

| | |
|---|---|
| Tuition and Fees | $1,000.00/16-week semester |
| Technology Fee | $100.00/16-week semester |
| Books and Supplies | $400.00/16-week semester |
| Health Insurance | $200.00/academic year |

Charges remaining on Penny's account after the withdrawal:

| | |
|---|---|
| Tuition | $100.00 |
| School Authorized to Credit Account for Other Charges: | Yes (all charges) |

Penny's financial aid package included the following annual awards:

| | |
|---|---|
| Pell Grant | $2,000.00 |
| Direct Subsidized Loan | $3,500.00 |
| State Grant | $500.00 |
| College Grant | $200.00 |

**Discussion**

On the first day of the fall semester, August 23, Penny received the following disbursements to her student account:

| | |
|---|---|
| Pell Grant | $1,000.00 |
| Net Direct Subsidized Loan | $0.00 |
| State Grant | $500.00 |
| College Grant | $100.00 |

Although Penny is grateful for the assistance, she is concerned about meeting her living costs for the year.

On October 8, Penny came to the Financial Aid Office to advise that she doesn't think she is doing very well and is considering dropping out prior to November 1, the last day to withdraw from classes without academic penalty. To help her make a decision, she requests information on the withdrawal process. You are fairly certain that Penny is having a hard time adjusting to college life and want to encourage her to hang in until the end of the semester, December 10. After you provide her preliminary information, you ask her if it is her intent to withdraw. Penny says that she needs some time to think it over and makes a follow-up appointment for October 13.

When Penny comes to see you on October 13, she indicates that the last class she attended was on September 30. Because she doesn't see how she can get caught up on the work she's missed, she is adamant about withdrawing, so you give her instructions on completing the college's official withdrawal process and advise her where she can get the appropriate forms. Penny picks up the forms from the registrar on October 14. She turns in the completed forms on October 15.

Let's review some basic information about Penny as well as our learning objectives for this case. Penny attended a two-year community college, which was on the semester system. Students earn academic credits based on credit hours taken. Before withdrawing, Penny received her Pell Grant disbursement but not her Direct Loan.

**Solution**

The first thing we'll need to do is to decide on the date of the school's determination that Penny withdrew. Then, we'll complete Step 1: Student's Title IV Aid Information, which includes:

- Title IV aid disbursed, and

- Title IV aid that could have been disbursed.

The date of the institution's determination is the date you were advised by Penny that she had decided to withdraw (October 13). On the earlier date, October 8, she was only thinking about withdrawing.

Date of the institution's determination that the student withdrew = October 13.

Note that for a student who provides notification to the institution of his or her withdrawal, *the date of determination* is the student's withdrawal date, or the date of notification of withdrawal, whichever is later *(34 CFR 668.22(l)(3)(i)).* In this case the dates are identical, October 13.

The withdrawal date for Title IV purposes, October 13, is discussed in **Step 2**.

**Step 1: Student's Title IV Aid Information**

**Box A.** Title IV grants aid disbursed Pell Grant $ 1,000.00
**A** = $ 1,000.00

**Box B.** Net Title IV loans disbursed = $ 0.00

**Box C.** Title IV grants that could have been disbursed = $ 0.00

**Box D.** Penny's Direct Loan had not been disbursed yet. But, she was eligible for the disbursement. Net Title IV loans that could have been disbursed = $ 1,700.00

**D =** $ 1,700.00

**Box E.** Although Penny also received disbursements of state and institutional aid, only Title IV aid is considered in the return of funds calculation. Title IV aid disbursed = $1,000.00.

**E =** $ 1,000.00

**Box F.** Box F is equal to the $1,000.00 from Box A plus $0.00 from Box C. Box F = $1,000.

**F =** $ 1,000.00

**Box G**. Both the disbursed Pell (Box A) and undisbursed Direct Loan (Box D) are included in Box G. Total Title IV aid disbursed plus Title IV aid that could have been disbursed = $2,700.

| | |
|---|---|
| Pell Grant (Box A) | $ 1,000.00 |
| Net Direct Subsidized Loan (Box D) | $ 1,700.00 |
| Total Title IV aid disbursed plus could have been disbursed (Box G) | $ 2,700.00 |
| **G =** | $ 2,700.00 |

**Step 2: Percentage of Title IV Aid Earned**

1. Payment period start date = August 23
2. Payment period end date = December 10
3. Withdrawal date = October 13

**Note:** Since ESECC does not take attendance and is not required by an outside entity to take attendance, the withdrawal date is the date Penny began the official school withdrawal process.

Since the school includes the financial aid office as one of those places where the student can begin the withdrawal process, Penny's withdrawal date is October 13.

Although the school's refund policy is that the withdrawal date is the date a student turns in the signed withdrawal forms - which she did on October 15 - that date is superseded for a student receiving Title IV aid by the federal requirement to use the date the student begins the withdrawal process or otherwise provides official notification (October 13).

Although Penny stopped attending classes on September 30, she didn't notify the school (begin the official withdrawal process) until October 13. When she came to see you on October 8, she was only thinking about withdrawing.

Of course, the school could have documented a last date of attendance at an academically-related activity and used that as her withdrawal date if it so chose.

**Box H.** Percentage of payment period completed

- Since the student attended a credit-hour school, the percentage of aid completed is calculated by dividing the number of calendar days completed by the total number of calendar days in the payment period. Number of calendar days completed in payment period = 52 (August 23–October 13).
- Because the semester does not include a scheduled break of five or more consecutive days, all of the calendar days in the period from August 23 to December 10 are counted. Number of calendar days in payment period = 110.
- Note: Days in a period are counted as follows:
    1. the first day of the payment period is the first scheduled day of academically related activity;
    2. the last day of the payment period is the last scheduled day of academically related activity;
    3. the school must count the date of withdrawal as a date of attendance.
- 52 days ÷ 110 days = .4727, rounded to .473, or 47.3%. Percentage of payment period completed = 47.3%.

**H.** Because this percentage is less than or equal to 60%, the percentage of Title IV aid earned in Box H = 47.3%.

**Step 3: Amount of Title IV Aid Earned by the Student**

**Box I.** 47.3% (Percentage of Title IV aid earned from Box H) X $2,700.00 (Total Title IV aid disbursed plus Title IV aid that could have been disbursed from Box G) = $1,277.10.

Amount of Title IV aid earned by the student (Box I) = $1,277.10.

**I. =** $1,277.10

**Step 4: Total Title IV Aid to Be Disbursed or Returned**

**Box J.** Because the total aid earned (Box I) is greater than the total aid disbursed (Box E), Penny is due a post-withdrawal disbursement. $1,277.10 (Box I) - $1,000.00 (Box E) = $277.10.

Post-withdrawal disbursement (Box J) = $277.10.

J. = $277.10

If a post-withdrawal disbursement is due the student, you stop here on the worksheet (page 2 is not required as shown in our worksheet walkthrough). Your next step is to begin compiling the

information a school must maintain in its files when a student is eligible for a post-withdrawal disbursement (ESECC has chosen to use FSA's Post-withdrawal Tracking Sheet) and providing the required notifications to the student.

**The Post-Withdrawal Disbursement Tracking Sheet**

The school performed the R2T4 calculation on October 15 and determined that Penny was eligible for a post- withdrawal disbursement of $277.10 (Step 4, Box J).

**However, the COD system will not accept requests for other than whole dollars (no cents) for the Direct Loan Program.** Therefore, the school must round down to, request, and disburse $277.00.

Because the post-withdrawal disbursement would be composed entirely of loan funds, the school could not credit any funds to Penny's account or disburse any funds to her directly without sending Penny written notification advising her of her responsibility to repay the funds and obtaining Penny's confirmation that she still wants them.

Therefore, on October 20, the school sent Penny a letter explaining that:

- she was eligible for a post-withdrawal disbursement of Subsidized Direct Loan funds in the amount of $277.00;
- she could accept some or all of the funds;
- Penny was obligated to repay any loan funds she accepted;
- if she accepted the disbursement, $100 would be credited to her account for unpaid charges and that Penny could not receive that $100;
- if she accepted the disbursement, the school would make a direct disbursement directly to her of $177.00; and
- she has until November 13 (24 days from the day the school mailed the letter)***** to accept the disbursement, and that if her response was received after that date, the school did not have to make the disbursement.

On November 13, the school received confirmation from Penny that she accepted all of the funds.

On November 15, the school drew down $277.00 in Subsidized Direct Loan funds through G5, credited the $277.00 to Penny's account, took $100 for unpaid charges and sent Penny a check for the credit balance of $177.00. (Note that the school could have drawn down the funds, credited the student's account with $100.00, and sent the student the balance of $177.00, but we do not require a school to deviate from its normal cash management procedures and establish a different type of audit trail for post-withdrawal disbursements.)

The school included a record of the calculation and communications described above in Penny's permanent financial aid file.

***** The regulations allow a school to set a deadline later than 14 days, provided the later deadline applies to both confirmation of loan disbursements to the student's account and direct disbursements of a post-withdrawal disbursement of loan disbursements to the student's account and direct disbursements of a post-withdrawal disbursement.

## POST-WITHDRAWAL DISBURSEMENT TRACKING SHEET

Student's Name: Penny Jones | Social Security Number: Example 1

Date of school's determination that student withdrew: 10 / 13 /

### I. Amount of Post-withdrawal Disbursement (PWD)

Amount from "Box J" of the Treatment of Title IV Funds When a Student Withdraws worksheet — **Box 1**: $ 277.00

### II. Outstanding Charges For Educationally Related Expenses Remaining On Student's Account

Total Outstanding Charges Scheduled to be Paid from PWD (*Note: Prior-year charges cannot exceed $200.*) — **Box 2**: $ 100.00

### III. Post-withdrawal Disbursement Offered Directly to Student and/or Parent

From the total Post-withdrawal Disbursement due (Box 1), subtract the Post-withdrawal Disbursement to be credited to the student's account (Box 2). This is the amount you must make to the student (grant) or offer to the student or parent (Loan) as a direct disbursement.

$ 277.00 (Box 1) − $ 100.00 (Box 2) = **Box 3**: $ 177.00

### IV. Allocation of Post-withdrawal Disbursement

**Because COD will only accept whole dollar entries for Direct Loans, a Direct Loan disbursement must be rounded up or down to the nearest whole dollar, not to exceed annual or aggregate limits.**

**If an institution only awards Pell and Iraq and Afghanistan Service Grants in whole dollars, the total award to the student for the period must be rounded up or down to the nearest whole dollar, not to exceed the annual or lifetime eligibility limitations.**

| Type of Aid | Loan Amount School Seeks to Credit to Account | Loan Amount Authorized to Credit to Account | Title IV Aid Credited to Account | Loan Amount Offered as Direct Disbursement | Loan Amount Accepted as Direct Disbursement | Title IV Aid Disbursed Directly to Student |
|---|---|---|---|---|---|---|
| Pell Grant | N/A | N/A | | N/A | N/A | |
| FSEOG | N/A | N/A | | N/A | N/A | |
| TEACH Grant | N/A | N/A | | N/A | N/A | |
| Iraq Afghanistan Svc. Grant | N/A | N/A | | N/A | N/A | |
| | | | | | | |
| Subsidized Direct | | | 100.00 | 177.00 | 177.00 | 177.00 |
| Unsubsidized Direct | | | | | | |
| Direct Grad Plus | | | | | | |
| Direct Parent Plus | | | | | | |
| Totals | | | | | | |

### V. Authorizations and Notifications

Post-withdrawal disbursement loan notification sent to student and/or parent on: 10 / 20 /

Deadline for student and/or parent to respond: 11 / 13 /

■ Response received from student and/or parent on: 11 / 13 / ☐ Response not received

☐ School does not accept late response

### VI. Date Funds Sent

Date Direct Disbursement mailed or transferred — Grant: / / Loan: 11 / 15 /

## Treatment Of Title IV Funds When A Student Withdraws From A Credit-Hour Program

**Student's Name** Penny Jones **Social Security Number** Example 1

**Date form completed** 10 / 15 / **Date of school's determination that student withdrew** 10 / 13 /

**Period used for calculation (check one)** ■ **Payment period** ☐ **Period of enrollment**

*Monetary amounts should be in dollars and cents (rounded to the nearest penny).*
*When calculating percentages, round to three decimal places. (For example, .4486 = .449, or 44.9%)*

### STEP 1: Student's Title IV Aid Information

| Title IV Grant Programs | Amount Disbursed | Amount that Could Have Been Disbursed |
|---|---|---|
| 1. Pell Grant | 1000.00 | |
| 2. FSEOG | | |
| 3. TEACH Grant | | |
| 4. Iraq and Afghanistan Service Grant | | |
| | | |
| | **A.** 1000.00 Subtotal | **C.** Subtotal |

| Title IV Loan Programs | Net Amount Disbursed | Net Amount that Could Have Been Disbursed |
|---|---|---|
| 5. Unsubsidized Direct Loan | | |
| 6. Subsidized Direct Loan | | 1700.00 |
| 7. Direct Grad PLUS Loan | | |
| 8. Direct Parent PLUS Loan | | |
| | **B.** Subtotal | **D.** 1700.00 Subtotal |

**E. Total Title IV aid disbursed for the period.**
A. 1000.00 + B. = **E. $** 1000.00

**F. Total Title IV grant aid disbursed and that could have been disbursed for the period.**
A. 1000.00 + C. = **F. $** 1000.00

**G. Total Title IV aid disbursed and that could have been disbursed for the period.**
A. 1000.00 + B. + C. + D. 1700.00 = **G. $** 2700.00

### STEP 2: Percentage of Title IV Aid Earned

| Start date | Scheduled end date | Date of withdrawal |
|---|---|---|
| 08 / 23 / | 12 / 10 / | 10 / 13 / |

A school that is not required to take attendance may, for a student who withdraws without notification, enter 50% in Box H and proceed to Step 3. Or, the school may enter the last date of attendance at an academically related activity for the "withdrawal date," and proceed with the calculation as instructed. For a student who officially withdraws, enter the withdrawal date.

**H. Percentage of payment period or period of enrollment completed**

Divide the calendar days completed in the period by the total calendar days in the period (excluding scheduled breaks of five days or more **AND** days that the student was on an approved leave of absence).

52 (Completed days) ÷ 110 (Total days) = 47.3 %

▶ If this percentage is greater than 60%, enter 100% in Box H and proceed to Step 3.

▶ If this percentage is less than or equal to 60%, enter that percentage in Box H, and proceed to Step 3. **H.** 47.3 %

### STEP 3: Amount of Title IV Aid Earned by the Student

Multiply the percentage of Title IV aid earned (Box H) by the Total Title IV aid disbursed and that could have been disbursed for the period (Box G).

47.3 % (Box H) X 2700.00 (Box G) = **I. $** 1277.10

### STEP 4: Title IV Aid to be Disbursed or Returned

▶ *If the amount in Box I is greater than the amount in Box E, go to Item J (post-withdrawal disbursement).*

▶ *If the amount in Box I is less than the amount in Box E, go to Title IV aid to be returned (Item K).*

▶ *If the amounts in Box I and Box E are equal,* **STOP.** *No further action is necessary.*

**J. Post-withdrawal disbursement**

From the Amount of Title IV aid earned by the student (Box I) subtract the Total Title IV aid disbursed for the period (Box E). This is the amount of the post-withdrawal disbursement.

1277.10 (Box I) − 1000.00 (Box E) **J. $** 277.10

**Stop here**, and enter the amount in "J" in Box 1 on Page 3 (Post-withdrawal disbursement tracking sheet).

*Step 4 continued* ▶

**You should use this format when the withdrawal date is on or after 7/1/2018.**

## STUDENT ACADEMIC INFORMATION

### Attendance

Successful college students attend class regularly. There is a strong correlation between attending classes and academic success.

Most failures, dropped courses and poor grades result from poor attendance. The classroom experience is a vital part of the educational experience at the College. Students learn through the acquisition of analytic skills and mastery of content. These elements are transmitted by a learning process in which the instructor and class interaction play a critical role, offering a chance for students to think, question and clarify ideas and information. It is, therefore, essential for students to make every effort to attend every session of every class and study period, unless prevented from doing so because of illness or for other compelling reasons.

While instructors are not required take formal attendance, class participation often does count toward the final grade and in many classes, students are required to participate. As a rule, regular attendance helps maintain satisfactory grades, and student attendance may be taken into consideration by faculty when assigning final grades. Also note that while the College does not require class attendance as a matter of institutional policy, course instructors may require attendance in their courses. There may also be some special learning situations when attendance is required and students will be notified about these occasions well in advance. Excessive absences may result in poor or failing grades especially because in-class activities cannot be made up. Therefore, unless you are a superior student who can accomplish the aims of instruction on his own, make every effort to attend every class.

Absence from class never excuses a student from required assignments and course examinations. Students who are absent must make up the missed work and are advised to consult fellow students to discuss the material they missed. Students with situations that prevent them from attending class should inform their instructors and the academic advisor.

### Lateness

Classes begin promptly at the time indicated in the schedule. Arriving to class late is disrespectful and disturbs the rest of the class. Chronic latecomers may, at the discretion of the instructor, be denied admission to the class.

## THE GRADING SYSTEM and GRADING POLICY

The grading system used at the College is given below:

| Symbol | Interpretation | Grade Point Value |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Average | 2 |
| D | Poor | 1 |
| F | Failing | 0 |
| WU | Unauthorized Withdrawal | 0 |
| W | Official Withdrawal | Excluded from GPA |
| P | Pass | Excluded from GPA |
| TR | Transfer Credit | Excluded from GPA |

Grade points are computed by converting the letter grade into its Grade Point value and multiplying the resultant number by the credit value of the course. The numerical weights for each completed course are added up, and the resultant figure is divided by total number of credits completed to compute the Cumulative Grade Point Average.



Here is an example:

| Course | | Num Value | Credits | Grade Point Value |
|---|---|---|---|---|
| Tl 2 | A | 4 | 6 | 24 |
| Gm 2 | B | 3 | 6 | 18 |
| Hl 2 | B | 3 | 6 | 18 |
| | | | 18 | 60 |

In this example the Total Grade Point Value is 60. This is then divided by total credits, 18. The result is a Cumulative Grade Point Average (GPA) of 3.3.

**Repeating a course, F-grade replacement**

Undergraduate students who receive a failing grade in a RCBYBZ course and who retake that course at RCBYBZ and earn a grade of C or better may have the failing grade deleted from the calculation of the GPA and replaced by the passing grade. The original failing grade will remain on the transcript, but a special note will indicate that it is not used in the computation of the GPA. The number of failing credits that can be replaced in calculating the GPA shall be limited to a total of 16 for the duration of the student's undergraduate career.

**W Grade for Official Withdrawals/ WU for Unauthorized Withdrawals**

A student may withdraw from a course without penalty upon presentation of a legitimate reason, and with permission from the Rosh Yeshiva. The student will receive a non-punitive "W" grade on the transcript, indicating withdrawal from the course with permission. Withdrawals recorded on the permanent record are counted as credits attempted with regard to the satisfactory progress standard. Officially sanctioned withdrawals do not adversely affect the GPA. Unauthorized Withdrawals from a course designated by a WU are awarded when a student fails to obtain official permission to withdraw from a course but stops coming to class, and fails to do work for the class and to take any exams. The WU grade is used when in the opinion of the instructor completed assignments and course activities are insufficient to award a passing grade.

**Incomplete Grades**

If a student cannot complete a course for a valid reason, he may have up to six months to complete required coursework, during which time the grade will appear on the transcript as "Incomplete". Under extraordinary circumstances, the Rosh Yeshiva may reasonably extend this period of time. Upon the completion of all coursework the "Incomplete" will be replaced with an evaluative mark. If the required coursework is not completed within the allotted time, the grade will turn into a failing grade, "F". This course cannot be counted as earned credits until a completion grade is assigned.

If a student fails to meet the satisfactory progress standard for credit accumulation as the result of an Incomplete grade for a course, he can restore eligibility for this and subsequent terms by completing the course requirement and receiving a successful completion grade that brings his accumulated credits up to the satisfactory progress standard.

## Academic Standing, Probation, and Dismissal

Each student's academic standing is reviewed at the end of each semester. Students who fail to achieve a satisfactory progress are subject to the following process:

### Academic Warning and Probation

If a student's cumulative GPA falls below 2.00, he will be issued an academic warning and will receive a letter informing him of his academic standing and of the necessary steps he must take in order to regain normal status.

If a student's GPA Falls below 2.00 in two consecutive academic semesters, regardless of his cumulative GPA, he will be placed on academic probation and will receive a letter informing him of his academic standing. An academic plan will be formulated for him to follow and he will be informed of the steps he must take in order to remove himself from academic probation.

Students placed on academic probation will remain on probation for one semester. During probation, students must maintain satisfactory academic progress to restore their cumulative GPA to at least 2.00. Failure to maintain satisfactory academic progress during the probationary period will result in dismissal.

### Appeals

Students who fail to achieve satisfactory academic progress while on probation may appeal to the Committee on Academic Standing to avoid dismissal. Appeals will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, or changes in academic program. The likelihood of the student's improving his academic record to again meet the standard of satisfactory progress will be considered in determining his appeal. He will be given an academic plan that, when followed, will ensure that he meets the standards by a specific time.

If the appeal is granted, the student will be given one additional semester to improve his academic record to meet the standard of satisfactory progress. There is no limit on the number of times a student may follow this appeals procedure.

Approved appeals will result in financial aid probationary status. Students will receive financial aid as long as they are meeting requirements of the probation status as specified during the appeal process.

### Dismissal

Students who fail to maintain satisfactory progress toward restoring their cumulative GPA to 2.00 during the academic probation period described above will receive a letter advising them of their dismissal from the College.

### Reinstatement on Academic Probation

A student dismissed for unsatisfactory academic progress cannot apply for reinstatement for at least one full semester. If he does apply for reinstatement, he must provide evidence that he is

capable of performing at the level required to prevent further dismissals. RCBYBZ encourages students who are dismissed to meet with a counselor to review their options and to review the steps they will need to follow for reinstatement.

There is no guarantee of readmission and a student who is readmitted will be admitted on probation and will remain on academic probation until he completes 24 credits with a cumulative GPA of at least 2.00. A reinstated student is subject to final academic dismissal if he fails to meet these requirements. But if he does fulfill these requirements and is removed from academic probation, the student will be subject to the same conditions for subsequent academic probation and dismissal as students not previously academically dismissed.

## TRANSFER CREDIT POLICY

Students are eligible to receive up to 120 transfer credits of the 150 total credits required for graduation. Applicants who seek transfer credit must first be accepted for admission and should then submit their request along with supporting documentation to the Registrar. This will then be reviewed by the Menahel for a decision on how many credits will be accepted for transfer. In compliance with the policies of our AARTS accrediting agency, transfer students, whether from an accredited or non-accredited institution, will be placed at a level consistent with their level of accomplishment based on the generally accepted standards at AARTS institutions.

In general, RCBYBZ grants transfer credit for a course that satisfies the following criteria:

- It was taken at a post-secondary Talmud seminary, college or university, preferably accredited by AARTS or a U.S. Department of Education approved regional accrediting agency. The school has no articulation agreement with any specific institution.
- The course is consistent with the RCBYBZ curriculum and is substantially similar in content and coverage to a course offered at RCBYBZ.
- It carries a grade of "C" or higher on the official transcript.*

*A total of twelve credits taken on a pass/fail basis may be accredited at the discretion of the College.

- The course was completed before admission to RCBYBZ, unless the student receives permission to register for courses at another institution concurrently with his attendance at RCBYBZ
- Courses meeting the criteria will receive the lower credit value of either (a) the credit value granted by the issuing institution (b) the credit value offered for the course at RCBYBZ.

### Grades for Transferred Courses

In awarding transfer credit, grades received at another institution are not recorded on the RCBYBZ transcript and are not included in calculating the grade point average for satisfactory progress purposes. Transferred courses for which the student earned a C or above (plus a maximum of twelve credits graded "Pass") will be granted as blanket credit.

### Appeal on Transfers

If students wish to appeal any of the decisions regarding transfer policy, he may apply to the Menahel for a review of his case and a review will be carried out within 30 days of the

submitted appeal. All appeals must be made in writing to the office of the Menahel and detail the basis for the appeal.

## REGISTRAR'S OFFICE

The Registrar's office plays an important, if little understood, role in the student's life. This is the office that verifies whether students are making satisfactory progress and ultimately whether they meet graduation requirements. It also maintains academic records, prepares semester student grade reports and transcripts. Students should carefully review the documents issued by this office for they contain the official profile that will follow you years after graduation.

The Registrar's office is also involved in verifying students' attendance to outside parties for such purposes as insurance, licenses, etc. This office also processes student visas.

Students who wish to view their files should contact the Registrar's office to make the necessary arrangements. As recounted earlier in the section dealing with FERPA and Privacy rights, students who believe the records to be inaccurate and wish to question or challenge a record, should address such requests to the Registrar specifying what is being contested and the reasons, and where appropriate, include evidence backing the request. Some requests are routine, for example, changes of address, correcting name spellings etc. Others may involve grades or the absence of course credit on the transcript, and may be more complicated. If the request is turned down, the student has the right to a hearing regarding his request. A student can also place a statement in his record file.

### Transcripts

Students may request that a copy of their official transcript, detailing their official academic record be sent to an agency, employer, graduate school, or individual. Student transcripts can be requested on Mondays and Tuesdays at the Registrar's office. Allow one or two days for the request to be filled.

## STUDENT GUIDANCE AND COUNSELING

RCBY is committed to developing the student in both academic and private spheres. There are many issues of academic, vocational and personal consequence which confront students during their educational careers. Students naturally have their families, Rabbis and friends to consult. RCBY is also part of that natural support system. The college is committed to providing students with a generous program of counseling assistance.

Whether the subject is jobs, career, marriage, further education, or something else, students are offered assistance in finding answers that are rooted in the Torah perspective. Students are encouraged to ask their questions, share their burdens and present the challenges that are concerning them. The Grand Rabbi, the Bobover Rebbe shlita, is also involved in offering spiritual and personal guidance to students.

While the abuse of drugs and other prohibited substances is thankfully not a problem at the Yeshiva we do believe in preventive planning. Therefore, RCBY has arranged with the Pesach Tikvah Mental Health Facility, 139 Wallabout Street to offer counseling and other assistance to our students. If a student wishes to contact this organization privately, he may do so. All such

contacts will be kept confidential. It is appropriate to repeat here that RCBY stringently follows the federal guidelines for maintaining a Drug Free workplace and is prepared to enforce its prohibition on drug use, manufacture, sale or dispensation to the full extent of the law.

For Any health related issue, the students shall visit their primary provider, or we recommend Asisa urgent care located 1530 43rd Street Brooklyn NY 11219.

## STUDENT CONDUCT

Each student in the RCBY community is expected to behave according to the rules of Halacha and conform to Chassidic practice. The study of Bible, Talmud and Jewish Philosophy must be tied to an encompassing objective of ethical behavior and high moral character. The goal of such study is seriously compromised by inappropriate behavior. RCBY is an academic community based on respect for each other and for Jewish tradition; it cannot tolerate inconsiderate or anti-social behavior. It makes little difference whether such violations occur on or off campus. Infractions will result in disciplinary hearings, and will result in sanctions appropriate to the infraction. Policy with regard to alcohol, drugs and harassment are detailed earlier. Below are sanctions for other infractions

**Sanctions Defined**

- Admonition. An oral statement to the student that he has violated RCBY rules.
- Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- Censure. Written reprimand for violation of specified regulation, including the possibility of more disciplinary sanction in the event of conviction for the violation of any RCBY regulation within a period stated in the letter of reprimand.
- Disciplinary Probation; exclusion from participation in privileges or extracurricular RCBY activities as set forth in the notice of disciplinary probation for a specified period of time. Restitution; reimbursement for damage to or misappropriation of property.
- Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages. Suspension; exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- Suspension; termination of student status for an indefinite period. The conditions of readmission, if any are permitted, shall be stated in the suspension letter.
- Expulsion. Students expelled for reasons of conduct will be barred from taking classes once their semester is over. If they are deemed dangerous, they will be barred as of the expulsion determination.

**Appeals Process**

Students suspended or terminated from school for reasons of conduct or unsatisfactory scholastic performance may appeal to the Rosh Yeshiva for a review of their case. Such an appeal must be in writing and must explain in detail the basis for the appeal. It should include all supporting pertinent evidence. The appeal should be made within one month of a suspension or termination notice. Appeals will receive a response within thirty days.

## ACADEMIC PROGRAMS

**RCBYBZ Undergraduate Program in Talmud and Related Studies**

As a classical school of higher Jewish learning, RCBYBZ follows the long-established methods employed in the study of the Talmud and its unique pattern of scholarship and teacher training. This format has been formed, tested and enriched over the centuries. Most recently, in the period before World War II, many outstanding Talmud schools graced the vibrant Jewish communities of Eastern Europe. After the Holocaust, few of these institutions remained in existence. It was for the surviving generation that found refuge in the United States, to rebuild the Talmud academies with their tradition of vigorous Jewish scholarship in the nourishing soil of American freedom.

RCBYBZ is a link in this chain of Jewish scholarship, seeking to pass on the rich heritage of Bible study, Talmud learning and Jewish thought. The College curriculum aims to develop a sophisticated approach to study, thought, and critical scholarship in the traditional sources of Talmud and related studies. It also aims to expose the student to the richly diverse heritage and history of the Jewish people.

The program aims to transmit a clear and precise method of Talmud scholarship, while also emphasizing content-based course work in such courses as Talmud Iyun, Talmud Bekius, Halacha, Bible and Mussar. Texts are studied in their original languages, mostly in Aramaic or Hebrew.

At the core of the program is the intensive study of the Babylonian Talmud. Assembled in an age that refused to divide knowledge into a compartmentalized system of specialties, the Talmud represents an integrated approach to wisdom, traditional culture and ethical behavior. It is also an intricate arrangement of traditional law, historical context, rabbinic teachings, and analytic debate. The comprehensive and authoritative source of Jewish oral law and custom, it is a text whose every nuance has been carefully analyzed, debated and dissected for close to two millennia.

The process of education is based on the traditional arrangement of European and Middle Eastern Talmud academies. Students work with the original texts, learning to translate, interpret and analyze the sacred and legal texts, developing linguistic, analytic, and interpretive skills while building a strong content base of Talmudic and Biblical knowledge. This development is a phased process and students must show successful course work and satisfactory progress to be promoted from one level to the next.

In the first two years of the program the student is introduced to advanced Talmud scholarship and its techniques. Through example, practice, and drill, the student masters the foundational apparatus of Talmud analysis. The basic format for teaching the techniques and methodology is the undergraduate Chavrusah and Shiur or Recitation and Lecture. Students are taught to apply a methodology of painstaking analysis of the text. First, each case text must be placed in its proper historical context, then the student learns to make a close and sensitive reading of each line, so that an extra word, a peculiar turn of phrase, a comparison that requires much thought, is noted and analyzed.

In conjunction with this work the student learns to carry out research in an array of medieval Talmud commentaries who provide syntactical and historical interpretation as well as necessary context. The student is taught to plumb these *Rishonim* sources in order to uncover the meaning of the ancient Talmudic phrases and arguments and the ways of life of the ancient communities so that the representative cases that constitute the body of the Talmud can be properly understood and applied.

As the student advances, he also learns to reason beyond the particular individual case under consideration to research and analyze the principles that undergird the legal arguments that are advanced in the text. He learns that the different positions advanced by *Tanaim* and *Amoraim,* the Talmudic masters whose debates and discussions form the ancient texts, are not simply based on local disagreements of opinion or fact, but on differences that go deeper to the very core principles of the Talmudic law. Painstakingly he learns to isolate, identify and analyze these core issues.

The Shiur or Talmudic lecture-recitation is a critical part of the learning process. While students are encouraged to make a preliminary reconnaissance of the text and to practice their analytic techniques for the first two years of the program, they are heavily dependent upon the lecture. Here the instructor, or *magid shiur*, demonstrates the analytic techniques and methods by applying them to the assigned text. He discusses and demonstrates the appropriate use of the secondary sources, the classic *Rishonim and Acharonim*, and makes a presentation of the case analysis for the students to study and master. The goal of the process is to ultimately wean the student from a dependency on the lecture to an increased reliance on his own research and analysis carried out under the supervision of senior faculty.

The layering of this experience, of acquiring various strategies to apply to the disparate Talmud cases, constitutes the last phase of undergraduate training. It equips the student with an array of skills, sources and techniques for learning on his own, for confronting the challenge of independent scholarship and advanced research at the graduate level. By the time he graduates, the student has developed a blend of analytic skills and a wide content mastery that prepare him for specialized study at the graduate level.

Outcomes include the following skills and masteries:

1. Reading and translating scholarly Hebrew and Aramaic.
2. Analyzing legal arguments and identifying points of legal dispute.
3. Learning to do primary research in documents whose provenance goes back thousands of years.

4. Master the scholarly bibliography of Talmudic secondary literature from medieval times.
5. Learn to research exegetical, interpretive and commentary literature in the varied languages of Jewish scholarship.
6. Master hundreds of case studies or *sugyos hashas* drawn from the Talmudic law in fields as varied as marriage and divorce; torts, property and damages; the ethics of interpersonal behavior, charity and communal responsibilities and obligations; the laws of the Sabbath and Holidays.
7. Study the legal process by which the authoritative law is derived classified and codified.

8. Master four major and two minor fields of *Halachic* jurisprudence in the Code of Jewish Law.
9. Study classic texts in the field of ethical philosophy or *Mussar*.
10. Build oral communications skills, including the ability to organize and deliver learned colloquia.

The program and the formal requirements are constructed around these educational goals. But alongside these heuristic, scholarly and intellectual goals, runs a deeper conviction that knowledge needs to be more than collected; it needs to be put to the service of making better, more sensitive and morally centered human beings. Underlying the educational program is the notion that the contemplative life is grounded in real life; in the imperative to strive always for moral betterment, to extend oneself intellectually and ethically.

## REQUIREMENTS FOR THE FIRST TALMUDIC DEGREE

To complete degree requirements and qualify for the Degree, students must successfully complete 150 credits of coursework in the assigned areas. All students are assigned a basic core curriculum consisting of courses drawn from five fields: Talmud Iyun, Talmud Bekius, Mussar, Bible, and Halacha. The courses are designed to carry the student along a phased process that blends the development of scholarship skills with content mastery and ethical training.

Each level of studies has an assigned curriculum. In general, students at a given level will all be registered for the same core curriculum composed of the following core curriculum:

a. Talmud Iyun. The analytic study of the Talmud through advanced Talmud analysis (Iyun) with an emphasis on developing modes of argumentation, fundamental analysis, and creative interpretation. Research in relevant commentaries, interpreters and Codifiers designed to train the student in nuanced textual analysis within the broader context of the Oral tradition of the Mesorah.

b. Talmud Bekius. Survey type study of the Mishna and Gemarra, Bekius. Designed to expose the student to a broad range of Talmud principles, legal concepts, cases studies and Talmud theory to understand the basic principles discussed, and to acquire a broad content mastery of the vast Talmud literature.

c. Halacha. Talmudic jurisprudence based on the Orach Chaim Codes, comprising study of the statutes, tracing fundamental principles, mastering legal theory, analyzing representative cases, and studying related responsa.

d. Bible. Analytic study of the Pentateuch, with its cognate exegetical, homiletic and ethical literature.

### *Non-Credit Remedial Courses*

There are no non-credit remedial courses offered at RCBY.

## CURRICULUM REQUIREMENTS for the FIRST TALMUDIC DEGREE

| | |
|---|---|
| I. Ten courses in the Talmud Iyun sequence, Talmud Iyun with Rishonim | .....**60 credits** |
| II. Ten courses in the Talmud Bekius Survey, Gemarrah with Rashi and Tosefos | .....**40 credits** |
| III. Ten courses in Halacha Orach Chaim with Mishna Brurah | .....**30 credits** |
| IV. Ten courses in Bible Pentateuch with Exegesis and Commentary | ..... **20 credits** |
| **Total Credits** | .....**150 credits** |

## ILLUSTRATION OF A TYPICAL FIVE YEAR PROGRAM SEQUENCE

| **Level 1: Semesters 1** | credits |
|---|---|
| **1111** . Talmud Iyun: Introduction to Analytic Talmud I,** | **6** |
| **1211** . Introductory Survey of Mishna and Gemarra I,** | **4** |
| **201101. Shulchan Aruch, Hilchos Hanhogas Haboker, Tzitzis. Chapters 1 - 14,** | **3** |
| **301101 Bible: Pentateuch with Onkelos and Rashi I,** | **2** |

| **Level 1: Semesters 2** | credits |
|---|---|
| **1112** . Talmud Iyun: Introduction to Analytic Talmud II,** | **6** |
| **1212** . Introductory Survey of Mishna and Gemarra II, Bekius,** | **4** |
| **201202. Shulchan Aruch, Hilchos Tfilin, Bircas Hashachar. Chapters 25 - 57,** | **3** |
| **301202 Bible: Pentateuch with Onkelos and Rashi II,** | **2** |
| Total Credits Year 1: | **30** |

| **Level 2: Semesters 1** | credits |
|---|---|
| **1121** . Talmud Iyun: Analytic Talmud I,** | **6** |
| **1221** . Intermediate Survey of Mishna and Gemarra II, Bekius,** | **4** |
| **202103. Shulchan Aruch, Hilchos Krias Shma. Chapters 58 - 88,** | **3** |
| **302103 Bible: Pentateuch with Kli Yakar I,** | **2** |

| **Level 2: Semesters 2** | credits |
|---|---|
| **1122** . Talmud Iyun: Analytic Talmud II,** | **6** |
| **1222** . Intermediate Survey of Mishna and Gemarra II, Bekius,** | **4** |
| **202204. Shulchan Aruch, Hilchos Tfila. Chapters 89 - 127,** | **3** |
| **302204 Bible: Pentateuch with Kli Yakar II,** | **2** |
| Total Credits Year 2: | **60** |

| **Level 3: Semesters 1** | credits |
|---|---|
| **1131** . Talmud Iyun: Intermediate Analytic Talmud I,** | **6** |
| **1231** . Gemarra Survey - Analysis of Rashi I,** | **4** |
| **203105. Shulchan Aruch, N'sias Kapaim, Krias S.T., Bs Hknss. Chapters 128-156,** | **3** |
| **303105 Bible: Pentateuch with Ohr Hachaim I,** | **2** |

| **Level 3: Semesters 2** | credits |
|---|---|
| **1132** . Talmud Iyun: Intermediate Analytic Talmud II,** | **6** |
| **1232** . Gemarra Survey - Analysis of Rashi II,** | **4** |
| **203206. Shulchan Aruch, Hilchos N'tilas Yodaim. Chapters 157 - 201,** | **3** |
| **303306 Bible: Pentateuch with Ohr Hachaim II,,** | **2** |

| Total Credits Year 3: | **90** |
|---|---|

| **Level 4: Semesters 1** | credits |
|---|---|
| **1141** . Talmud Iyun: Advanced Analytic Talmud I,** | **6** |
| **1241** . Advanced Gemarra Survey I,** | **4** |
| **204107. Shulchan Aruch, Hilchos Berachos, Mincha, Maariv. Chapters 202-241,** | **3** |
| **304107 Bible: Pentateuch with Ramban and Ibn Ezra I,** | **2** |

| **Level 4: Semesters 2** | credits |
|---|---|
| **1142** . Talmud Iyun: Advanced Analytic Talmud II,** | **6** |
| **1242** . Advanced Gemarra Survey II,** | **4** |
| **204208. Shulchan Aruch, Hilchos Shabbos, Part 1. Chapters 242 - 300,** | **3** |
| **304208 Bible: Pentateuch with Ramban and Ibn Ezra II,** | **2** |

| Total Credits Year 4: | **120** |
|---|---|

| **Level 5: Semesters 1** | credits |
|---|---|
| **1151** . Talmud Iyun: Advanced Talmud Methodology I,** | **6** |
| **1251** . Advanced Survey, Analysis of Tosefos I,** | **4** |
| **205109. Shulchan Aruch, Hilchos Shabbos, Part II. Chapters 301 - 343,** | **3** |
| **305109 Bible: Pentateuch with Midrash I,** | **2** |

| **Level 5: Semesters 2** | credits |
|---|---|
| **1152** . Talmud Iyun: Advanced Talmud Methodology II,** | **6** |
| **1252** Advanced Survey, Analysis of Tosefos II,** | **4** |
| **205210. Shulchan Aruch, Hilchos Pesach, Chapters 430 - 490,** | **3** |
| **305210 Bible: Pentateuch with Midrash II,** | **2** |

| Total Credits Year 5: | **150** |
|---|---|

| **Grand Total of credits required for the First Talmudic Degree:** | **150** |
|---|---|

## COURSE DESCRIPTIONS AND LISTINGS

**A note on course coding**

The following course coding system applies to all RCBYBZ course offerings:

1 - Talmud
2 - Halacha
3 - Bible

The first digit in the course code identifies the primary field of the course, as identified above. For Talmud courses the second digit will indicate the type of course and its scope, either a "1" for Iyun, or a "2" for Bekius. The third and fourth digits indicate the level and semester respectively. The last two digits refer to the specific Tractate that is studied. (See course descriptions below.)

The following is an example of how the course coding system works:

Course 121206

1 - Talmud
2 - Bekius
1 - level
2 - semester
06 - Tractate Succoth

## TALMUD

The study of Talmud is central to traditional Jewish scholarship. The giving of The Divine Law on Sinai was a two-fold process involving both written and oral traditions. The written segment is The Five Books of Moses, representing the constitution of the Jewish people, including a history of the people, their mission and the laws that bind them together. The oral segment is principally an explanation and commentary on this text. It is the authorized interpretation of the written law. For centuries after Sinai, it was studied together with the text. However, unlike the written law, this oral tradition grew, incorporating opinions, explanations, innovative applications, legal precedents, and the post Sinaitic history of the Jewish people.

To prevent the closing of the law and to keep this interpretive doctrine fresh, it was passed on orally from generation to generation until the generation after the destruction of the Temple, when the despondent remnant of the Jewish nation feared that destruction and Diaspora might break the chain of oral law. Therefore, it was decided to record this tradition in a very brief fashion. This became the Mishnah, a compendium of law and custom. But the Mishnaic text was extremely complicated and itself gave rise to varying interpretations.

The ensuing debates over meaning could not be resolved by referring to the severely condensed Mishnaic text. Explanations and derivations sought to uncover underlying principles and legal concepts by comparing case studies and making intricate analyses of the Mishnaic codes. The

debates made use of analysis, logic, philosophy, and ultimately centered on fine points of interpretation. These forays into original meaning and practical application led to conclusive legal opinions in recorded fashion this discourse forms the principal texts of the two Talmud compendia (Babylonian and Jerusalem Talmuds), forming the basic code of Jewish tradition.

But interpretation, debate and analysis did not stop with the redaction of the Talmud. For this is a living law reinterpreted anew to take into consideration changing contexts, fresh issues and new insights. The Talmud does not recognize compartmentalization. History, law, philosophy, custom, psychology, theology, and ethics are combined with vivid case studies. It remained for later generations to codify law, trace an integrated philosophy, compose an ethics, outline a theology, and create distinct lines of thought from the Talmud.

At RCBYBZ students at all levels study assigned tractates at both Iyun and Bekius levels each term. A primary tractate is studied intensively, Iyun, while the secondary tractate is studied extensively, Bekius.

Additionally, none of these courses have any prerequisites.

## TALMUD TRACTATES ASSIGNED IN UNDERGRADUATE COURSES

**01.** **Baba Kama** - Talmudic Civil Law. This tractate treats damage as an analytic legal concept, dividing damage to property into four distinct categories, each with its own characteristic sets of responsibilities and punishments. The text is concerned with how these categories are derived and the method for defining each specific type of damage and organizing its branches. This tractate also treats the issue of damages caused by one's property and by one's own person. Numerous cases are discussed and analyzed by the light of Talmudic legal principles to illustrate the fine shadings of the law and its divergent consequences.

**02.** **Baba Metzia** - Second tractate on Talmudic Civil Law dealing with property claims and the disposition of disputed articles of property, wage rights and obligations, the prohibition on interest and usury. Assorted case studies of fair trade, limits on profits, assumptions that govern exchange and purchase, consumer rights, sumptuary powers of local courts. In disputes over property, the guiding principle of Chazoka and HaMoitzie Harayah, the inapplicability of Rove. The powers of the court to divest the individual of his property rights and under what conditions this power is to be used. Assorted categories of Shomrim, safe keepers and caretakers, whose responsibility varies with the conditions and titles of their stewardship.

**03.** **Baba Basra** - Third volume on Civil Law covers business partnerships, division of property, how one creates a change in ownership status for property through kinyon. Defining obligations with regard to communal protection, the construction of communal security structures, communal meetinghouses, and communal schools. Air rights, the rights to privacy; and to be protected from damage through prying, through noise, through unruly and inconsiderate behavior; right of way; the rights of neighbors, vendors, heirs. Using communal taxing powers for such purposes as providing for schooling, common protection, the provision of charity; the rights of clerics, scholars and priests to certain exemptions in return for their service. The laws of deeds and legal documents; commerce, consumer rights and seller's regulations; also included are the exquisitely detailed laws of inheritance.

**04.** **Avodah Zara** - This tractate is concerned with the communal life of the Jews and their interaction with the community of idol worshippers among whom they lived. The tractate analyzes some of the forbidden practices and elaborates on various gezeiros, Rabbinic laws that are designed to safeguard Jewish traditions and beliefs and to uphold their transmission.

**05.** **Pesachim** - This tractate concerns the special holiday known as Passover. Often characterized as a holiday signaling freedom, this holiday's deeper significance lies in the fact that it represents the acceptance of ethical and religious authority. It commemorates replacing the onerous yoke of human and spiritual bondage with a set of responsibilities through adherence to the Torah. As the plagues transformed water into blood, sunlight was held back for days and the sea's course was changed, Divine authority over the physical universe was made manifest for all to witness. This tractate delves into the rich ritual observance of the Passover holiday and the particularly detailed and intricate laws regarding the stringent Biblical and Rabbinic prohibitions on leavened bread and various derivative foods and the requirement of ridding the home of chometz- tainted foods; bitul, taaruvos, nokshe, as they apply to food products. The Hagaddah and the Seder of the Passover festival are also discussed and analyzed.

**06.** **Succoth** - There is no other holiday period that is as rich with ritual and symbolism as the Succoth holiday. The command to leave the comforts of one's home in order to celebrate the season of harvest and the liberation from bondage in Egypt and the subsequent miraculous trek through the desert where rude tabernacles formed the common abode for millions of people, forms the textured backdrop for the Succoth festival. The citron, palm lulav, and other "arbah minim" form a second ritual node for the holiday. Each of the articles, from the succah and its schach to the citron and its form to the lulav and the other articles, must meet strict biblical requirements for its dimensions as well as for other characteristics. The tractate derives these requirements and discusses the vast number of variations that are possible. The tractate also discusses the obligations of chinuch and how they apply with regard to Succah and the four minim. Also discussed is the process of arriving at a system of priorities for mitzvos when it is not possible to do all the obligatory commandments and one is forced to choose.

**07.** **Shabbos** - The comprehensive study of the Talmudic laws of the Sabbath and their derivation from the Sinaitic tradition. The tractate pays particular attention to the establishment of categories of domains and the various biblical and rabbinic laws promulgated with regard to transporting between these legally constituted domains. The principal focus of the tractate is on discussing Sabbath related commandments and especially to derive, discuss and delimit the principal categories of creative labor that are prohibited. The system of Avos and Toledos linking principal categories of prohibited labor to legally similar melachos is adumbrated.

**08.** **Eruvin** - The rabbinic powers of Takanah permit various theoretical and practical modifications of Torah defined domains. This tractate is concerned with such constructs as the Eruvei Chatzeiros and the Eruvei Techumin. Inter alia it discusses the complex and ramifying laws regarding domain and what constitutes public, private and universal domains. The tractate offers a detailed insight into the various strategies for redefining domains through the use of the Eruv process in both rural and urban settings.

**09.** **Berachos** - The initial tractate of the Talmud introducing Mishnaic dicta redacted by the Tannaim. It features Talmudic debates of the Tannaim and Amoraim in many case studies. Included are discussions of the prayer service and the appropriate zmanim for tfilah. The

tractate deals principally with the rules for blessings, the proper structure for the amidah prayer, the prohibitions on hefsik in the middle of the Shma prayer, variations in styles of prayer, distinctions between prayers that are rooted in the scripture and those crafted by the chachmei hadoros. In addition to the many halachic passages, this tractate includes challenging stretches of Aggadah and ethical discourse.

**10.** **Nedarim** - The Torah recognizes Man's capability to make binding restrictions upon himself by utilizing the legal formula for making binding vows. Through his word man can use these vows, called "Nedarim" to prohibit certain actions or behaviors or to obligate him to carry out certain actions. These vows take on the force of ritual law. There are positive vows- to give charity, to do a good deed, to erect a shelter- and there are negative vows, to refrain from a specified action. How are these vows enforced? Which vows are null and void from the outset? Who can nullify vows? Which vows can be withdrawn through a court? Who has the power to nullify the vows of a minor? How are terms that are ambiguous in meaning to be interpreted? The standing in court of euphemisms, sign language, body language; the social foundations of discourse, language, communication.

**11.** **Kesubos** - This tractate concerns Jewish marriage and the reciprocal obligations that are laid out in the marriage contract. A number of these obligations are explicit and biblically derived; others are implicit or traditional and are socially defined. The tractate also establishes principles for evaluating conflicting testimony between the parties to a marriage; residual obligations in the case of divorce; obligations of a husband's heirs to a woman who is widowed. The status of witnesses; witness testimony; written testimony, second hand oral testimony; testimony of the involved person. The tests to which testimony is put to assess credibility; the credibility of a minor presenting witness after attaining maturity; other cases where testimony must rely on corroborating evidence or testimony.

**12.** **Gittin** - Jewish marital law recognizes divorce. But the process of dissolving a marriage is a legal process that must be followed precisely in order to be valid. Witnesses to the divorce contract play an important role that goes beyond simply being available to certify the credibility of the document. The "get" or divorce contract, also must be very precisely drawn. This tractate addresses the thicketed rules that accompany the issuance of a "get". From identifying geographic boundaries, to the spelling of names and the disqualification of certain witnesses, all of the technical aspects of this document are elaborated in this tractate. As is common with Talmudic texts, the need to reach precise decisions about these many matters leads to other discussions, including a discussion of an issue that is removed from divorce: the issue of conversion from another faith to Judaism and the steps that must be followed, for a valid conversion.

**13.** **Kiddushin** - The process of betrothal and related regulations and obligations. Comparative study of modes of acquisition employed elsewhere. Marriage by proxy and conditional betrothal. This tractate is concerned with the creation of a valid and binding "quinyon". What a quinyon is and how it is established is itself the issue. Quinyon is a legally binding status that is engendered through a specific Talmudically sanctioned process. For a woman to be betrothed there needs to be a quinyon. Absent that, there is no bond, no set of consequent obligations. How a betrothal quinyon is accomplished, by whom, and under what conditions, is the opening question. Other forms of quinyon, the biblical basis for quinyonim, are also discussed. How quinyonim can be effected by proxies; conditional quinyonim, etc. A

later set of texts analyzes the obligations of parent to child and child to parent. This tractate also contains source texts on the practice of bris milah, pidyon haben, and chinuch habonim.

**14.** **Yevamos** - Jewish marriage constitutes a set of relationships that ramify beyond the two individuals who marry. It is embedded in consanguine relations. Thus, if a woman weds a man, he becomes "osur" to a number of her principal relatives. Similarly, even upon his death she may not marry a number of her husband's relatives, for example his son or brother. The practice of levirate marriage (which forms a singular exception to some of these restrictions) is designed to perpetuate family identity. It forms a striking example of the kinship obligations built into Jewish marriage. The tractate delineates circles of consanguinity derived from biblical law and explores the concept of "zokuk l'yabom," a bond that dictates but does not itself lead to the bond of levirate marriage. Also discussed are the sanctioned option of Chalitzah; the laws of priestly marriage; the legal options of the Agunah; lines of descent and genealogy during the Diaspora.

**15.** **Chullin** - The Torah's specific manner of animal slaughter is discussed in Tractate Chullin and this course focuses on the practical application of the Talmudic law. The laws are a combination of Mosaic Halacha and rabbinical precedent. These laws govern a process that is designed to dispatch the animal in a humane and swift manner as defined by laws. This shechita process must be carried out by an expert practitioner who has been trained, examined and certified for such work. In addition, the animal is carefully checked after the shechita to ascertain that the process was carried out properly. An improper shechita invalidates the animal and it may not be eaten. This tractate deals in a practical way with such topics as: Who may carry out the shechita; what must his expertise consist of; is an idolator's shechita legitimate; the proper utensils for shechita, how often and in what manner they must be checked; conditions under which it is not permissible to shecht; prohibitions on shechting before eight days; on shechting a mother and child; prohibitions on shechting an unhealthy animal; the precise arteries and veins to be shechted. The shechita involves a command that details a precise set of steps and involves a brocha. How and when should this brocha be recited. The five psulim and the command of Kisui Hadam.

**16.** **Mikvaos** - Regulations and problems related to the establishment and maintenance of the ritual mikveh. Mikvah has been the touchstone of tahara, the ritual of purification that has followed Jews over their many Diasporas. Here we learn the dimensions of the mikvah, how it must be built, what is done to guard its waters, the process of immersion, preparation for the ritual immersion and interferences that stand in the way of the process.

**17.** **Zevochim** - The proper sacrificial order. The role of kohanim, Temple priests in carrying out these sacrifices. Possible irregularities related to these rites; defects which may interfere with correct performance including proper intentions on the part of priests during these performances. The special priestly garments. The Temple design and the arrangement of the various ritual stations. The role of intent and atonement in these Temple gifts.

**18.** **Menachos** - Procedures for preparation and dedication of the various "meal offerings" and "drink offering" in the holy temple; effect of wrongful intentions by priests involved.

**19.** **Bechoros** - Primogeniture, rights and responsibilities, and all regulations pertaining to the first born; also privileges of the first born related to inheritance and redemption; likewise blemished firstborn animals. The obligations for the first-born animal, and how this has changed in the diaspora.

## TALMUD: LIST OF COURSES

### Talmud Iyun

**1111**[1] . Talmud Iyun: Introduction to Analytic Talmud I, 6 credits**

The focus of this course is on developing student skills in approaching a Talmud text. These skills include translation of Aramaic and Hebrew text material; mastering the basic text; placing the new material in the broader context of other relevant Talmudic passages. Major emphasis is placed upon using the classical commentaries of Rashi and Tosfos to explain the analytical framework of the Talmud and to interpret the legal intent of the Talmudic text. Offered in Fall term. No Prerequisites.

**1112** . Talmud Iyun: Introduction to Analytic Talmud II, 6 credits**

This course continues to strengthen student skills in Talmud study. Students are expected to emerge from this course with the ability to use basic Talmud study skills, to prepare an elementary text by translating it and understanding the principles being discussed and debated, and to explicate the interpretive stances of Rashi and Tosfos on the Talmud material that has been learned. In particular, students will be expected to understand the distinctive approaches of the two major commentaries that are studied in the first year Talmud core. Offered in Spring term. Prerequisites 1111**.

**1121** . Talmud Iyun: Analytic Talmud I, 6 credits**

In this course the introductory analytical skills that were developed in the first year Talmud course are extended. Students will translate and analyze intermediate level texts as part of their preparatory research before they come to the lecture. The lecture will go beyond a repetition of the basic textual material to focus on interpreting the commentary literature. In discussing Rashi and Tosfos, the works of the Maharsha and Maharam are cited extensively. The lecture probes the implicit and explicit reasoning upon which the assigned Talmudic segment is based. Offered in Fall term. Prerequisites 1112**.

**1122** . Talmud Iyun: Analytic Talmud II, 6 credits**

Continues the training in Talmud research and analysis, by honing student research skills, organizational abilities and analytic techniques. The focus of the shiur is on carrying analysis to the next level of discourse, after the basic interpretations of Rashi and Tosfos, by calling upon the works of the Medieval Rishonim, including Rambam, Rashba, Ramban, Ritva, Rashi, Shita Mekubetzes. Offered in Spring term. Prerequisites 1121**.

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[1] The last two digits are determined by the specific Talmud tractate assigned for study.

**1131** . Talmud Iyun: Intermediate Analytic Talmud I, 6 credits**

In this course students pursue independent research in the assigned tractate. The student will prepare the text together with his study partner after studying the commentaries and analyzing the various approaches taken by the Rishonim in explicating the text. Lectures are devoted to surveying the Rishonim and presenting a coherent overview of the major conceptual models. Offered in Fall term. Prerequisites 1122**.

**1132** . Talmud Iyun: Intermediate Analytic Talmud II, 6 credits**

This course continues the emphasis on developing an independent Talmud scholar. Students are required to study the Rishonim literature in depth and to probe the internal logic of the commentaries, tracing the theoretical principles of a given position through several different Talmudic passages in various tractates and comparing the analysis of similar legal opinions in perhaps only slightly different cases. Offered in Spring term. Prerequisites 1131**.

**1141** . Talmud Iyun: Advanced Analytic Talmud I, 6 credits**

At this level of study, the student expands the range of his independent research to the great codifiers of the Talmud. The student studies the underlying systems employed by the Rif, Rambam, Rosh, and other codifiers in reducing the extensive Talmud literature to its halachic elements. The student is expected to understand the basis for the various stands taken by these codifiers and to develop analytical principles for distinguishing their positions. The lecture is based on presenting models of such scholarship. Offered in Fall term. Prerequisites 1132**.

**1142** . Talmud Iyun: Advanced Analytic Talmud II, 6 credits**

The emphasis in this course is on arriving at an encompassing conceptual theory for each of the sugyos- or Talmudic cases- that are presented in the assigned tractate. Emphasis is on applying and analyzing various hypotheses and testing their validity by testing them on a series of related cases. The approach is modeled on the later Acharonim. Offered in Spring term. Prerequisites 1141**.

**1151** . Talmud Iyun: Advanced Talmud Methodology I, 6 credits**

Students apply their analytic skills to advanced Talmud study of the assigned tractate. The chavrusah pairs delve into the sugyas and the extensive related secondary bibliography to arrive at a *mehalech*, or Talmudic approach that synthesizes the different commentaries and interpreters. A critical element in this research involves analyzing the Rambam's understanding of the sugya and tracing the practical halachic applications of the *maskanah* or Talmudic conclusion to other cases that involve similar concepts. Offered in Fall term. Prerequisites 1142**.

**1152** . Talmud Iyun: Advanced Talmud Methodology II, 6 credits**

Students in this course prepare their own creative scholarship. Based on the traditional approach that views the entire Talmud as an integrated whole, students trace concepts and principles throughout the vast compilation of the Talmud. By comparison, analysis and creative distinctions, students interpret the Talmud according to a tradition of rigorous analysis that has kept the Talmud alive and relevant over millennia. Offered in Spring term. Prerequisites 1151**.

**1172** . Talmud Iyun: Advanced Creative Talmud Analysis, 6 credits**

This course is only open to students with a superior record in Talmud study. Under the sponsorship of a mentor, they pursue a course of study in selected sugyas, pursuing research and preparing *chaburos* or scholarly papers for presentation and critique before other scholars. Prerequisites 1152**.

**Talmud Bekius**

**1211** . Introductory Survey of Mishna and Gemarra I, 4 credits**

The explanatory tradition that accompanied the written Pentateuch was transmitted in oral form for centuries, providing an interpretive structure for the biblical law. In the epoch after the destruction of the Second Temple, community leaders, fearful that the vicissitudes of an unstable and disquieting diaspora might rend this fabric of oral law, authorized its redaction in the tightly compressed Mishna. Students study the Mishna text in this context, working with their chavrusahs to penetrate the often difficult and allusive texts. No Prerequisites.

**1212** . Introductory Survey of Mishna and Gemarra II, Bekius, 4 credits**

In this course students study the Mishna, using the explanatory Gemarra text to provide perspective and to reconstruct the original aim and intent of the Mishnaic authors through legal, historical and deductive approaches. Prerequisites 1211**.

**1221** . Intermediate Survey of Mishna and Gemarra II, Bekius, 4 credits**

Students use the more extensive and discursive Gemarra texts to trace and master the logic and syntax of the Mishna. Students study and analyze the emendations and explanations offered by the Tannaim and Amoraim on the assigned Mishnaic tractate. Prerequisites 1212**.

**1222** . Intermediate Survey of Mishna and Gemarra II, Bekius, 4 credits**

Gemarra study is a process of positing an explanation for a Mishnaic dictum and then riddling this initial interpretation with questions and challenges based on logic, precedent, or other conflicting texts. Students pursue the extensive study of the assigned Mishna and Gemarra according to a weekly schedule of research and assignments. Prerequisites 1221**.

**1231** . Gemarra Survey- Analysis of Rashi I, 4 credits**

The Mishnaic text is embedded in obscure syntax and antiquated terminology. It is therefore open to varied interpretive readings. The great guide to these texts is the medieval French scholar, Rabbi Shlomo Yitzchaki, known by the acronym Rashi. Rashi was the compiler of the *kuntreisim*, handwritten copybooks that provided translations, explanations for opaque phrases and most importantly the authoritative interpretation of the text. Rashi's venerable commentary guides the developing Talmudist through the thicketed realms of Gemarra discourse. In all assigned tractates, except for Bava Basra and parts of Pesachim, the student will analyze the Mishna and Gemarra by the light of *Rashi's* commentary. In the aforementioned tractates the Rashbam commentary authored by Rashi's grandson is used. For the tractates Nazir and Makkos the *Rivan* serves this function. Menachos is studied with the Commentaries compiled by *Talmidei Rashi*. Prerequisites 1222**.

**1232** . Gemarra Survey- Analysis of Rashi II, 4 credits**

Relying upon Rashi's interpretation for guidance, the analysis deals primarily with the Shakla Vetaria - the thrust and parry- of the various Tannaim and Amoraim. Students are required to master the maskenos, the conclusions of the various cases that are studied. Prerequisites 1231**.

**1241** . Advanced Gemarra Survey I, 4 credits**

Students working in chavrusah pairs research an extensive selection of Gemarra text cases. The rapid pace of study is designed to provide the scholar with a global view of a complete tractate. Prerequisites 1232**.

**1242** . Advanced Gemarra Survey II, 4 credits**

In addition to consulting each Rashi that applies to the Mishna and Gemarra, students will also study selected Tosefos commentaries on the assigned tractate. The Tosafists provide commentary, discussion, analysis and also expound the text. They are particularly important to the understanding of the underlying principles that support the case analyses offered in the Shakla Vetaria. Prerequisites 1241**.

**1251** . Advanced Survey, Analysis of Tosefos I, 4 credits**

The Tosafists, a collection of medieval Talmud scholars, built upon the foundations of Rashi's research and explication to raise important conceptual issues with regard to the Talmud texts. These commentaries were compiled and added to the basic Talmud design and form an unparalleled body of legal research and scholarship. Students analyze the Tosefos commentaries. Prerequisites 1242**.

**1252** Advanced Survey, Analysis of Tosefos II, 4 credits**

One of the earmarks of the Tosafists is their holistic approach to the Talmud, making critical comparisons between varied texts that appear to deal with the same legal concepts. By making fine distinctions derived from painstaking dissection of each case and concept, Tosefos provides the basis for the practical application of Talmudic guidance. Students study and analyze relevant Tosefos commentaries in the assigned tractate. Prerequisites 1251**.

## COURSES in HALACHA

Halacha refers to the law by which Jews are governed in fulfilling the ritual requirements of their religion. This law is not limited to ritual. It is an encompassing body of law that applies Biblical principles and dicta to the full range of human activity. The Halacha is derived from Talmudic sources, from the oral law that is rooted in the Sinaitic revelation.

The major codifiers of the Halacha began the task of reducing the large body of Talmudic text by extracting the conclusions of the debates recorded in the Gemarrah and rendering judgments that select between varying opinions based on a system of halachic principles. They also codified these legal judgments in an organized fashion under a list of topics.

Rabbi Alfasi, Rabbeinu Asher, and perhaps the most influential of the codifiers, Rabbeinu Moshe ben Maimon, Maimonides, all contributed to the evolution of the Halacha. By the end of the fifteenth century the various codes were updated and rendered into a unified code, based on the Arba Turim, by the complementary work of the two great authors of the Shulchan Aruch, Rabbi Joseph Caro and Rabbi Moses Isserliss.

As with all law, codification did not stop the process of interpretation, or of new applications and the formulation of new law. This has been developed through two traditions. The responsa literature is the derivation of new law based on applying Talmudic concepts to evolving issues in the modern world, while the commentary literature discusses Halacha more narrowly based on halachic principles and the scholarly literature.

The basic body of law, the Shulchan Aruch, is composed of four parts: Orach Chaim, Yoreh Deah, Even Haezer and Choshen Mishpat. Undergraduate study at RCBYBZ focuses on the Orach Chaim part of the Shulchan Aruch. The level of study varies with class level.

Level I students focus on the Shulchan Aruch text of Rabbi Yosef Caro and Rabbi Moshe Isserliss. Students also study the work of the Magen Avrohom and the Taz, the principal commentaries on the Shulchan Aruch text. Level II students will study such meforshim as the Machatzis Hashekel and the psak of the Mishnah Brurah. Level III students research the classic works of the Tur and the Bais Yosef. At Level IV students probe back into the Talmudic sources of the Halacha. Level V students carefully analyze the principles set forth by the Rishonim in their analysis of the Talmudic case studies.

**201101. Shulchan Aruch, Hilchos Hanhogas Haboker, Tzitzis. Chapters 1 – 14, 3 credits**

This course focuses on the laws dealing with the obligations of the practicing Jew in the early morning. They also cover the laws of Tzitzis. Students study the authoritative judgments of Rabbi Joseph Caro, Rabbi Moses Isserliss and the glosses of later commentators and interpreters. No prerequisites.

**201202. Shulchan Aruch, Hilchos Tfilin, Bircas Hashachar. Chapters 25 – 57, 3 credits**

Topics include the laws of Tfilin - what they symbolize, the halachic requirements of the parchment, the four-portioned leather containers that hold the chapters, the specially prepared straps that are used to bind them to the arm, etc. These laws also discuss the precise character of

the written Hebrew alphabet as well as psulim that may arise in the Tfillin. Students study the authoritative judgments of Rabbi Joseph Caro, Rabbi Moses Isserliss and the glosses of later commentators and interpreters. Prerequisites 201101.

**202103. Shulchan Aruch, Hilchos Krias Shma. Chapters 58 – 88, 3 credits**

The laws dealing with the fundamental expression of Jewish faith - the Shma, its incorporation in prayer, its specific obligation, when and under what conditions it may be recited. Students will also study the basic concept of mitzvas aseh shehazman gromo which have special implications for the requirement of such mitzvos for women. Prerequisites 201202.

**202204. Shulchan Aruch, Hilchos Tfila. Chapters 89 – 127, 3 credits**

The laws of ritual prayer, based to a large extent on the Talmud Tractate Berachos. Students should be familiar with relevant Talmudic passages. The specific character of the Shemoneh Esrei composes a large part of this course. Prerequisites 202103.

**203105. Shulchan Aruch, N'sias Kapaim, Krias S.T., Bs Hknss. Chapters 128–156, 3 credits**

The laws of priestly blessings; the writing, repairing, reading and maintaining the Torah Scroll; the synagogue ritual. Students study the authoritative judgments of Rabbi Joseph Caro, Rabbi Moses Isserliss and the glosses of later commentators and interpreters including the classic seifer *Shaar Ephraim* (from R' Ephraim Zalman Margoleis Z"L) is extensively reviewed. No prerequisites.

**203206. Shulchan Aruch, Hilchos N'tilas Yodaim. Chapters 157 – 201, 3 credits**

The laws of ritual purification; mealtime behavior; blessings before, during and after the meal; the blessings of Birchas Hamazon. Students study the authoritative judgments of Rabbi Joseph Caro, Rabbi Moses Isserliss and the glosses of later commentators and interpreters. No prerequisites.

**204107. Shulchan Aruch, Hilchos Berachos, Mincha, Maariv. Chapters 202–241, 3 credits**

The laws of blessings for a broad range of foods and natural phenomena. The underlying categorization for all blessings; the daily Mincha and Maariv service. Students study the authoritative judgments of Rabbi Joseph Caro, Rabbi Moses Isserliss and the glosses of later commentators and interpreters. Due to the evolution of new food products and practices in food preparation which greatly impacts the laws of Berachos, students are required to gain a broad knowledge in this area. No prerequisites.

**204208. Shulchan Aruch, Hilchos Shabbos, Part 1. Chapters 242 – 300, 3 credits**

The laws of the Sabbath including the preparation for Sabbath; the sanctification of the Sabbath; the Sabbath service; the Sabbath ritual. Students study the authoritative judgments of Rabbi Joseph Caro, Rabbi Moses Isserliss and the glosses of later commentators and interpreters. Here students also study the classic *Mochoin Leshiftechu*, authored by Rabbi Chaim BZ Rosenberg (A worldwide known master in Hilchos Shabbos, and an alumni of our yeshiva), is reviewed & studied. No prerequisites.

**205109. Shulchan Aruch, Hilchos Shabbos, Part II. Chapters 301 – 343, 3 credits**

The laws of prohibited work on the Sabbath. Students will study the specific application of the Biblical prohibition on creative labor. A background in the Tractate Shabbos is highly recommended. Students are expected to study the relevant Talmudic sources. Prerequisites 204208.

**205210. Shulchan Aruch, Hilchos Pesach, Chapters 430 – 490, 3 credits**

Familiarity with Tractate Pesachim is recommended. These laws range from the prohibition on leavened bread and various derivative foods to the laws of the Seder, the prayer service, the matzoh and the ritual foods of this highly complex festival. No prerequisites.

## COURSES in BIBLE

The Sinaitic law was revealed to Moses thousands of years ago. Its continued study links the generations in unbroken bond to that original revelation. It is no simple document. It shimmers with levels of meaning, facets of interpretation, and Divine wisdom.

There is no end to its study, for each new reading reveals yet newer knowledge, yet deeper insight. Students coming to RCBYBZ are expected to know the Pentateuch well, but they continue to study it by way of the exegetical and commentary literature. Courses in Bible extend over an entire year and are offered as two parts of a full year course. Over the period of the year the entire Five Books are completed with a specific set of commentaries. None of these courses have any prerequisites.

**301101 Bible: Pentateuch with Onkelos and Rashi I, 2 credits**
Students study the blend of intuitive, direct and logical explanations of the words and meanings of the word and verse of the Pentateuch. Students analyze and discuss the biblical text through Rashi's unique filter of allegory, metaphor, aggadaic interpretation and halachic principle. In the Fall term students will focus on the books of Bereishis and Shmos.

**301202 Bible: Pentateuch with Onkelos and Rashi II, 2 credits**
Students study the blend of intuitive, direct and logical explanations of the words and meanings of the word and verse of the Pentateuch. Students analyze and discuss the biblical text through Rashi's unique filter of allegory, metaphor, aggadaic interpretation and halachic principle. In the Fall term students will focus on the books of Vayikra and Bamidbar.

**302103 Bible: Pentateuch with Kli Yakar I, 2 credits**
Published in the early 1600s, the Kli Yakar serves as a unique guide to "pardes," the multifaceted content of the biblical text. His commentary weaves an intricate tapestry of pshat - simple meaning; remez - symbolic connotation; drush - homiletic spirit; and sod - esoteric implication. During the Fall students study the Bereishis and Shmos books of the Pentateuch with the Kli Yakar.

**302204 Bible: Pentateuch with Kli Yakar II, 2 credits**
In the Spring term students study the books of Vayikra and Bamidbar with the commentary of the Kli Yakar.

**303105 Bible: Pentateuch with Ohr Hachaim I, 2 credits**
Written by one of most respected and renowned Kabbalist scholars of the early eighteenth century, the Kli Yakar represents the distillation of Rabbi Chaim Ibn Atar's grand scheme for biblical explication. This work continues to this day to stand as one of the most outstanding and oft consulted products of the Jewish esoteric tradition. Fall term Ohr Hachaim on Bereishis and Shmos.

**303206 Bible: Pentateuch with Ohr Hachaim II, 2 credits**
Spring term: The study of the masterful Ohr Hachaim text on Vayikra and Bamidbar.

**304107 Bible: Pentateuch with Ramban and Ibn Ezra I, 2 credits**
The Ibn Ezra was among the early commentators on the Chumash. In the style of the Rishonim, his concise commentary asks logical questions of the text, looking closely at the meaning of words, their syntax and grammar to arrive at a determinedly coherent and reasoned approach to the biblical verse. The Ramban, often using the words of the Rashi, Ibn Ezra and Rambam as points of departure, composed a classic exegesis laced with broad philosophical, moral and kabbalistic interpretations. His commentary often offers several levels of meaning to the Pentateuch text. Fall: Bereishis and Shmos.

**304208 Bible: Pentateuch with Ramban and Ibn Ezra II, 2 credits**
A continuation of the study of the two authoritative interpretations of the Pentateuch- Ramban and Ibn Ezra- for the Spring semester on the books of Vayikra and Bamidbar.

**305109 Bible: Pentateuch with Midrash I, 2 credits**
Written and compiled by various tannaim and amoraim, the Midrash weaves a rich cloth of allegory, didactic and historic narrative, Halacha and ethical instruction from the biblical tradition. Selections on Bereishis and Shmos in the Fall.

**305210 Bible: Pentateuch with Midrash II, 2 credits**
The study of midrashic selections from Vayikra and Bamidbar in the Spring term.



## THE GRADUATE PROGRAM

The role of the Rabbi in Jewish life can be traced back to Moshe Rabbeinu and his ordination of Yehoshua, a sign of the direct passage of authority from leader to leader. The position of Rabbi is invested with authority based on scholarship, character and a sense of obligation. Such leadership is not easy to assume nor is it simple to achieve. It requires preparation on many levels. First is commitment, the commitment to something larger than oneself; the notion of a community and its service. Next comes scholarship. No Rabbi is stronger than the knowledge that he has mastered. The education base of today's Rabbi must be wide. It must include all the traditional elements, and it must include a fine sense of contemporary knowledge.

The Rabbi is custodian of a noble heritage. With few exceptions, his training must begin early in his academic career and it must grow over a lifetime of study and observance. Only an exceptional student should consider the rabbinate, but for such a student there is no more worthy calling.

The Graduate program at RCBYBZ is directed to preparing the graduate student for one of two types of rabbinate: either to serve as a spiritual leader and Moreh Hoiroah for a community or congregation or to serve as a scholar/teacher in a Talmudic college. It requires an intensive study of Talmud and Halacha as well as practical shimush.

## ADMISSION REQUIREMENTS

Applicants to the Graduate Program must fit the high calling of the rabbinate, both in terms of academic preparation and high ethical character. The applicant must demonstrate superior skills and content mastery. Applicants are required to present the following:

- An undergraduate degree from a recognized Talmudic college, or its equivalent;
- Demonstrate a mastery of Talmud scholarship both in terms of analytical skill and broad content Bekius;
- Demonstrate an ability to deal in a sophisticated fashion with issues of halachic scholarship in the Orach Chaim portion of the law codes;
- Provide references that attest to the candidate's high moral character.

All applicants are interviewed by the Rosh Hakollel to determine their qualification for the program.

## THE RABBINIC SEMICHA DEGREE

RCBYBZ Graduate School offers a program of advanced Talmudical and Halachic study leading to the Rabbinic Semicha Degree. The degree is composed of two elements:

1. A rigorous preparation for teaching Talmud and Talmud related materials and;
2. A training program that is designed to equip the student to render rabbinic judgments as a qualified Dayan.

Students pursue a five-year program of study. The first three years of the graduate program focus primarily upon the Talmud, its explicators and commentaries, and the halachic consequences of Talmudic principles. The specific Talmud tractates studied may vary from year to year. The course of halachic study is based on studying Tur Orach Chaim.

In addition to supervised independent research and study, there are lectures delivered by the Rosh Hakollel, and chaburah study. Students engage in student teaching by presenting model lessons based on independent research before their chaburah groups. Their presentations are then analyzed for content, organization and delivery.

Each year the student registers for a set of three courses: Talmud Iyun, "Rishonim" and Halacha. The focus in each of these courses is on practical information that will add to the student's content base and at the same time sharpen his analytical, explanatory and teaching skills. The last two years of the program focus intensively on the study of applied Halacha.

*Note that the Rabbinic Semicha Degree is not accredited by AARTS. And the graduate school has no title IV funds or other benefits.*

### *First Year: Semester I*

**GTNZ81.1 Graduate Talmud Iyun: Nezikin I, 7 credits**

The student selects a tractate from *Seder Nezikin* with the approval of his graduate adviser and with his *chavrusah* carries out intensive study of the concepts and theories that are presented in the tractate. The student will be required to present several lessons throughout the year as well as to pass examinations on the subject matter.

**GRNZ81.1 Graduate Rishonim: Nezikin I, 4 credits**

In this course on Talmudic commentary the student will cover a syllabus of *sugyas* drawn from the *Seder of Nezikin*. Particular emphasis is placed on the diverse conceptual principles used by the *rishonim* in these sugyas.

**GHO81.1 Graduate Halacha: Orach Chaim I, 4 credits**

This course is devoted to the study of the classic Tur with the commentaries of the Bais Yoseph, Bach and other local explicators. The Tur and his commentators form the necessary link between the *rishonim* and the *Shulchan Aruch*, providing a critical halachic compendium of principles and

Talmudic sources. It is the indispensable text for training teachers of Halacha. The first term course is on the early chapters in the Tur, dealing with the everyday hanhaga of the observant Jew.

*First Year: Semester II*

**GTNZ81.2 Graduate Talmud Iyun: Nezikin II, 7 credits**

The student continues the study of the *Nezikin* tractate selected for the Fall term. The goal is to complete the entire tractate and to present *chaburah* presentations that offer theoretical approaches to the sugyas that are studied.

**GRNZ81.2 Graduate Rishonim: Nezikin II, 4 credits**

This course provides the student with an overview of the *Rishonim* commentary material on the *Nezikin* tractate. The focus is on relevant commentaries of the *Rambam, Rif, Rosh, Rashba, Ritva, Ramban, Shitah Mekubetzes* and other interpretive *Rishonim*.

**GHO81.2 Graduate Halacha: Orach Chaim II, 4 credits**

The Tur offers the gateway to the codified Halacha. This classic legal text challenges the student to link the analytic study of Rishonim commentary with the practical decisions of the authoritative responsa. The study of both traditions prepares the student for understanding the complex integration of theory and practice that is required for actual *psak*. The subject matter carries forward the study of daily hanhoga including blessings and the prayer service.

*Second Year: Semester I*

**GTNM82.1 Graduate Talmud Iyun: Nashim I, 7 credits**

The student selects a tractate from *Seder Nashim* with the approval of his graduate adviser and with his *chavrusah* carries out intensive study of the concepts and theories that are presented in the tractate. The student will be required to present several lessons throughout the year as well as to pass examinations on the subject matter.

**GRNM82.1 Graduate Rishonim: Nashim I, 4 credits**

In this course on Talmudic commentary the student will cover a syllabus of *sugyas* drawn from the *Seder of Nashim*. Particular emphasis is placed on the diverse conceptual principles used by the *rishonim* in these *sugyas*.

**GHS82.1 Graduate Halacha: Shabbos I, 4 credits**

This course is devoted to the study of the Tur *Orach Chaim* with the commentaries of the *Bais Yoseph, Bach* and other local *meforshim*. The Tur text and the commentators form the analytic link between the rishonim interpreters of the Talmud and the *Shulchan Aruch*. The assigned text material for this course is the introductory *Halachos* regarding *Shabbos*.

*Second Year: Semester II*

**GTNM82.2 Graduate Talmud Iyun: Nashim II, 7 credits**

The student continues the study of the *Nashim* tractate selected for the Fall term. The goal is to complete the entire tractate and to present *chaburah* presentations that offer theoretical approaches to the *sugyas* that are studied.

**GRNM82.2 Graduate Rishonim: Nashim II, 4 credits**

This course provides the student with an overview of the *Rishonim* commentary material on the *Nashim* tractate. The focus is on relevant commentaries of the *Rambam, Rif, Rosh, Rashba, Ritva, Ramban, Shitah Mekubetzes* and other interpretive *Rishonim*.

**GHS82.2 Graduate Halacha: Shabbos II, 4 credits**

This course focuses on the Tur and its related *meforshim*. Classes are devoted to analyzing the scholarship that provides the Tamludic rationale for the codified Halacha. This course bridges the analytic study of *Rishonim* commentary with the practical decisions of the authoritative responsa. The study of both traditions prepares the student for understanding the complex integration of theory and practice that is required for actual *psak*. The subject matter carries forward the study of the laws of the *Shabbos* day.

*Third Year: Semester I*

**GTMD83.1 Graduate Talmud Iyun: Moed I, 7 credits**

The student selects a tractate from *Seder Moed* with the approval of his graduate adviser and with his *chavrusah* carries out intensive study of the concepts and theories that are presented in the tractate. The student will be required to present several lessons throughout the year as well as to pass examinations on the subject matter.

**GRMD83.1 Graduate Rishonim: Moed I, 4 credits**

In this course on Talmudic commentary the student will cover a syllabus of *sugyas* drawn from the *Seder of Moed*. Particular emphasis is placed on the diverse conceptual principles used by the *rishonim* in these *sugyas*.

**GHY83.1 Graduate Halacha: Yom Tov I, 4 credits**

This course focuses on the Tur and its related *meforshim*. Classes are devoted to analyzing the scholarship that provides the Tamludic rationale for the codified Halacha. This course bridges the analytic study of *Rishonim* commentary with the practical decisions of the authoritative responsa. The study of both traditions prepares the student for understanding the complex integration of theory and practice that is required for actual *psak*. The subject matter focuses on the halachos of the *Yomim Tovim*.

## *Third Year: Semester II*

**GTMD83.2 Graduate Talmud Iyun: Moed II, 7 credits**

The student continues the study of the *Moed* tractate selected for the Fall term. The goal is to complete the entire tractate and to present *chaburah* presentations that offer theoretical approaches to the *sugyas* that are studied.

**GRMD83.2 Graduate Rishonim: Moed II, 4 credits**

This course provides the student with an overview of the *Rishonim* commentary material on the *Moed* tractate. The focus is on relevant commentaries of the *Rambam, Rif, Rosh, Rashba, Ritva, Ramban, Shitah Mekubetzes* and other interpretive *Rishonim*.

**GHY83.2 Graduate Halacha: Yom Tov II, 4 credits**

This course focuses on the Tur and its related *meforshim*. Classes are devoted to analyzing the scholarship that provides the Tamludic rationale for the codified Halacha. This course bridges the analytic study of *Rishonim* commentary with the practical decisions of the authoritative responsa. The study of both traditions prepares the student for understanding the complex integration of theory and practice that is required for actual *psak*. The subject matter is the Laws, Rituals and Service of the Holidays.

## *Fourth Year: Semester I*

**SMC91.1 Talmud: Masechta Chullin I, 7 credits**

This course is based on intensive study of tractate Chullin from *daf* 42 to *daf* 59. Students focus on the critical concepts regarding fundamentals of kashrus, especially with regard to the disqualifying characteristics of animals.

**SRC91.1 Rishonim: Commentaries on Chullin I, 5 credits**

This course provides the student with a panoramic overview of the commentary material on tractate Chullin from *daf* 42 to 59. In addition to the classic *rishonim* the student will study the *Bais Yoseph* and *Tur*. This course offers a critical introduction to the issues that serve as the central dicta in *Shulchan Aruch: Yoreh Deah*.

**SHY91.1 Halacha: Shulchan Aruch Yoreh Deah I, 3 credits**

This course is on the *Shulchan Aruch: Yoreh Deah, Hilchos Treifos*, sections 29 – 60. It focuses on the text accompanied by the commentaries of the *Taz, Shach, Pischei Tshuvah, and Pri Megadim.*

*Fourth Year: Semester II*

**SMC91.2 Talmud: Masechta Chullin II, 7 credits**

In this course students make an intensive analytic study of tractate Chullin from *daf* 71 to *daf* 89 with an emphasis on the concepts of *Tumeah, Oso V'es B'no* and *Kisui Hadam.*

**SRC91.2 Rishonim: Commentaries on Chullin II, 5 credits**

Students study a broad range of commentary material on the tractate Chullin from *daf* 71 to *daf* 89. In addition to the classic *rishonim* the student will study the *Bais Yoseph and Tur.*

**SHY91.2 Halacha: Shulchan Aruch Yoreh Deah II, 3 credits**

This course is based on careful study of the laws, practices and customs that are described and analyzed in *Yoreh Deah Hilchos Melichah*, sections 69 - 77, accompanied by the commentaries of the *Taz, Shach, Pischei Tshuvah and Pri Megadim.*

*Fifth Year: Semester I*

**SMC93.1 Talmud: Masechta Chullin III, 7 credits**

In this course students prepare an intensive analysis of tractate Chullin from daf 90 to daf 101. The focus is on the intricate biblical laws regarding the *Gid Hanasheh* as well as the various rabbinic prohibitions that came to be attached to these laws.

**SRC93.1 Rishonim: Commentaries on Chullin III, 5 credits**

Students research the Rishonim literature on tractate Chullin from *daf* 90 to *daf* 101. These studies include the classic *rishonim* as well as *Bais Yoseph* and *Tur.*

**SHY93.1 Halacha: Shulchan Aruch Yoreh Deah III, 3 credits**

This course is on *Yoreh Deah Hilchos Treifos*, sections 87 - 97, accompanied by the commentaries of the *Taz, Shach, Pischei Tshuvah and Pri Megadim.*

*Fifth Year: Semester II*

**SMC93.2 Talmud: Masechta Chullin IV, 7 credits**

This course is based on intensive study of tractate Chullin from 102 to 113. The study focuses on the biblical prohibition on *Basar B'cholov* in its various iterations.

**SRC93.2 Rishonim: Commentaries on Chullin IV, 5 credits**

This course involves the study of a broad range of commentary and explicatory sources on tractate Chullin: 102- 113. In addition to making a full study of the classic *rishonim* the student will study the *Bais Yoseph* and *Tur*.

**SHY93.2 Halacha: Shulchan Aruch Yoreh Deah IV 3 credits**

This course is on *Yoreh Deah Hilchos Melicha* sections 98 - 111, accompanied by the commentaries of the *Taz, Shach, Pischei Tshuvah*, and *Pri Megadim*.

In addition to their regular coursework, students take part in actual rabbinical practice in the *Shimush* intern program. Candidates intern under an established rabbinic authority participating in deliberations regarding practical halachic matters. Another component of the *Shimush* program involves direct study with a *Dayan* to discuss the process of *P'sak* and to review contemporary issues in Halacha. To qualify for taking their final *Semicha* examinations students must be certified by a practicing *Dayan* or *Rav* as having fulfilled the *shimush* and mentoring requirement.

Before completing this program, the student will prepare a research paper on a contemporary halachic issue. This rabbinic thesis will be evaluated and if it is found acceptable the student will be examined in *Yoreh Deah* before being awarded the Semicha Degree. Exceptional theses are published in the scholarly journal *Kerem Shloima*.

## STUDY ABROAD

**Continuation of the Study Abroad Program**

*Dear Student,*

It is fortunate to us that we can report to you, with the grace of the One Above that we are once again privileged, and for the present 2026-2027 school year we will continue the Study Abroad Program. This was a move we are happy to make, being that we had it closed for some time due to circumstances beyond our control as a result of the Covid-19 pandemic, and the horrific Oct. 7th 2023 events. It is with gratitude to hashem that these situations have changed as such to allow us to resume this vital program.

We are closely monitoring the situation in Iran and developments throughout the Middle East. We sincerely hope and pray that the coming academic year will proceed peacefully and without interruption, allowing our students to benefit fully from their studies abroad. Should circumstances arise that necessitate any changes to the program, we will keep all students informed and provide updates as needed.

We look forward to a successful and productive year of learning, B'ezras Hashem.

## STUDY ABROAD

Students attending Rabbinical College Bobover Yeshiva (henceforth referred as home school), have the unique opportunity to study abroad in Israel.

Study abroad can be one of the most enriching and rewarding experiences of a student's education. To quote from Ethics of The Fathers; *"Wander forth to a home of Torah and say not that the Torah will come to you"*. By studying abroad, a student stands to gain academically, socially, and developmentally. When a student leaves the confines of his close family network, he develops independence, self-confidence, maturity, etc. Studying abroad affords him many opportunities to enhance and motivate his interest in his academic studies. The student is also put in a position that encourages him to seek out a greater diversity of friends, and enriching his personal growth. At the yeshiva in Israel, the students are provided with the privilege to meet and speak with renowned Torah sages of Israel. This is an enormous opportunity, which would not be possible when studying in America. A student studying at a yeshiva in Israel is afforded the best of both worlds; the privilege of being in Israel while receiving a quality education at the same time.

Notwithstanding all the above benefits of studying abroad, at the same time there are challenges as well. In varying degrees, depending on each individual's natures, students will inevitably have feelings of homesickness. Particularly, when happy occasions are taking place at home, such as a wedding, birth of a baby, etc., the student is likely to feel out of sorts and unhappy. It is a very rare case where a student would feel despondent for a lengthy period of time and decide to return home in the middle of the semester. In most instances, the student continues to apply himself and keeps busy with his academic work.

**RCBY has a contractual arrangement for this school year with:**

**Yeshiva Kedushas Zion - Kiryat Bobov**
**12 Rechov Admor M'Bobov**
**Bat Yam, Israel**

*In picture is seen the magnificent Campus in Yeshivas Kedushas Zion*



Rabbinical College
of the
Bobover Yeshiva Bnei Zion, Inc.
1577- 48th STREET • BROOKLYN, NY 11219

בס"ד

באבאוער ישיבה
בני ציון
בנשיאות כ"ק אדמו"ר שליט"א
OFFICE 718-438-2018 • FAX 718-871-9031

**CONSORTIUM AGREEMENT BETWEEN RABBINICAL COLLEGE BOBOVER YESHIVA BNEI ZION (HOME) AND YESHIVA KEDUSHAS ZION (HOST)**

For good and valuable consideration, the receipt and sufficiency of which is mutually acknowledged, the parties hereto, intending to be legally bound, agree as follows.

1. The parties agree that the following basic information is accurate:

   a. Date of this Agreement: 09/01/2026
   b. Legal Name of Home School: Rabbinical College Bobover Yeshiva Bnei Zion
   c. Address of Home School: 1577 48th Street, Brooklyn NY 11219
   d. Legal Name of Host School: Yeshiva Kedushas Zion
   e. Address of Host School: 12 Admor M'Bobov Bat Yam Israel
   f. Address(es) where Host School instruction will occur: 12 Admor M'Bobov Bat Yam IS
   g. Academic year covered by this agreement 2026-2027
      (include specific dates): September 1, 2026 - June 30, 2027

2. The parties are entering into this written arrangement for a study abroad program. Home school has reviewed the program of courses that are to be taken by the participants in this written arrangement and the standards and progress requirements for these courses, and has confirmed that they align with home school's program requirements. Under this agreement students enrolled at the home school are eligible to study for a period of time at the host school, earning credits at the home school for the studies completed at the host school. Home school and host school agree to work cooperatively for successful programming under this arrangement.

3. This agreement is subject to the approval of AARTS, the home school's accreditor, and, once approved, the terms and provisions hereof are governed by the applicable AARTS protocols. Any provision hereof in violation of the AARTS protocols is null and void. AARTS is a third-party beneficiary of this agreement. The schools agree to comply with any AARTS monitoring requirements of this arrangement, including in-person visits. This agreement is also subject to the rules and guidelines stipulated in 34 CFR 668.5 and the US Department of Education policies listed in the Student Financial Aid Handbook, Volume 2, Chapter 2 governing Contractual Agreements, as well as any other Federal or State requirements incumbent on either the home or host schools.

4. Each party certifies to the other and to AARTS that they are not owned or controlled by the same individual, partnership or corporation. This agreement terminates automatically if and when the foregoing certification becomes untrue.



STUDENT: 718-838-1875 • 718-838-1876 • 718-838-1877 • 718-838-1878 • 718-838-1880 • 718-838-1881

5. Any student enrolled in a 120-credit or more program and in good standing at home school who qualifies for participation in written arrangements under the home school's and host school's official policies may be eligible for study at host school. Each school has the right to accept (or not accept) a student into this arrangement.

6. Students participating in this arrangement will be offered the same level of instruction as other students at host school and will be integrated into normal classroom activities. They will be required to complete all assignments, take exams and will be supervised by the administration and subject to the same academic and other standards as other students at host school.

7. Host school will grade students for their course work in the conventional system of grading commonly used at home school. Courses that are taken and satisfactorily completed at host school will be considered as fully equivalent to courses offered at home school, carrying equivalent credit values, and will be calculated into the student GPA and reckoned in the same manner as courses taken at home school for progress toward program completion.

8. Host school will provide a written report within 20 days after the end of each term for each student who is participating in this arrangement. This report is to be issued by the Rosh Yeshiva, Mashgiach, or other senior academic officer, and is to include the student's grades, progress, and the like.

9. A senior academic officer at home school will review in a timely manner the reports submitted under Section 8, and determine if the student should not be allowed to continue participating in this arrangement, if applicable. The student's record will indicate who at the home school reviewed the report received and any such determination made.

10. Home school will assume responsibility for determining satisfactory academic progress and any other Title IV eligibility requirements for each student.

11. Students enrolled at the home school may participate in this arrangement for a portion of the home school's educational program which is less than 50%, but in no event can participation exceed two academic years for any one student.

12. Students participating in this arrangement continue to have all rights, privileges, and responsibilities as home school students, as detailed in home school's catalog.

13. Host school will provide student support services, including but not limited to room, board, medical services and counseling.

14. Host school will provide to home school the name and contact information for the records coordinator and the written arrangements coordinator at the host school.

15. Home school will provide to host school the name and contact information for the records coordinator at home school.

16. Each of home school and host school will maintain full and current student academic records for students participating in this arrangement. These records include, at a minimum:

a. The students' requests for registration in the written arrangement program and agreement to have progress reports sent to the home school.

b. Signed certification from the home school's Rosh Yeshiva, Mashgiach, or other senior academic officer that the students would likely benefit from taking part in the arrangement.

c. The agreed-upon location(s) of the students at the host school, including both the school address(es) and the students' lodging address(es).

d. The academic calendar and daily schedule of the host school.

e. The written reports referred to in Sections 8 and 9.

17. In addition to the items covered in Section 16, home school continues to be responsible for any other record-keeping required by AARTS or by government regulations.

18. Home school is responsible to bill and collect its standard tuition and fees for the credits being taken by a student participating in this arrangement. Home school agrees to pay to host school $10,000 per student per academic year for each such student, whether or not tuition and fees are collected by the home school. Home school is responsible to bill and collect its standard room and board amounts for the students participating in this arrangement. Charges and/or reimbursements for students who withdraw shall be in accordance with the billing school's standard procedures for withdrawals, subject to any overriding regulations governing such situations.

19. Students who are participating in a written arrangement may apply for federal, state and institutional financial aid under the home school. The home school's financial aid office is responsible for maintaining FSA compliance and the related filings and documents.

20. Host school and home school are each solely responsible for the activities that take place on their respective facility(ies) and for the acts and omissions of their respective employees or other persons claiming through the responsible party. Each party agree to indemnify the other for all losses, costs or liabilities arising out of activities or acts/omissions which are the responsibility of the indemnifying party.

21. If so agreed in writing by the parties and approved by AARTS, this agreement may be renewed for one academic year per renewal. Any such renewal must state the

specific dates for which it will be in effect, and may include immaterial changes to the terms of this agreement.

22. Electronic or other facsimile signatures have the same validity as originals. Counterparts comprise a single instrument and are valid and binding as such.

In witness whereof, the parties have executed and delivered this agreement as of the date above written.

Rabbinical College Bobover Yeshiva Bnei Zion

Rabbi Baruch A. Horowitz
Dean



Yeshiva Kedushas Zion



Rabbi Rafael Shimanowitz
Menahel

**Application:**

- Students interested in studying abroad must complete an application and meet with the Menahel to determine if this is in the student's best interest.

**Requirements:**

- First and foremost, it has to be determined that it is in the student's best interest to study abroad.
- The maximum duration of eligibility for study abroad is two years. The student will be closely monitored for academic achievement.

**Tuition and Fees:**

- Air Travel expenses are the student's own responsibility. Tuition and Room and Board fees are the same as the home school and payable to the home school. The home school will be responsible to collect and transmit payment to Yeshiva Kedushas Zion.
- The marks will be transferred to the home school and will appear on the transcript of the student's records at the home school, becoming a permanent part of his transcripts.

Contact Information for Menahel:
**Yeshiva Kedushas Zion Office**
Rabbi David Gottesman
011-972-3-551-8510

## CAMPUS SAFETY AND SECURITY

### Crime Reporting and Fire Safety Statistics

Detailed information on campus security and fire safety is made available pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and other federal law.

### What is the Campus Security Act?

The Campus Security Act was established in 1990 to require all colleges and universities to collect and disclose information about crime on and around campus property. Subsequent amendments to the law renamed it the *Clery Act* and more broadly defined reporting requirements. This Act requires colleges and universities to:

- publish an annual report every year by October 1 that contains three years of campus crime and fire safety statistics and certain campus security policy statements;
- disclose crime statistics for the campus, public areas immediately adjacent to or running through the campus, and certain non-campus facilities and remote classrooms;
- gather statistics from officials who have "significant responsibility for student and campus activities";
- provide "timely warning" notices of those crimes that have occurred and pose an ongoing "threat to students and employees";
- issue an emergency notification, upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus;
- disclose in a public crime log crimes that occurred on campus or the jurisdiction of the campus security department and is reported to the police or security department; and
- maintain in a public fire log a record of any fire that occurred in an on-campus student housing facility.

### Timely Notice

One important part of this law requires the College to issue safety alerts about crimes that may pose an ongoing risk to the community.

**Reporting Criminal Incidents**

We encourage all students, employees, and guests to report criminal incidents, accidents, and other emergencies promptly to the Office of Environmental Health Security and Maintenance campus at 718.438.2018. If the situation is urgent call local law enforcement at 911 directly. A crime victim who does not wish to pursue action within the College or the criminal justice system may still file a report describing the details of the incident without revealing his/her identity in the public crime log.

**Crime Prevention Education and Awareness**

We stress the importance of crime prevention and make available to students, staff, and at the monthly Rosh Chodesh assembly, present speakers from *Shmorim* community security experts on crime prevention, safety and security information.

**Campus Security Procedures**

The RCBYBZ campus occupies a relatively safe and secure neighborhood where it is common to see students and members of the community walking the streets at all hours of the day and night. Still, it is important for students and others to be sensitive to their own safety and that of the entire academic community. The following are common sense rules that should be followed by the campus community.

- Do not walk alone late at night.
- Do not travel about without knowing well the streets and neighborhoods that you are exploring.
- Keep doors locked, and report any suspicious behavior to the campus safety officer or a senior staff person.
- Do not display large amounts of money in public.
- If you have to carry cash, keep the larger amounts separate and not in your wallet or purse.
- Be mindful of pickpockets on crowded trains, buses and elevators.
- Keep money and wallets on secure part of your person and be suspicious of excessive bumping.
- Obtain all receipts when making credit card purchases.
- Place packages and merchandise in the trunk of your car and out of view.

In addition, if any situation appears threatening, it is wise to notify the local police by calling 911.

As campus citizens, faculty, staff and students assume a responsibility for safeguarding the entire academic community. Anyone witnessing a crime should immediately notify police through the 911 emergency number. Any such report should be followed by a description of the crime and the police response to the campus police liaison officer.

Information that affects the security environment of the campus will be reported to the student body within 24 hours.

Access to all campus buildings is restricted to students, employees and authorized visitors who are approved for campus access by the school administration. All school classrooms are securely closed after classes and students may not gain access unless accompanied by a member of the school staff. While there is no private security force on campus, senior staff is familiar with the campus security plan and should be consulted in times of crisis or emergency.

Periodically, local groups like the Shomrim volunteer safety corps offer public education programs on campus and all members of the RCBYBZ academic community are urged to attend these crime prevention programs.

All buildings are alarmed with ability to access 911, Hatzolah and other rescue crews. In the event of an emergency, the alarms will sound. Upon hearing an alarm, students are to leave the building immediately. In the event of a need for evacuation from the area due to natural or terrorist disasters, the emergency evacuation plan described later in this publication will be activated.

In the event a student is suspected to be missing (by friends or by instructors) the first action will be a contact of family or guardian of his unknown whereabouts. If the student is above age eighteen, he may leave express written instructions that he does not want his family notified in the event of emergencies; or he may supply the name of another person (in confidence) he wishes should be notified. If he is not located within 24 hours, the Menahel will call the police to file a missing persons report. Please note that all information should be directed through the Menahel.

## CAMPUS SEX CRIMES PREVENTION ACT

The Campus Sex Crimes Prevention Act (section 1601 of Public Law 106-386) is a federal law enacted on October 28, 2000 that provides for the tracking of convicted, registered sex offenders enrolled as students at institutions of higher education or working or volunteering on campus.

It requires sex offenders already required to register in a state to provide notice, as required under state law, of each institution of higher education in that state at which the person is employed, carries on a vocation, or is a student. It also mandates that state procedures ensure that this registration information is promptly made available to law enforcement agencies with jurisdiction where the institutions of higher education are located and that it is entered into appropriate state records or data systems.

The New York State Division of Criminal Justice Services listing of all registered sex offenders in the state can be accessed online at:
http://www.criminaljustice.state.ny.us/nsor/search_index.htm.

**Sexual Assault Policy**

Acts of sexual violence, assault or abuse such as rape, acquaintance rape or other forms of nonconsensual sexual activity are not tolerated at RCBYBZ. Such acts are criminal behaviors and violate the goals and mission of the College.

Sexual assault refers to rape, sodomy, sexual abuse and other nonconsensual sex offenses which are serious crimes under New York state law. Rape is committed when any person engages in sexual intercourse by forcible compulsion; or when the victim is physically, mentally or legally incapable of giving consent. Other sexual offenses under New York state law involve unwelcome physical contact with a person's private parts. The force need not be overtly violent; the threat of force when it places a person in fear of physical injury or kidnapping may be sufficient. Criminal penalties in New York for all such acts vary according to the circumstances, but can include prison sentences of up to 25 years.

Any violation of the Sexual Assault Policy is also considered a violation of the Student Conduct Code. A student who is found to have committed rape, sexual assault or any other sexual offense is subject to disciplinary action that can include probation, suspension or expulsion. Rape is a felony and any student charged with a felony is summarily suspended from RCBYBZ pending the adjudication of those charges.

It is important for members of the campus community to be aware that there can be serious legal consequences for certain sexual conduct. Sexual assault often occurs when one or both parties are intoxicated from alcohol or other drugs. Therefore, it is important to understand sexual activity with a person who is unable to give free and full consent (e.g., because of intoxication, substance abuse or intimidation) may constitute sexual assault or rape. Furthermore, the offender's use of a mind-altering substance does not in any way diminish his or her responsibility for physically or psychologically abusive behavior.

**Crisis Management Team**

The Crisis Management Team responds to crisis incidents reported to the Office of OEHSM, including incidents of sexual abuse. Members of the team include the following or their designee.

1. Administrator or designee
2. Menahel or designee
3. Mashgiach or designee
4. Legal Counsel, if necessary

The Crisis Management Team will be sensitive to the fact that the survivor of the sexual assault may not want to meet with all members of the team immediately. They will, however, make themselves available to the survivor to provide ongoing services and assistance as needed in any of the following areas:

1. Counseling services are available, both on and off campus.

2. Medical services are available, both on and off campus.
3. Options are available regarding reporting the case to the proper authorities, both on campus and local police.
4. Assistance will be provided in notifying these authorities if such assistance is requested.

**If You Are the Survivor of a Sexual Assault**

Your safety and well-being are of paramount importance. What you choose to do is up to you and the College will respect your choice and will work with you throughout the process. Survivors of sexual assault are encouraged to take the following actions immediately:

1. Go to a place where you feel safe.
2. Contact or have a friend contact Office of OEHSM or Student Counseling Services at 718.438.2018. Male and female personnel will be available to assist you.
3. Medical evidence for use in the prosecution of a criminal offense is collected at the hospital. For this reason, you should not shower, bathe, douche or change clothes. You may need to bring a change of clothes to the hospital in case what you are wearing is collected as evidence.
4. Do not touch any evidence or straighten up the area where the assault occurred.
5. Go to a hospital emergency room. Public Safety or the police will provide transportation, if necessary.
6. Do not blame yourself. The person who assaulted you is responsible.

**Survivor's Bill of Rights**

1. Survivors have the right to counseling, medical treatment, prosecution and reporting of their case through the off-campus court system, as well as the right to refuse all of the above without reproach from college personnel.
2. Survivors will be treated with dignity and seriousness by campus personnel.
3. Survivors of crimes against one's person have the right to be reasonably free from intimidation and harm. During College conduct proceedings, survivors have the right to provide testimony at a separate location from the student charged, if requested.
4. University personnel are encouraged to inform a survivor that they are not responsible for crimes against their person.
5. Survivors shall be made aware of existing counseling and other student services that are available, both on and off campus.
6. Survivors shall be entitled to the same support opportunities the University permits the accused in a campus disciplinary proceeding, which includes the opportunity to have others present during a disciplinary proceeding such as an adviser.
7. Both the survivor and the accused shall be informed of the outcome of any disciplinary proceeding brought alleging a sex offense. This includes the final

determination of the proceeding and any sanction imposed against the accused. The sanctions that may be imposed are detailed in the College's Policy on Sanctions.

8. Any survivor who does not wish to remain in his or her present residence hall or class section may be granted a transfer to any available housing or class section, upon request, if reasonably available.

Survivors may reach the National Sexual Assault Hotline at 1.800.656.HOPE At any given moment, more than 1,100 trained volunteers are on duty and available to help victims at Rape Abuse and Incest National Network-affiliated crisis centers across the country. When a caller dials 1.800.656.HOPE, a computer notes the area code and first three digits of the caller's phone number. The call is then instantaneously connected to the nearest RAINN member center. If all counselors at that center are busy, the call is sent to the next closest center. The caller's phone number is not retained, so the call is anonymous and confidential unless the caller chooses to share personally-identifying information. Web: http://www.rainn.org/get-help/national-sexual-assault-hotline

They may also access the New York State Coalition Against Sexual Assault: http://nyscasa.org/ This website contains information about Sexual Assault and Rape. They can be reached at 1-800-942-6906

**If You Witness a Criminal Incident**

Write down exactly what happened. Try to include as much specific detail as possible in your account. Record precisely where and when the incident occurred. Record the names and phone number of anyone who was with you or saw what happened. Ask them to write an account of what they witnessed and sign and date this document. Record the names or detailed descriptions of the perpetrators. Call Police (911) in an emergency and give the responding officer or official complete information. Record the officer's name and badge number.

Reporting Hate Crimes and incidents, even those that you might not consider "serious," is important to monitoring and stopping future incidents. By keeping detailed information on incidents, you can strengthen the case for official action.

If you are the subject of a hate crime, make photocopies of hate mail or other documentation. Keep the originals. Keep a careful log of hate calls and make a tape of hate calls on your answering machine, if possible. Photograph physical injuries, offensive graffiti and evidence of vandalism. Call Police (911) in an emergency and give the responding officer or official complete information to ensure the incident is documented as bias-related. Record the officer's name and badge number.

**Campus Crime Statistics**

The Clery Act requires U.S. colleges and universities receiving federal student financial aid to disclose timely and annual information about crime on and around their campuses. Recent amendments to the law have added a requirement that schools afford the victims of campus sexual assault certain basic rights and have expanded reporting requirements.

The following statistics include crimes on campus and crimes in adjacent public areas, collected by the Office of Environmental Health Security and Maintenance and are based on crimes reported directly to the OEHSM and information provided by the local police precincts.

**Definitions of Clery Act Crimes**

- Aggravated assault: Causing or attempting to cause serious bodily injury. Assault with a weapon.
- Arson: Willful or malicious burning or attempts to burn property.
- Burglary: Unlawful entry of a structure (including all attempts) with the intent to commit a crime therein.
- Forcible sex offense: Any sex act directed against another, forcibly and against that person's will, and all acts where the victim is incapable of giving consent.
- Hate crimes: Any crime involving bodily injury motivated by the actor's perception of the victim's race, gender, religion, sexual orientation, ethnicity or disability.
- Liquor law, drug or weapons violations: (where there has been an arrest or disciplinary referral).
- Motor vehicle thefts: Including all attempted thefts.
- Murder and non-negligent manslaughter: The willful, non-negligent killing of one human being by another.
- Negligent manslaughter: The killing of another person through gross negligence.
- Non forcible sex offenses: Incest or statutory rape.
- Robbery: Taking or attempts to take anything of value by force, threat of force or violence, or by placing the victim in fear.
- Hate Crimes. In 2008 the law regarding hate crime reporting was expanded to include incidents of theft, simple assault, intimidation and vandalism where a person was targeted based on their race, religion, gender, sexual orientation, handicap or ethnicity.

Note that the definitions of hate crimes may differ from the definition of comparable crimes under the New York Penal Code. The Clery Act also requires reporting of hate crimes in the above categories where the evidence suggests the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.

The College is obliged to maintain data on crimes that occur on campus. Fortunately, we are able to report that for all our reporting periods up to and including this semester that there were no documented cases of violent offenses of thefts at any of our campuses. Below is a tabular breakdown of the major categories of campus crime for which we keep records.

**RCBYBZ Crime Statistics**

| | Campus | | | Non-campus | | | Public Property | | | Totals | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2025 | 24 | 23 | 2025 | 24 | 23 | 2025 | 24 | 23 | 2025 | 24 | 23 |
| Murder | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex Offenses-Forcible | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex Offenses-Nonforcible | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arrest for Alcohol | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Discipline for Alcohol | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arrest for Drugs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Discipline for Drugs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arrest for Weapons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Discipline for Weapons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Manslaughter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The Higher Education Opportunity Act of 2008 requires universities to report incidents of larceny, intimidation, simple assault, and vandalism, if those crimes were determined to be bias motivated. No incidents determined to be bias motivated were reported in 2025, 2024, and 2023.

## EMERGENCY RESPONSE AND EVACUATION PROCEDURES

### Emergency Notification

The RCBYBZ staff is dedicated to providing a safe and secure environment in which students, faculty, and staff can enjoy the RCBYBZ experience. We encourage all members of the College community to become familiar with the College Emergency Plan (CEP) and to partner with us in ensuring the safety and security of our community.

In the event of an emergency involving an imminent threat on campus, the Office of Environmental Health, Security and Maintenance (OEHSM) Office will confirm the nature of the emergency/hazard, and then in conjunction with the Office of the Administrator will determine the appropriate notification that should go out to the campus community through the College's emergency notification system (campus intercom messaging) to notify the campus community. The emergency notification system is tested two times each year.

The CEP was developed by the Office of the Administrator together with the OEHSM and is periodically drilled and rethought in response to evolving security needs and to incorporate additional resources as they may become available. The OEHSM is responsible for reviewing the Plan annually prior to the beginning of each Fall semester, and to update the Plan and Plan-related training as required.

**Purpose of the Plan**

The CEP is designed to provide general guidelines and protocols for responding to a variety of potential campus emergencies. While the specific circumstances of any emergency and the necessary response cannot be predicted in advance, the plan prepares for managing emergencies by assigning roles and responsibilities to individuals who are in charge of emergency response efforts and support services; and also provides a management plan for coordinating essential resources. The Plan establishes response protocols and also provides flexibility for the use of common sense and sound judgment by our emergency response team.

**Scope of the Plan**

Our comprehensive emergency plan aims to insure the protection of students, faculty, staff, and visitors from the effects of possible hazards and disasters, natural or man-made, which can affect the RCBYBZ campus and threaten the health and safety of its denizens. This plan may be activated in response to a local, regional, or national emergency that affects our campus.

The plan is intended to coordinate with a city-wide, state-wide, and/or national incident management plan. The Plan and the training associated with it conforms to the Federal Incident Management System (NIMS), the Incident Command System (ICS) and the New York City and New York State Emergency Operations Plans.

**Employee Orientation**

New employees are informed of the CEP at their new employee orientation. Faculty and staff are encouraged to discuss the plan with their students.

**Evacuation Procedures**

The College Evacuation Plan (CEP) provides training on the proper evacuation protocols for fire and other emergencies requiring the evacuation of one or more buildings on campus.

**Employees, Faculty, & Staff Are Responsible for**

- Being familiar with and following the CEP when required.
- Participating in drills and training as required.
- Orienting and informing students and visitors of procedures to be followed in case of a building alarm or emergency. It is suggested that each faculty member give a brief orientation during the first-class session to advise students that evacuation is required when the alarm system is activated, and to alert them to the location of the nearest exits.

**Emergency Evacuation for Persons with Disabilities**

Persons with disabilities who may have difficulty exiting during fire and other building emergencies must develop their own evacuation plans and identify their primary and secondary evacuation routes from each building they use. In developing such a plan, they should:

- Be familiar with evacuation options
- Seek evacuation assistants who are willing to assist in case of an emergency.
- Ask OEHSM about evacuation plans for buildings.

**Emergency Exit Policy**

Currently, no part of the campus building has been approved as an Area of Rescue Assistance for people with disabilities to remain temporarily in safety to await further instructions or assistance during emergency evacuations. Individuals with mobility challenges should follow the evacuation options that best meets their individual needs, taking the following into consideration:

- DO NOT use elevators unless authorized to do so by police or fire personnel. If the situation is life threatening, call 911.
- The emergency exit corridors and stairwells are resistant to fire and smoke for a short time. These may be the safest areas during an emergency evacuation and disabled persons are advised to proceed to them. Rescue personnel will check all exit corridors and stairwells first for any stranded persons.
- If people with mobility impairments cannot exit or be lifted, they should be moved to a safer area, (e.g., most enclosed stairwells), behind the fire doors, or to an office with a closed door located a safe distance from the hazard.
- If people are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary to evacuate them using either an evacuation chair or carry technique. DO NOT evacuate the disabled in their wheelchairs.

**Attempt a rescue evacuation ONLY if you have had rescue training or the person is in immediate danger and cannot wait for professional assistance. Consider your options and the risks of injuring yourself and others in an evacuation attempt. Do not make an emergency situation worse**.

In such instances there are three basic evacuation options:

- ***Horizontal*** evacuation: using building exits to the outside ground level.
- ***Stairway*** evacuation: using steps to reach ground level exits from the building.

- ***Stay in Place:*** unless danger is imminent, try to locate a room with an exterior window, a telephone, and a solid or fire-resistant door. Keep in contact with emergency services by dialing 911. Phone lines are expected to remain in service during most building emergencies. If the phone lines fail signal from the window by waving a cloth or other visible object. This approach may be more appropriate for sprinkler protected buildings or buildings where an "area of refuge" is neither nearby nor available. It may also be more appropriate for an occupant who is alone when the alarm sounds.

**Guidelines for Unique Circumstances**

**1. Persons Who Are Not Able to Exit Using Stairs.**

Persons using wheelchairs may evacuate horizontally. Stairway evacuation of wheelchair users should be conducted by trained professionals (NYFD). Only in situations of extreme danger should untrained people attempt to evacuate wheelchair users. The individual needing assistance should be consulted about the proper way to move him/her.

Persons with mobility impairments, reduced lung capacity, severe back ailments, heart disease or other conditions may be able to negotiate stairs in an emergency with minor assistance. If there is no immediate danger (detectable smoke, fire, or unusual odor), the person may choose to stay in the building, using the other evacuation options until the emergency personnel arrive and determine if evacuation is necessary.

**2. Deaf and Hearing Impaired.**

Deaf and hearing-impaired persons may not hear audible fire alarms. Get the attention of a person with a hearing disability by touch or eye contact, or by turning the light switch on and off. Do not use the light switch method if you smell natural gas in the area. Clearly state the problem in a brief note to advise of the situation and evacuation instructions.

**3. Visually Impaired.**

Tell the person the nature of the emergency. Give verbal instructions to advise about the safest route or direction using estimated distances and directional terms. Do not grasp a visually impaired person's arm. Offer your arm for guidance. As you walk, tell the person where you are and where obstacles are located. When you reach safety, orient the person to the location and ask if further assistance is needed.

## CLASSROOMS EMERGENCY PROCEDURES

Faculty and adjuncts are expected to:

- Provide their classes with general information relating to emergency evacuation procedures. This information should be shared during the first week of class.

- Know how to report an emergency from the classroom being used.

- Assure that persons with unique needs have the information they need. Faculty should be familiar with the procedures for individuals with mobility challenges and be able to direct visitors with different needs.

- Take responsible charge of the classroom and follow emergency procedures while offering calm, collected, and clear directions.

- Follow pre-established building evacuation routes.

- Lead the class away from the building where the emergency is occurring.

- Report to emergency personnel if someone from their class has not evacuated the building.

**In case of:**

**Fire Alarms**. When the alarm sounds, everyone must exit the alarmed area according to the evacuation plan as practiced in drills.

**Earthquakes.** The first thing to do during an earthquake is for everyone to **drop** to the floor, **cover** his head, and **hold that position.** After the shaking stops, and if there is building damage, the class should collect its possessions and calmly evacuate the building taking care to watch for brick and other exterior building materials that may have been knocked loose by the earthquake.

When the shaking stops, faculty should check for injuries. Do not attempt to move seriously injured persons unless they are in immediate danger. Render first aid assistance if required. Check for fires or fire hazards such as spills of flammable or combustible liquids, or leaks of flammable gases. Turn off ignition and heat sources, if it is safe to do so. Shut off all gas sources. Exit the building, if possible, and go to the predetermined assembly point.

**A Power Outage.** If the power goes out during class, students should stay in their seats for a little while and wait for the power to return. If the power does not return in a reasonable length of time (e.g. 5 minutes), then the class should evacuate the classroom or study hall. If there is available lighting follow it; if not then use the same evacuation procedures as during a fire. Do not rush or panic. Take time exiting the building. Emergency lighting may or may not be functioning in the classroom, hallway, or stairways.

**Bomb Threats. College personnel receiving telephoned threats should attempt to get the exact location where the bomb has been planted, or is going to be planted**. Also, attempt to get as much information as possible about the caller, for example, male or female, accent, etc. Listen for any background noise that may indicate the location of the caller. Complete the checklist below as soon as possible after receiving a threatening call and report it immediately to 911.

Exact time of call _____

Exact words of caller _____

QUESTIONS TO ASK
1. When is the bomb going to explode?

_____

2. Where is the bomb?

_____

3. What does it look like?

_____

4. What kind of bomb is it?

_____

5. What will cause it to explode?

_____

6. Did you place the bomb?

_____

8. Where are you calling from?

_____

9. What is your address?

_____

10. What is your name?

_____

CALLER'S VOICE: (circle) Male Female
Calm Disguised Nasal Angry Broken
Stutter Slow Sincere Lisp Rapid
Giggling Deep Crying Squeaky Excited
Stressed Accent Loud Slurred Normal

If the voice is familiar, whom did it sound like?

_____

Were there any background noises?

_____

Person receiving call:

_____

Date: _____

Telephone number call was received at: _____

**For Nuclear Threat / Incident. Turn on your radio.** An Emergency Broadcast System (EBS) station will have the most timely and accurate instructions concerning the emergency. Follow these instructions.

**Weather Emergencies.** Weather emergencies may occur in the form of tornadoes, thunderstorms, heavy snow, hail or lightning. The most important factor when dealing with severe weather is early detection. The College will notify the campus community via news broadcasts if the campus is to be closed due to inclement weather.

A winter storm warning is issued when heavy snow of four or more inches is expected in a 12-hour period.

**College Closing Protocol.** During extreme emergencies the College may suspend operations. Decisions to close the campus will be made by the Menahel and his staff based on discussions with and recommendations from other key administrators on campus.

**Fire Exit Drills.** Evacuation drills will be scheduled, conducted, and recorded by the OEHSM

**Fire Safety and Prevention**

Every College student residence has:

- an interior fire alarm system with detection throughout the building, including detectors
  in every sleeping room;
- monthly testing of fire detection, suppression, and notification equipment (all test records
  are maintained by OEHSM office.
- an interior fire alarm panel that triggers an alarm response upon activation; and automatic wet sprinklers in all public corridors.

**Fire Safety Precautions**

- Keep doorways, corridors, and stairwells clear and unobstructed.
- Keep fire doors closed.
- Make sure that all electrical appliances and cords are in good condition and UL approved.
- Do not overload electrical outlets.
- Use fuse-protected multi outlet power strips and extension cords when necessary.
- Never store flammable substances in your room or apartment.
- Unauthorized use of candles is not permitted on campus.
- Transmitting a false alarm is a criminal offense that endangers the lives of both building occupants and emergency personnel. It is also an offense to prop open fire doors or to tamper in any way with alarm equipment, electromagnetic locks, or other life safety devices or to block or obstruct paths of egress.

OEHSM works to protect the College from fire and to educate the College community about fire safety, and in managing the fire detection, warning and suppression systems located throughout campus. OEHSM can be reached by phone at 718.438.2018.

The OEHSM Director has skills necessary to successfully respond to fire emergencies on campus. The College maintains a working relationship with the New York City Fire Department and the New York City Department of Buildings, to ensure that College building fire systems meet applicable fire and building codes, and to ensure that best practices are applied throughout campus.

**RCBYBZ is a Smoking-Free Campus**. Smoking is prohibited in all buildings, both residential and academic. Smoking is prohibited outside within 50 feet of any College building entrance/exit, driveway, or open window.

Fire safety equipment and procedures are continually assessed to ensure ongoing compliance with New York City and National Fire Safety Standards.

**Fire Safety Policies and Procedures**

In accordance with City of New York requirements, all College student residents are given information about fire safety and evacuation procedures specific to their residence halls during building sign-in at the beginning of each Fall semester. The information includes the fire safety instruction sheet (also posted on the inside of the room door), which specifies the type of building construction; instructions on what to do in case of fire if the fire IS in the posted room; and what to do if the fire IS NOT in the posted room or suite.

The information details the fire detection and suppression equipment and the number, type, and location of exits. Fire extinguishers are located at every exit, as well as in kitchens and common space areas. In addition, every room contains a "You Are Here" floor diagram showing the location of exits on that floor.

College policy requires building evacuation by occupants during fire alarms. To help reinforce this requirement, all building residents are properly trained in building evacuation procedures during scheduled fire drills. The OEHSM Director has general fire safety training.

**What to Do in Case of Fire**

- If you discover a fire in a campus building: Immediately pull the nearest fire alarm as you exit the building.
- When evacuating the building, remember to feel doors before opening them to be sure that there is no fire danger on the other side. If you must enter a smoke-filled room or hallway, stay low, keeping one hand on the wall to avoid disorientation and crawl to the nearest exit, keeping your head near the floor.
- Once you are safely away from danger, call the Public Safety emergency number for your campus to report the fire. If you are off campus, dial 911.
- Leave the building at once but stand by to direct emergency teams to the location of the fire.

**Fire Response Dos and Don'ts**

DO treat every alarm as an emergency. If an alarm sounds, exit the building immediately.

DON'T assume that a fire alarm is a drill or test. All building alarm systems are tested as required by law, but these tests are announced in advance.

DO remain in your room if you cannot get out of the building because of heat or smoke.

DO call 911 right away. Keep the door closed and await assistance from the Fire Department. If smoke is entering around the door, stuff the crack under the door with sheets, clothes, or blankets. If possible, open the window and wave a brightly colored garment or towel from your window-the Fire Department will be looking for this sign.

DO close the door behind you if it is safe to leave your room.

DON'T waste time collecting personal valuables. Take your keys so that you can reenter

your room if exit from the building is not possible.

DON'T use an elevator during a fire emergency: always use the fire stairs.

DO make your presence known to other occupants and to responders. If you are injured or disabled use the phone to pass on this information. Emergency staff members will assist you in leaving the building.

For FDNY Fire Safety Policy see: http://www.nyc.gov/html/fdny/html/home2.shtml

For New York State Fire Safety Policy see: NYS Fire Safety Policy
http://www.dhses.ny.gov/ofpc/

**FIRE STATISTICS CALENDAR YEAR 2024**

| Location | Total Fires | Fire Number | Date | Time | Cause |
|---|---|---|---|---|---|
| College Campus | 0 | 0 | N/A | N/A | N/A |
| **Location** | **Medical Facility Treatment** | **Fire related Deaths** | **Property Damage** | **Malicious False Alarms** | **Incident #** |
| College Campus | 0 | 0 | 0 | 0 | N/A |
| **Location** | **Fire Alarms Monitored** | **Sprinkler System** | **Fire Alarm System & Smoke Detectors** | **Evacuation Plans Posted & Fire Safety Training** | **Evacuation Drills Each Academic Year** |
| College Campus | Yes | Yes | Yes | Yes | 9 |

**FIRE STATISTICS CALENDAR YEAR 2025**

| Location | Total Fires | Fire Number | Date | Time | Cause |
|---|---|---|---|---|---|
| College Campus | 0 | 0 | N/A | N/A | N/A |
| **Location** | **Medical Facility Treatment** | **Fire related Deaths** | **Property Damage** | **Malicious False Alarms** | **Incident #** |
| College Campus | 0 | 0 | 0 | 0 | N/A |
| **Location** | **Fire Alarms Monitored** | **Sprinkler System** | **Fire Alarm System & Smoke Detectors** | **Evacuation Plans Posted & Fire Safety Training** | **Evacuation Drills Each Academic Year** |
| College Campus | Yes | Yes | Yes | Yes | 9 |

## CONSTITUTION DAY AND CITIZENSHIP DAY

Constitution Day and Citizenship Day is a federal holiday that commemorates the signing of the U.S. Constitution on September 17, 1787, and honors all American citizens. A Congressional initiative, authorized by the Consolidated Appropriations Act of 2005 (118 Stat.2809, 3344-45 [Section 111]) requires that: "each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution."

RCBYBZ is proud to celebrate this important holiday by offering programs and lectures on September 17 (or if a Saturday or Sunday, on the day that the holiday is celebrated) each year. The College community is notified in advance of the scheduled events.

In addition, we invite you to explore various repositories of Congressional history at the following links: National Archives:
http://www.archives.gov/exhibits/charters/constitution.html
Library of Congress: http://memory.loc.gov/ammem/collections/continental/

## FACULTY

**ROSH YESHIVA**
Rabbi Boruch A. Horowitz

Yeshivas Mir, Jerusalem, Talmud Degree;
Yeshivas Slobodka, Advanced Talmud Degree, Semicha/Ordination

**DAYAN**
Rabbi Chaim Y. Tauber

Bobover Yeshiva Rabbinical College, Talmud Degree Advanced Rabbinic Degree Yoreh Yoreh, Yadin Yadin

**ROSH HAKOLLEL**
Rabbi Leibish Rottenberg

Bobover Yeshiva Rabbinical College, Talmud Degree;
Kolel - Beth Din Tartikov, Advanced Talmud Research Degree, Semicha/Ordination

**MENAHEL**
Rabbi David Asher Mandelbaum

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Choshen Mishpat, Semicha/Ordination

**ASSOCIATE MENAHEL**
Rabbi Leib Frand

Yeshivas Ponoviz, Jerusalem, Talmud Degree;
Yeshiva Brisk, Jerusalem, Advanced Talmud Research Degree

**MAGGIDEI SHIUR:**

Rabbi C. Geller

Rabbinical College Bobover Yeshiva, Talmud Degree;
Beth Din Jerusalem, Semicha/Ordination

**(CONT.) MAGGIDEI SHIUR:**

Rabbi N.M. German

Yeshiva Nitra, Talmud Degree;
Beth Medrash Elyon Advanced Talmud Research Degree

Rabbi Avraham B. Horowitz

Bobover Yeshiva Rabbinical College, Talmud Degree;
Kolel Beth Din Tartikov, Advanced Talmud Research Degree

Rabbi Naftali H. Leser

Bobover Yeshiva Rabbinical College, Talmud Degree;
Yeshiva Slobodka, Jerusalem, Advanced Talmud
Research Degree

Rabbi Dovid Lipschitz

Bobover Yeshiva Rabbinical College, Talmud Degree;
Kolel Zichron Yakov, Advanced Talmud Research Degree

Rabbi Moshe Wolf

Yeshiva Torah Temima, Talmud Degree;
Beth Medrash Govoha, Advanced Talmud Research Degree,
Semicha/Ordination

Rabbi N.R. Zitronenbaum

Bobover Yeshiva Rabbinical College, Talmud Degree;
Kolel M'chon L'Horaah, Advanced Talmud Research Degree,
Semicha/Ordination

Rabbi Zev Knopfler

Bobover Yeshiva Rabbinical College, Talmud Degree;
Yeshivas Brisk - Israel, Advanced Talmud Research Degree,
Semicha/Ordination.

**(CONT.) MAGGIDEI SHIUR:**

Rabbi Abish Fuhrer

Rabbinical College Bobover Yeshiva, Talmud Degree;
Yeshiva Bnei Zion Graduate School of London, Advanced Talmud Research; Kolel Zichron Chaim Semicha/Ordination

Rabbi Jacob Safern

Yeshiva Nezer Hatorah, Talmud Degree;
Kolel Karlin Stolin, Choshen Mishpat, Semicha/Ordination

Rabbi Chaim Shloime Slomowitz

Yeshiva Kochav M'Yakov, Talmud Degree;
Kolel - Beth Din Karlsburg, Semicha/Ordination

**EDITOR KEREM SHLOMA**

Rabbi S. Zitronenbaum

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Degree

**ROSH CHABURA:**

Rabbi Ephraim G. Baron

Bobover Yeshiva Rabbinical College, Talmud Degree;
Av Beth-din of Kaminka, Graduate School, Advanced Talmud Research

Rabbi Berish Leser

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Research

Rabbi Binyamin Zev Meisels

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Research

**(CONT.) ROSH CHABURA**

Rabbi Mordechai Katz

Bobover Yeshiva Rabbinical College, Talmud Degree;
Khal Beis Yaakov Yisroel Milwaukee, Advanced Talmud Research

**MASHGICHIM:**

Rabbi J. Leser

Bobover Yeshiva Rabbinical College, Talmud Degree;
Kolel Zichron Chaim, Advanced Talmud Degree

Rabbi Chaskel Shraga Halberstam

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Research

Rabbi Chaim Leib Licht

Bobover Yeshiva Rabbinical College, Talmud Degree;
Yeshivas Brisk, Jerusalem, Advanced Talmud Degree

Rabbi Moses Horowitz

Rabbinical College Bobover Yeshiva, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Research

**COUNSELORS:**

Rabbi Eli Heftler

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Research

Rabbi A. Gluck

Toras Chemed D'Neitra Rabbinical College, Talmud Degree;
Mesivta Torah Vodaath Rabbinical Seminary Advanced Talmud Research; Hisachdis Avreichem Kolel of Satmar Borough-Park

**(CONT.) COUNSELORS:**

Rabbi Moshe S. Goldberg

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Research
Research; Kolel Ohel Naftuli of Bobov-London, Semicha/Ordination

Rabbi Mordechai Landau

Kerem Shloma Talmud Seminary, Talmud Degree;
Kedushas Zion, Advanced Talmud Research;

Rabbi Shea Rubin

Yeshivas Mir, Jerusalem, Talmud Degree;
Kolel Zichron Chaim, Semicha/Ordination

**LIBRARIANS:**

Rabbi Berel Weingarten

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Degree

Rabbi Moshe Y. Zitronenbaum

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Degree

* * *

**RCBY STUDY ABROAD:**

**MENAHEL**
Rabbi David Gottesman

Machzikei Hadas Rabbinical College, Talmud Degree;
Chaiyah Moshe Graduate School, Choshen Mishpat,
Semicha/Ordination

**MAGGIDEI SHIUR:**

Rabbi Benzion S. Horowitz

Yeshivas Avnei Nezer, Jerusalem, Talmud Degree;
Yeshiva Slobodka, Jerusalem, Advanced Talmud Research Degree

Rabbi Meir Dov Orzel

Yeshiva of Machzikai Hadas Belz, Advanced Talmud Degree;
Kolel Eimik Hatora Rachmistruvka, Semicha/Ordination

Rabbi Chaim Yaakov Zlaboski

Beth Hatalmud Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Advanced Talmud Degree

Rabbi Yechazkel Shulem Blum

Bobover Yeshiva Rabbinical College, Talmud Degree;
Yeshivas Brisk - Israel, Advanced Talmud Research Degree,
Semicha/Ordination.

Rabbi Nathan Tauber

Yeshiva Gedola Slobodka Jerusalem, Talmud Degree;
Mechon Lehoiruah Monsey, Advanced Talmud Degree

Rabbi Tzvi Hersh Kugel

Bais Binyomin Academy Stamford, Advanced Talmud Degree
Yeshiva Gedolah Zichron Moshe South Fallsburg, Advanced Talmud Research; Kolel Zichron Moshe South Fallsburg, Semicha/Ordination

Rabbi Benzion Meisels

United Talmudical Seminary - UTS Satmar, Talmud Degree;
United Talmudical Seminary, Advanced Talmud Degree

**(CONT.) MAGGIDEI SHIUR:**

Rabbi Moshe Ashkenazi

Bais Binyomin Academy Stamford, Advanced Talmud Degree
Beth Hatalmud Rabbinical College, Advanced Talmud Research, Semicha/Ordination

**MASHGICHIM:**

Rabbi Aron Benzoin Englard

Yeshiva of Machzikai Hadas Belz, Talmud Degree;
Nesivois Hatora Graduate School, Advanced Talmud Degree

Rabbi Moshe Brickman

Yeshiva Noam Elimelech of Monsey, Talmud Degree;
United Talmudical Seminary, Advanced Talmud Degree

Rabbi Betzalel Bernstein

Beth Hatalmud Rabbinical College, Talmud Degree;
Yeshivas Brisk - Israel, Advanced Talmud Research Degree, Semicha/Ordination.

**COUNSELORS**

Rabbi Mendel Rosengarten

Bobover Yeshiva Rabbinical College, Talmud Degree;
Yeshiva Eitz Chaim Bnei Brak, Advanced Talmud Degree

Rabbi Leibish Leser

Bobover Yeshiva Rabbinical College, Talmud Degree;
Bobover Yeshiva Graduate School, Choshen Mishpat, Semicha/Ordination

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