

Talmudical Institute of Upstate New York

Catalog

2025-2026

Table of Contents

History	4
Mission and Educational Philosophy	4
Physical Facilities	7
Student Life	7
Tutoring Services	7
Library	8
Health Services.....	8
State Authorization and Accreditation.....	8
NY State Disclaimer	8
Accreditation	8
Admission Requirement And Procedures	9
Transfer Credit Policy	10
Non-Discrimination Policy	11
Student Counseling.....	12
Tutoring Services	12
Availability of Full Time Employee.....	12
Attendance Policy	13
Leaves of Absence.....	13
Grounds for Dismissal.....	14
Satisfactory Academic Progress (SAP) Policy.....	14
When SAP Is Not Met	15
Warning.....	15
Federal Financial Aid Warning.....	16
Appeals Process	16
Academic Probation.....	17
Academic Probation With a Study Plan.....	17
Reevaluation After a Probationary Period.....	17
Reestablishing Aid Eligibility	18
Incompletes.....	18
Withdrawals.....	18
Transfer Credits	18
Repetitions	18
Change of Major.....	19
Remedial Courses	19
Academic Calendar	19
Cost of Attendance for the Academic Year (Fall and Spring)	20
Withdrawal Policy and Procedures.....	20
Institutional Refund Policy.....	21
Return To Title IV (R2T4) Funds	22
Placement Disclaimer.....	25
Completions.....	25
Frequency of Course Offerings.....	25
Grade Point System	25
Good Academic Standing for State Grant Programs.....	26
Financial Aid.....	28
Title IV Federal Financial Aid	29
Applying For Title IV Aid.....	30
Title IV Aid Need	30
Updated FAFSA Information	31
Professional Judgment.....	31
Title IV Application Deadline.....	34

Title IV Aid Programs.....	34
Federal Pell Grant Program	34
The Campus-Based Programs.....	35
NY State Tuition Assistance Program (TAP) Grants.....	35
New York State Dream Act.....	36
The Alternate Eligibility Pathway	37
TAP Award Amounts and Disbursements.....	38
Institutional Scholarships	38
Textbook Information	39
Complaint Policy.....	39
Internal Complaint Procedure	39
AARTS Complaint Procedure.....	39
New York State Complaint Procedures.....	40
Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA).....	41
Copyright Infringement Policy	45
Academic Programs	47
Textbooks and Required Materials.....	48
Frequency of Course Offerings	48
Undergraduate Program.....	49
Explanation of the Course Codes.....	49
Department of Talmud	50
Department of Philosophy/Ethics	55
Sample Curriculum.....	57
Graduate Program.....	59
Department of Talmud	60
Department of Philosophy/Ethics	64
Sample Curriculum.....	66
Administration	68
Faculty.....	68
Board Members.....	68
Officers	68
Faculty Vitae.....	69
Map.....	73

TITLE IX

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

Title IX Coordinator

Name: Rabbi Sroya London

Office Address: 769 Park Avenue Rochester, NY 14607

Email Address: blondon1818@gmail.com

Phone Number: 585-737-1067

HISTORY

In January of 1974, lay leadership of the Rochester, NY Jewish community met with Rabbi A. H. Leibowitz, renowned *Rosh Yeshiva* (Dean) of the Rabbinical Seminary of America in Forest Hills, New York, and Talmudical Institute of Upstate New York (TIUNY) was born. In September of 1974, the Yeshiva, under the leadership of Rabbi Menachem Davidowitz and Rabbi David Harris, opened its doors.

The first classes were held at 144 Pinnacle Road. As a result of a rapidly growing student body, the Yeshiva acquired the adjacent property at 138 Pinnacle Road in December of 1975.

To accommodate increasing enrollment, TIUNY was forced to look for more spacious quarters. In February 1977, the Institute moved to its present campus at 769 Park Avenue in Rochester, New York. This campus also provided facilities for student residence and other student-based services.

MISSION AND EDUCATIONAL PHILOSOPHY

The Talmudical Institute of Upstate New York was established with the mission of creating a Yeshiva – a center of Torah learning – within the heart of the Rochester community.

The Institute was founded with the goal of spreading Torah learning amongst its student body as well as the community at large. Other objectives were to develop Torah scholars with a strong ethical character, and to graduate alumnae with an appreciation of their unique responsibility to assume leadership roles within their greater Jewish community. At the Yeshiva, students learn the classical Torah texts in their original languages and gain insight and proficiency in their Jewish heritage and traditions, enabling them to transmit the Jewish legacy to future generations.

In furtherance of these goals, the Talmudical Institute of Upstate New York established a rigorous program of study at the post-secondary and graduate levels, developing a comprehensive curriculum that enables students to accomplish the above goals.

In some courses, students are encouraged to study with a *chavrusah* (study-partner) and pace their studies based on an outline provided by their instructor. Students are given study goals and references to source materials and are instructed to fully research and study the subject matter. Throughout the term, interaction between the

students is encouraged, facilitating greater comprehension of the material. Instructors are always available to guide students and to discuss insights and difficult issues with the course content.

Other courses are taught in the more traditional college style. Prior to each class, the instructor assigns subject matter with the corresponding sources. The first half of the class hour is devoted to the research and preparation of the assigned coursework. An interactive seminar is then held, where the students' conclusions are discussed. This procedure allows the instructor to evaluate the students' knowledge and comprehension of the subject matter, to encourage questions and discussion, and to correct errors in interpretation of the assigned material.

Additional courses are offered as lectures delivered by the instructor. Subsequently, the students independently analyze and evaluate the ideas presented, followed by a group discussion of the methodology and conclusions of the address.

This multi-faceted curriculum allows each student to develop his individual talents within the broader framework of this unique program.

A student in his first two years begins the process of interpreting the Gemara and Rishonim on his own during morning Seder. The major emphasis is on the Cheshban - logical progression. A student deciphers how Rashi interprets a step of the Gemara, then what questions Tosfos raises on this interpretation. Next, he analyzes how the interpretation of Tosfos resolves the questions raised on Rashi's interpretation. He then deduces how the next step of the Gemara is affected by changing the previous step. The same type of analysis applies to figuring out how Tosfos understood the text in his question, and how it is then revised in his answer. A student is graded on his abilities in these areas. The students are constantly called upon to present the approach they used, and if their understanding was incorrect, they must come up with a revised approach. This process is repeated daily.

In the third and fourth years, a student concentrates on more sophisticated Cheshban and on Sevorah. Sevorah is essentially understanding subtle distinctions. By combining more sophisticated Cheshban and Sevorah, the student develops the ability to understand the differing views of the Rishonim and to solve apparent contradictions. Here too, the students are assigned very specific material or presented with specific questions which they deal with during Seder.

The fifth-year students study independently while preparing to present an original Chabura. The emphasis is on proper background knowledge of all primary sources

and choosing proper areas of focus within the Sugya. The Chabura should include dealing with the central issues and analysis of some approaches of the Roshei HaYeshiva – with peer review.

During the shiur, students are expected to present their conclusions. It is impossible for an experienced teacher to misjudge a students' progress for any length of time when teaching a small class in this manner.

The afternoon Seder is devoted to acquiring broader knowledge. A student is expected to cover two blatt a week of the tractate studied that year. In the first-year students do most of the Tosfos, albeit on a superficial level. As they progress, they do the same two blatt per week, but on a more sophisticated level. By their fourth or fifth year they study much of the commentary of the Meharsha and other Achronin that deal with Pshat. The older students often finish the entire Tractate and then do more review.

The Talmudical Institute of Upstate New York also places a strong emphasis on the study of Philosophy/Ethics known as Mussar. The Ethic courses train the student in the basic tenets of Jewish faith, and to develop their abilities of self-analysis and character improvement. The Ethic courses are mandatory and include a daily study session of through individual study; and attending and reviewing bi-weekly lectures as well.

The courses begin with an introduction to basic biblical philosophical concepts using the Ramban and other early Rishonim commentaries of the Bible. This is followed by the study of Tanayic concepts and Talmudic Aggadaic material with both the commentary of Rishonim and Achronim particularly Aggadas of the Maharsha.

On the third level the students begin in-depth study some of the classical Mussar works of the Rishonim and Achronim; such as the Chovos Halevovos, Sha'arei Teshuva, Mesilas Yeshorim and Derech Hashem. On level five the students study contemporary Mussar classics, specifically Sefer Ohr Hatzfon of the Alter of Slabadka. As the students complete their undergraduate studies, they sharpen their skills of studying Mussar and develop a commitment to the lifelong process of character development and ethical conduct.

The graduate program consists entirely of graduates of our yeshiva; admission to the graduate program is automatic. The graduate program builds on the skills acquired in the undergraduate program. In addition to the traditional morning and afternoon Sedar learning, the graduates deliver an original piece of Torah several times a year.

By the time a student has completed his undergraduate studies, he is expected to be able to independently analyze a Sugya, focus on a specific question and come up with an original approach. Each student is also required to present an original Mussar thought which is both a chiddush and is muchrach. This is in keeping with the teachings of the leaders of the mussar movement that lessons are to be derived from the words of Chazal rather than cloaking our thoughts in their words.

The older graduate students generally study tractates in Seder Moed or Chulin or Nedah. Although the Yeshiva does not have a Smicha program, many of our graduate student's study Yoram Deah. Many graduate students spend some time teaching in the high school division. This gives them some actual classroom experience and allows for guidance from experienced mechanchim.

PHYSICAL FACILITIES

Talmudical Institute of Upstate New York's campus, located in a quiet residential area of Rochester, offers its students all their needs within one spacious building. The first floor houses the Bais Medrash (main study hall), classrooms, offices, and the library. The second and third floors are set aside for dormitory use. The kitchen, dining room, and laundry facilities are located on the ground floor.

The campus also includes a sports area for various recreational activities, including football, volleyball, and basketball. Indoor floor hockey is played at the Yeshiva as well.

STUDENT LIFE

The students are served three meals daily in the cafeteria. Festive meals for Shabbos and special holidays are also prepared throughout the year.

Students are involved in all area Synagogues.

TUTORING SERVICES

Older students serve as mentors for younger students and the Rabbis are always available to all students who are in need of assistance.

LIBRARY

Talmudical Institute of Upstate New York has an extensive Judaic library. The seforim are located in the Bais Medrash as well as in a classroom. TIUNY also maintains a library with secular books in a separate classroom.

HEALTH SERVICES

A physician who comes to pray with the students every morning is available to see the students by appointment.

In the event of a medical emergency, Rochester has excellent hospitals. Both Strong Memorial Hospital and Highland Hospital are in the city, within 10 minutes of the Yeshiva. Rochester General Hospital and Unity Hospital are within 20 minutes of the Yeshiva.

STATE AUTHORIZATION AND ACCREDITATION

NY State Disclaimer

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

Accreditation

Talmudical Institute of Upstate New York is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS) and is approved to offer a First Talmudic Degree and a Second Talmudic Degree.

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

Copies of the NY State exemption letter and letter of accreditation can be viewed in the office during regular business hours.

ADMISSION REQUIREMENT AND PROCEDURES

In order to initiate the application process, we encourage qualified students to write to Talmudical Institute of Upstate New York at:

Talmudical Institute of Upstate New York
769 Park Avenue
Rochester, NY 14607
(585) 473-2810

Each student enrolling in Talmudical Institute of Upstate New York must supply admission information, which provides student's background information and allows the school to evaluate the student for acceptance to the Yeshiva. The application is supplemented by an evaluative interview and examination. The examination is a comprehensive oral examination on a variety of Jewish subjects with a concentration on Talmudic study. Particularly, the student must demonstrate that he has mastered the following:

- Talmud: Completion of at least 150 folio pages of the Talmud.
- Bible: Competence in the Pentateuch and Commentaries.
- Code of Law: Competence in the laws and customs in the Code of Law (Orach Chaim) and personal commitment to their observance
- Language: The ability to read and write classical Hebrew; a working knowledge of the Aramaic language of the Talmud.

Generally, students applying to Talmudical Institute of Upstate New York must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation.
2. Have completed homeschooling at the secondary level as defined by state law and provide documentation of homeschooling.
3. Meet one of the recognized equivalents. Recognized equivalents include:
 - a. A GED certificate.
 - b. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category).
 - c. An associate's degree.

- d. The successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution.
- e. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

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

Upon acceptance, students will be required to complete an admission form.

Enrollment in Talmudical Institute of Upstate New York is open to qualified male members of the Orthodox Jewish faith without regard to race, color, ethnic origin or handicap.

TRANSFER CREDIT POLICY

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

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

Knowledge and experiences and prior enrollment in courses related to the field of Talmudic Studies may be eligible for credit for prior learning experience and is assessed at the time the student is admitted to Talmudical Institute of Upstate New York.

Talmudical Institute of Upstate New York does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions nor with regard to whether other institutions accept the Yeshiva's credits. Before

enrolling in the institution, students should be sure that their attendance will help them reach their educational goals.

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

NON-DISCRIMINATION POLICY

NOTICE OF NON-DISCRIMINATION

Qualified men of the Orthodox Jewish faith are eligible for admission to Talmudical Institute of Upstate New York. TIUNY does not discriminate on the basis of race, color, national origin, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name: Rabbi Shlomo Noble

Address: 769 Park Avenue Rochester, NY 14607

Cell Phone Number: (585) 330-7269

The institution is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1992.

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

While Talmudical Institute of Upstate New York campus is not fully accessible to handicapped students, TIUNY will make special arrangements, within reason, to accommodate any qualified handicapped student.

TIUNY does not have a program for students with intellectual disabilities. TIUNY provides reasonable academic accommodations for students with intellectual disabilities.

STUDENT COUNSELING

Talmudical Institute of Upstate New York provides superior counseling services. This service is available to all students who seek advice and guidance in areas pertaining to curriculum and career planning. The Institute recognizes that on occasion a student may have reservations confiding in a faculty member, and therefore has established a Senior-Student Counseling Program. With this program, a student can candidly discuss personal problems with a member of the student counseling staff. The Institute believes that the synthesis of both counseling programs can best assure the student's educational success.

It is a basic part of Yeshiva life to ask for advice from teachers about any issues that are a concern or about which there are doubts. Students are encouraged to seek such counsel, and they regularly avail themselves of this opportunity. It is very common for students to discuss in detail the aspects of the shidduch process, but there are many other areas where sound advice is very important. One common example is summer plans. Earning money over the summer can have many positive factors, but also can have some downsides. Some jobs require students to leave before the end of the Zman or return after the Zman started. These issues require careful guidance and the ability to understand each student's unique situation in terms of financial, psychological, and academic needs. Choice of chavrusos can be a complex issue where sociological and psychological factors are sometimes as important as academics.

TUTORING SERVICES

Our faculty is always available to assist our students in achieving academic success. Tutoring is arranged as necessary, and often, older students assist younger students with their studies.

AVAILABILITY OF FULL TIME EMPLOYEE

Talmudical Institute of Upstate New York has designated Rabbi Shlomo Noble, as the full-time employee available to assist enrolled or prospective students in obtaining information the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections

668.42, 668.43, 668.45 and 668.46. He can be reached in the office during regular business hours or by calling 585-330-7269.

ATTENDANCE POLICY

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

LEAVES OF ABSENCE

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

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

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

A student will only be granted a leave of absence if it can be reasonably expected that he will return from the leave of absence on time. The leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12-month period. TIUNY will not assess the student any additional institutional charges or award the student any additional Title IV aid during this time period. Upon the student's return from the leave of absence, the student must resume his coursework at the same point in the academic program that he began prior to the leave of absence.

Students on an approved leave of absence will not be considered withdrawn from the institution and no refund calculations will be made for Title IV financial aid received.

Students who do not resume attendance at the institution at or before the end of a leave of absence will be considered withdrawn from the institution as of the initial start date of the leave of absence and refunds will be calculated accordingly.

GROUNDINGS FOR DISMISSAL

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

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

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

Below is a comprehensive explanation of the qualitative and quantitative standards at TIUNY.

- **Qualitative Standard**

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

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

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

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

- **Quantitative Standard**

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

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

- **Pace of Completion**

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

WHEN SAP IS NOT MET

WARNING

If a student fails to meet the SAP standards, they will be notified by email or mail and granted a one-semester warning period. They will also be notified that they may

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

Federal Financial Aid Warning

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

APPEALS PROCESS

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

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

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

ACADEMIC PROBATION

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

ACADEMIC PROBATION WITH A STUDY PLAN

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

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

REEVALUATION AFTER A PROBATIONARY PERIOD

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

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

REESTABLISHING AID ELIGIBILITY

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

INCOMPLETES

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

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

WITHDRAWALS

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

TRANSFER CREDITS

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

REPETITIONS

All repeated courses are counted in the number of the student's attempted credits, and are included in the student's GPA, including failing grades. A student repeating a course must remain within the time frame required for SAP standards.

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

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

CHANGE OF MAJOR

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

REMEDIAL COURSES

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

ACADEMIC CALENDAR

Fall Semester: August 25, 2025 – January 29, 2026

Spring Semester: February 02, 2026 – July 09, 2026

Fall Breaks: October 01, 2025 – October 19, 2025
December 18, 2025 – December 22, 2025

Spring Breaks: March 03, 2026 – March 03, 2026
March 25, 2026- April 12, 2026
May 22, 2026- May 23, 2026

COST OF ATTENDANCE FOR THE ACADEMIC YEAR (FALL AND SPRING)

Direct Costs-Fall and Spring Semesters

Tuition and Fees	\$6,150
Housing and Food	\$4,400
Per Credit Charge	\$205

Indirect Costs(allowances)-Fall and Spring Semesters

Resident

Books and Supplies	\$312
Additional Food Expenses	\$1,068
Transportation	\$1,800
Miscellaneous Personal Expenses	\$3,480

Commuter - Living with Parents

Books and Supplies	\$312
Housing	\$1,908
Food	\$4,248
Transportation	\$3,930
Miscellaneous Personal Expenses	\$3,480

Commuter - Off Campus

Books and Supplies	\$312
Housing	\$14,568
Food	\$4,248
Transportation	\$3,930
Miscellaneous Personal Expenses	\$3,480

WITHDRAWAL POLICY AND PROCEDURES

Any student who withdraws from a class or classes at TIUNY while the semester is in progress should inform the Dean or the Registrar's office, preferably in writing. The notification can be emailed to Rabbi Menachem Davidowitz at tiunyfax@gmail.com or mailed to the administrative offices at TIUNY, ATTN: Rabbi Davidowitz, 769 Park Ave., Rochester, NY 14607. If applicable, Dean will relay this information to the Registrar's Office.

A student who withdraws from a class or classes may be entitled to a refund of tuition and fees. Adjustment of institutional charges and calculation of refunds will be based on the schedule that appears in the institutional refund policy, according to the date of withdrawal. For information on how institutional charges will be impacted by adding or dropping courses, please refer to the Add/Drop Policy.

At the beginning of each semester TIUNY confirms attendance in each course in which every student is registered. Attendance is confirmed again at the 60% point of the semester. This process enables the school to confirm enrollment for enrollment reporting purposes, and to determine if a student who withdraws without giving official notification has attended 60% of the semester. For information on how the student’s enrollment status will be impacted by adding or dropping courses, please refer to the Add/Drop Policy.

A student who receives failing grades for all their courses will generally be considered as having unofficially withdrawn unless there is evidence that they completed the semester.

INSTITUTIONAL REFUND POLICY

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

Fall 25

If the student is enrolled:	The student is responsible for:
Through 09/22/2025	20% of institutional charges for the semester
Through 09/30/2025	30% of institutional charges for the semester
Through 11/07/2025	40% of institutional charges for the semester
Through 12/01/2025	60% of institutional charges for the semester
No Adjustment to Institutional charges for withdrawals after 12/01/2025	

Spring 26

If the student is enrolled:	The student is responsible for:
Through 03/02/2026	20% of institutional charges for the semester
Through 04/17/2026	40% of institutional charges for the semester

Through 05/14/2026	60% of institutional charges for the semester
No Adjustment to Institutional charges for withdrawals after 05/14/2026	

RETURN TO TITLE IV (R2T4) FUNDS

When a student who is receiving Title IV aid withdraws from all his classes during a semester and it has been determined that he does not meet an R2T4 exemption, the institution performs an R2T4 calculation utilizing the Return to Title IV software provided by the U.S. Department of Education. The date of withdrawal used in the R2T4 calculation is determined by the institution.

R2T4 EXEMPTIONS

GRADUATION EXEMPTION

When a student completes all requirements for graduation from their program prior to completing the days or hours they were scheduled to attend in the payment period, they are not considered to have withdrawn, and an R2T4 calculation will not be performed.

NEVER ATTENDED EXEMPTION

The institution may exempt a student from the R2T4 calculation under the following conditions:

1. The student is officially recorded as never having begun attendance in any course during the applicable payment period or period of enrollment;
2. All Title IV, HEA funds disbursed for that period are returned in full to the U.S. Department of Education;
3. The institution provides a full refund of all institutional charges to the student for that same period; and
4. Any resulting student account balance caused by the return of Title IV funds is fully canceled or written off by the institution.

This exemption may be applied on a case-by-case basis, and all qualifying actions will be documented to demonstrate compliance. The institution’s financial aid and business offices will coordinate to ensure proper reconciliation, communication, and record retention for exempted cases.

OFFICIAL WITHDRAWALS

For a student who gave official notification, as described above, the date of withdrawal used for the R2T4 calculation is the date of notification or the date of withdrawal, whichever is earlier. If there is documented attendance at an

academically related activity at a later date, this may be used as the withdrawal date for the R2T4 calculation.

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

UNOFFICIAL WITHDRAWALS

For a student who is confirmed to be in attendance at the beginning of the semester, and withdraws without giving official notification, the date of withdrawal is the midpoint of the semester. The student will be able to retain 50% of the Title IV funds disbursed or 50% of the amount that could have been disbursed.

If there is documented attendance at an academically related activity at a later date, this may be used as the withdrawal date for the R2T4 calculation. This will enable the student to retain a prorated portion of the financial aid award based on the number of days they attended and the number of days in the semester.

RETURN OF TITLE IV FUNDS

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

- i. Federal Pell Grants
- ii. FSEOG

Refunds and returns of Title IV funds will be made as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew. Institutional charges that were previously paid by FSA funds might become a charge that the student will be responsible for paying.

RETURNING UNEARNED AID

Within 30 days of determining that a student who withdrew must repay all or part of a Title IV grant, the school will notify the student that they must repay the overpayment or make satisfactory arrangements to repay it.

The student's eligibility for additional Title IV funds will end if the student fails to take positive action by the 45th day following the date the school sent or was required to send notification to the student.

To extend their eligibility for Title IV funds beyond 45 days:

- a. The student may repay the overpayment in full to the school.
- b. The student may sign a repayment agreement with the school. **Two years is the maximum time a school may allow for repayment.**

The school will immediately refer for collection (to the Default Resolution Group) any student who violates the terms of the repayment agreement (including failing to repay the full amount within two years).

- c. The student may sign a repayment agreement with the Department.

If the student fails to take one of the positive actions listed above during the 45-day period, the school will report the student's overpayment to NSLDS and refer the student to the Default Resolution Group for collection.

POST WITHDRAWAL DISBURSEMENTS

The RT24 calculation will determine if a student earned more funds than funds disbursed at the time of withdrawal. If so, the student qualifies for a post withdrawal disbursement of those funds.

A post withdrawal disbursement of Title IV funds may be credited to a student's account for current-year allowable charges such as tuition, fees, room and board, up to the outstanding amount of these charges. Current-year funds may also be used to satisfy prior-year charges of not more than \$200 for tuition, fees, and food and housing (provided by the school).

Any amount of the post withdrawal disbursement that is in excess of the balance of allowable charges will be disbursed to the student as soon as possible, but no later than forty-five days after the date of determination of withdrawal.

CREDIT BALANCE PROCEDURES

If the R2T4 calculation results in a Title IV credit balance on the student's account, the amount of the credit will be disbursed to the student within fourteen days of the date of the R2T4 calculation.

TIMELY PROCESSING OF REFUND CHECKS

The institution reviews bank accounts monthly, to ensure that all refund checks have cleared the account. In the event that a check has not cleared, the institution will notify the student that their refund check is outstanding. The student may also request a duplicate check if they misplaced the original check. Title IV funds will be returned to the Department of Education in the event they are left in the account 240 days from when the original check was issued.

PLACEMENT DISCLAIMER

The Talmudical Institute of Upstate New York is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

COMPLETIONS

Upon completion of the undergraduate program the student will have studied and mastered the academic areas required for a First Talmudic Degree. Upon completion of the graduate program the student will have studied and mastered the academic areas required for a Second Talmudic Degree. It is the student's responsibility to ascertain that all degree requirements are being satisfied.

FREQUENCY OF COURSE OFFERINGS

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

GRADE POINT SYSTEM

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

Rather than deriving grades from a precise numerical average, Talmudical Institute of Upstate New York employs a grading system that is used by other institutions of higher education. Essentially, this system provides for the following course grades:

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

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

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

Sample GPA Calculation:

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

Divided by 12 credits for the semester = 3.45 GPA

GOOD ACADEMIC STANDING FOR STATE GRANT PROGRAMS

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

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

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

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

First Talmudic Degree Program

Semester										
Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Student must have accrued at least this many credits	0	6	15	27	39	51	66	81	96	111
With at least this GPA	0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Good academic standing is assessed each term. Students must meet both Pursuit of Program and Satisfactory Academic Progress requirements for that term to be considered in good academic standing. Students who lose good academic standing in a term when they received a TAP grant are not eligible for an award for the next term.

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

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

- transfer to another TAP eligible institution; or
- be granted a waiver.

Waivers

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

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

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

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

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

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

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

FINANCIAL AID

Talmudical Institute of Upstate New York utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers a variety of federal and state financial aid programs to its students. Higher Education Solutions assists with their administration.

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

These options may include a financial aid package comprised of grants and scholarships. The package reflects the total amount of federal and state aid, along with any institutional scholarships offered to eligible students by the institution to help pay for their education. Additionally, the institution may offer a deferred payment plan, allowing students to spread out tuition payments over a period of time.

Federal and State grants are need based and do not require repayment. Similarly, institutional scholarships provide financial aid based on need and do not need to be repaid. Detailed information on these programs can be found below.

TITLE IV FEDERAL FINANCIAL AID

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

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

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

APPLYING FOR TITLE IV AID

To apply for Title IV aid, prospective recipients should complete a FAFSA form, available at the financial aid office. The completed form can be completed online through FAFSA on the Web at <https://studentaid.gov/h/apply-for-aid/fafsa>. Alternatively, the completed form can be mailed to the designated address.

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

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

TITLE IV AID NEED

Eligibility for Title IV programs is determined through a process called need analysis, which assesses the amount of financial assistance a student requires to supplement the resources expected to be available from the student and, if applicable, their parents.

A student's financial need is calculated based on the formulas developed by the Department of Education. It is determined by subtracting the contributions expected from the student and, if applicable, their parents, from the total [Cost of Attendance](#) (COA). Generally, the total financial aid awarded to a student cannot exceed their financial need.

To calculate need, a student's dependency status - whether they are dependent or independent of their parents - is determined based on their answers to specific questions and other details provided on the FAFSA. Students should carefully review the instructions on the FAFSA form before answering any questions and consult with the institution's financial aid staff as needed.

Once dependency status is determined, the student's financial contribution is assessed. For independent students, this is based on their income, and, if applicable, their spouse's income, as reported on their tax return, along with any counted assets, as applicable. Certain allowances, such as the Employment Allowance, Payroll Tax

Allowance and Income Protection Allowance (IPA), are factored in to offset income. The IPA is a living allowance based on family size and considers food, housing, and other relevant factors.

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

The student's contribution is combined with the parental contribution, when applicable, to calculate the Student Aid Index (SAI). The student's COA includes tuition, fees, books, transportation, personal expenses, and a standard allowance for living expenses. The living expense allowance varies depending on whether the student lives on campus, off-campus or with their parents. The SAI is subtracted from the student's COA with the remaining amount known as the student's financial need.

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

Updated FAFSA Information

Students may update, or be required to update, certain information on their FAFSA application, such as dependency status or household size, only under specific circumstances. These updates should be discussed with the financial aid office.

Professional Judgment

In addition to the process used to calculate financial aid need, there are unique situations where the financial aid administrator (FAA) may use professional judgment (PJ) to modify data used to calculate the SAI, adjust the student's cost of attendance, and/or perform dependency overrides. Students may pursue a PJ adjustment based on special circumstances and unusual circumstances.

Professional Judgment for Special Circumstances

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

To initiate a PJ request for special circumstances, a student and/or their parent must submit documentation of these circumstances to the financial aid office. Among other

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

Professional Judgment During a Disaster, Emergency, or Economic Downturn

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

Professional Judgment for Unusual Circumstances

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

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

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

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

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

Unaccompanied Homeless Youth

For the 2025-2026 award year, a student is independent if, at any time on or after July 1, 2024, the student was determined to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless. A student may self-report their independence due to homelessness by indicating on the FAFSA form that they have a determination from one of the following entities:

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

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

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

TITLE IV APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2026, students should be aware that an earlier submission may be required as the application must be processed, and a valid SAI received, while the student is still enrolled. Students are urged to submit their applications as early as possible to avoid delays in processing. More importantly, some programs have limited funding and priority consideration is given to students who submit their applications earlier in the cycle.

TITLE IV AID PROGRAMS

Federal Pell Grant Program

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

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

Financial aid disbursements under the Federal Pell Grant Program are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives half of their scheduled award during the first semester and the other half during the second semester. If the student qualifies for Additional Eligibility, an additional disbursement may be made at the beginning of the third semester. Students whose paperwork is completed during the second or third semester may be paid retroactively for previous semesters in the same academic year.

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

Federal Pell Grant payments are made either by applying a credit to the student's tuition account or by direct disbursement to the student. Students will be informed

in writing of the expected amount of these payments. Tuition records may be reviewed by the student during regular business hours at the business office.

The Campus-Based Programs

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

- FSEOG - Federal Supplemental Educational Opportunity Grants

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

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

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

Generally, FSEOG funds are awarded on a 75% federal to 25% non-federal matching basis. However, if the institution receives a waiver of the non-federal share requirement for a given academic year, it may opt not to provide the non-federal match. Students will be notified in writing of the expected amounts of these payments, and may review their tuition records during regular hours at the business office.

NY STATE TUITION ASSISTANCE PROGRAM (TAP) GRANTS

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

To apply for a TAP grant, the student must fill out a FAFSA, generally followed by a separate TAP application (ETA). Both applications must be submitted by June 30, 2026.

To be eligible for an award the student must:

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

New York State DREAM Act

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

1. Their permanent home is in NYS, and they are or have one of the following:
 - a. U-Visa
 - b. T-Visa
 - c. Temporary protected status, pursuant to the Federal Immigration Act of 1990
 - d. Without lawful immigration status (including those with DACA status)
 - e. AND they meet one of the following criteria:
 - a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school diploma *OR*
 - b. Received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college

within *five* years of receiving their NYS high school equivalency diploma

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

AND they meet one of the following criteria:

- a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school diploma *OR*
- b. Received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school equivalency diploma

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

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

The Alternate Eligibility Pathway

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

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

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

TAP Award Amounts and Disbursements

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

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

The institution will credit the TAP award to the student's tuition account within 7 days of when the school receives such payment, and will refund any funds due to the student as soon as possible, but not more than 45 days after the institution has credited the award to the student's account.

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

INSTITUTIONAL SCHOLARSHIPS

Institutional scholarships may be available to students who have exhausted all other forms of assistance and are still unable to pay their direct educational charges. Students and, if applicable, their parents are expected to contribute toward the cost

of education, based upon their ability to pay, as determined by formulas described above. Students who apply for other types of financial aid will automatically be considered for institutional scholarships. Those who do not apply for other financial aid programs may contact the financial aid office to inquire about applying for institutional scholarships.

TEXTBOOK INFORMATION

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

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

Below is the contact information of three Judaica stores that ship:

Eichlers - 1401 Coney Island Ave., Brooklyn, NY 11230 (888) 342-4537

Tuvia's Seforim - 304 Route 59 Airmont, New York 10901 (845) 426-0824

Z Berman Hebrew Books - 4602 17th Ave, Brooklyn, NY 11204 (718) 871-5316

COMPLAINT POLICY

Internal Complaint Procedure

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

AARTS Complaint Procedure

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), the agency that accredits Talmudical Institute of Upstate New York, by writing to 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, with the title: Student Complaint – TIUNY. AARTS can also be contacted by phone at (212) 363-1991 or by fax at (212) 533-5335.

New York State Complaint Procedures

For all types of complaints concerning colleges and universities in New York State, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please note: Every New York State college and university is required to establish, publish, and enforce explicit policies related to redress of grievances.

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

The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted below.

- The Office does not handle anonymous complaints.
- The Office does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.
- Complaints concerning **programs in fields leading to professional licensure** (e.g., nursing) should be directed to:
 - Office of the Professions
 - Professional Education Program Review
 - Education Building, 2 West
 - Albany, NY 12234
- A complaint against a college in the **State University system** should be sent to:
 - State University of New York
 - Central Administration
 - State University Plaza
 - Albany, NY 12246

- A complaint against a college in the **City University system** should be sent to:
 City University of New York
 Office of the General Counsel
 205 East 42nd Street, 11th Floor
 New York, NY 10017

- **Civil rights:** a complaint involving discrimination based on race, color, national origin, age, disability and sex, including sexual harassment, should be filed with the U.S. Office for Civil Rights:
 Office for Civil Rights (OCR) – Enforcement Office
 U.S. Department of Education
 32 Old Slip, 26th Floor
 New York, NY 10005-2500
 Telephone: 646-428-3900
 FAX: 646-428-3843
 TDD: 877-521-2172
 Email: OCR.NewYork@ed.gov

- Or with:
NYS Division of Human Rights
<https://dhr.ny.gov/complaint>

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

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

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

If your complaint does not fall into one of the exceptions noted above, click [here](#) for the Office of College and University Evaluation Complaint Form.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

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

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

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

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

TIUNY discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official may include a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person

serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by [TIUNY] to comply with the requirements of FERPA.

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

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

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

- To other school officials, including teachers, within TIUNY whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has

outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To either parent of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- The information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, enrollment status, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, videos, dormitory building/room numbers, seat information, parents' and parents in-

law's names, addresses, occupations, congregations, and similar background information.

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

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

COPYRIGHT INFRINGEMENT POLICY

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

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

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

downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

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

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

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

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

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

Unauthorized Peer-to-Peer Sharing

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

ACADEMIC PROGRAMS

The Talmudical Institute of Upstate New York offers a five-year undergraduate degree program leading to a First Talmudic Degree and a five-year graduate degree program leading to the Second Talmudic Degree. All students enrolled in the Talmudical Institute of Upstate New York must be enrolled for the purpose of obtaining a degree. To graduate students must achieve a minimum cumulative GPA of 2.0.

The following is a course map of the undergraduate program broken down by level and semester:

Year One

	<u>Fall Semester</u>	<u>Spring Semester</u>
Introduction to Talmudic Reasoning	6 credits	
Introduction to Talmudic Comprehension		6 credits
Introductory Bekiyus	6 credits	6 credits
Introductory Ethics	3 credits	3 credits
Sub Total:	<u>15 credits</u>	<u>15 credits</u>
Total:	15 credits	30 credits

Year Two

	<u>Fall Semester</u>	<u>Spring Semester</u>
Elementary Talmudic Reasoning	6 credits	
Elementary Talmudic Comprehension		6 credits
Elementary Bekiyus	6 credits	6 credits
Elementary Aggadic Study	3 credits	3 credits
Sub Total:	<u>15 credits</u>	<u>15 credits</u>
Total:	45 credits	60 credits

Year Three

	<u>Fall Semester</u>	<u>Spring Semester</u>
Intermediate Talmudic Reasoning	6 credits	
Intermediate Talmudic Comprehension		6 credits

Intermediate Bekiyus	6 credits	6 credits
Intermediate Aggadic Study	3 credits	3 credits
Sub Total:	<u>15 credits</u>	<u>15 credits</u>
Total:	75 credits	90 credits

Year Four

	<u>Fall Semester</u>	<u>Spring Semester</u>
Advanced Talmudic Reasoning	6 credits	
Advanced Talmudic Comprehension		6 credits
Advanced Bekiyus	6 credits	6 credits
Advanced Aggadic Study	3 credits	3 credits
Sub Total:	<u>15 credits</u>	<u>15 credits</u>
Total:	105 credits	120 credits

Year Five

	<u>Fall Semester</u>	<u>Spring Semester</u>
In-depth Analysis	6 credits	
Advanced in-depth Analysis		6 credits
In-depth Bekiyus	6 credits	6 credits
In-depth Aggadic Study	3 credits	3 credits
Sub Total:	<u>15 credits</u>	<u>15 credits</u>
Total:	135 credits	150 credits

TEXTBOOKS AND REQUIRED MATERIALS

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

FREQUENCY OF COURSE OFFERINGS

The students enrolled at the Talmudical Institute of Upstate New York take the maximum number of courses offered each term at their grade level and progress toward their degrees in the time frame outlined in the sample curriculum. Courses are offered with enough frequency to enable students to complete the course requirements and graduate within the expected time frames.

UNDERGRADUATE PROGRAM

The department of Talmud has two methods of study: Talmud Eyun and Talmud Bekius. On the undergraduate level the Talmud Eyun courses focus on Talmudic Reasoning during the fall semesters and on Talmudic Comprehension during the spring semesters. The Philosophy/Ethics department rounds off the academic program.

To facilitate greater interaction among the students, the entire student body studies the same Tractate. The study of Tractates is cyclical, as such students entering the Yeshiva will study different tractates over the course of their five-year program. Despite the differences in material covered, the skills presented and acquired are essentially similar.

EXPLANATION OF THE COURSE CODES

Courses are given letter and number designations using the following system:

- The first and second letters refer to the department e.g. Talmud Eyun (TE) Talmud Bekius (TB) and Philosophy/Ethics (PE).
- The third letter indicates the semester F for the Fall Semester and S for the Spring Semester.
- The first digit refers to the year of study (1-5).
- In the Talmud courses the second and third digits refer to the Tractate being studied (represented by ## in the course descriptions).
- In the Philosophy/Ethics courses the second and third digits are always 01.
- The letter G preceding the digit/s indicates the course is in the graduate department.

Examples undergraduate level:

TEF106 indicates undergraduate Talmud Eyun, fall semester level one Tractate Nedarim.

PES301 indicates undergraduate Philosophy/Ethics, spring semester level three.

Examples graduate level:

TBFG304 indicates graduate Talmud Bekius, fall semester level three Tractate Yevamos.

PESG201 indicates graduate Philosophy/Ethics, spring semester two.

DEPARTMENT OF TALMUD

Selected Tractates in the Talmud Curriculum

For the convenience of the reader not familiar with the Talmud a brief summary of the subject matter of the tractates is provided. It should be understood, however, these short descriptions do not reflect the depth, detail, and complexity of the study involved.

The Tractates listed below are in their Talmudic sequence; they are not necessarily in the order of study or studied on all levels.

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

(02) **Eruvin** - Domains. Transfer of individual or object from one place to another; use of devices to expand bounds of domains

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

(04) **Beitza** - Laws of prohibited activities on Holidays, differing from the Sabbath. Objects not to be moved.

(05) **Yevamos** - Study of Levirate marriage and Chalitza, consanguinity. General anthropological structure of Jewish society, permitted marriage partners etc. Privileges and obligations of Kohanim. Legal procedures involved in determining the death of an individual; the Agunah.

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

(07) **Nedarim** - Laws of object-related vows and resultant obligations, annulment of vows, involvement of parent and spouse in the making vow.

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

(09) **Kiddushin** – Process of marriage and related regulations and obligations. Comparative study of modes of legal status employed elsewhere. Marriage by proxy and conditional marriage.

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

(11) **Baba Metzia** - Talmudic Civil Law, Part II. Dealing primarily with claims related to joint transactions, from finding lost articles to wage agreements. Considerations relating to trade and industry, usury, labor conditions and responsibilities, deposits and tenancy, and interest.

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

(13) **Chullin** – A detailed analysis of the dietary laws; injuries and diseases of an animal or bird which render it non-kosher; study of kosher animals' anatomy as well as correct methods of slaughtering.

(14) **Nidah** – Ritual impurity associated with reproductive cycle, childbirth and related topics.

COURSE DESCRIPTIONS - EYUN

YEAR 1

TEF1## Introduction to Talmudic Reasoning

6 credits

No Prerequisite

Introduction to college level Talmud with emphasis on structure and logical flow – including analysis of the midos that the Torah is interpreted by inducing Kal Vechomer, Gezara Shava, Ma Metzeenu and the strengths and weaknesses of each type.

TES1## Introduction to Talmudic Comprehension 6 credits
Prerequisite TEF1## Introduction to Talmudic Reasoning

Continued introduction with additional emphasis on language and style of Talmudic texts and commentary of Rashi in contrast to style of Tosafos Rif Rambam and Rosh.

YEAR 2

TEF2## Elementary Talmudic Reasoning 6 credits
Prerequisite TES1## Introduction to Talmudic Comprehension

In-depth study of logic with emphasis on commentary of Tosafos with emphasis on change from Hava Amena to Maskana and Ain Lomar and various types of proofs.

TES2## Elementary Talmudic Comprehension 6 credits
Prerequisite TEF2## Elementary Talmudic Reasoning

Continued in-depth study of logic with commentary of early Achronim.

YEAR 3

TEF3## Intermediate Talmudic Reasoning 6 credits
Prerequisite TES2## Elementary Talmudic Comprehension

Introduction of study of Sugyas with analysis of progression from Gemara to Rashi to Tosafos to Rishonim Achronim and the works of Roshei HaYeshiva.

TES3## Intermediate Talmudic Comprehension 6 credits
Prerequisite TEF3## Intermediate Talmudic Reasoning

Study of Sugyas with more study of works of Reb Chaim Brisker and his analytical methodology.

YEAR 4

TEF14 ## Advanced Talmudic Reasoning 6 credits
Prerequisite TES3 Intermediate Talmudic Comprehension

In-depth study of Sugyas with independent student analysis and discussion of problems with certain possible approaches to potential original solutions.

TES4## Advanced Talmudic Comprehension 6 credits
Prerequisite TEF4## Advanced Talmudic Reasoning

Continued in-depth study of Sugyas with primary emphasis on students presenting answers to questions raised in the sequential development of the Sugya.

YEAR 5

TEF5## In-Depth Analysis 6 credits
Prerequisite TES4## Advanced Talmudic Comprehension

Independent study of Sugyas with introduction to presentation of original Chaburos with emphasis on proper background knowledge of all primary sources and choosing proper areas of focus within the Sugya.

TES5## Advanced In-Depth Analysis 6 credits
Prerequisite TEF5## In-depth Analysis

Continued independent study of Sugyas and presentation of original Chaburos dealing with the central issues of the Sugya and analysis of some approaches of the Roshei HaYeshiva – with peer review.

COURSE DESCRIPTIONS - BEKIUS

YEAR 1

TBF1## Introductory Bekius 6 credits
No Prerequisite

Applying skills acquired during Eyun to independent Talmudic study on very basic level of the first 15 Folio of the tractate studied that year.

TBS1## Introductory Bekius 6 credits
Prerequisite TBF1## Introductory Bekius

Applying skills acquired during Eyun to independent Talmudic study on slightly higher level of the second 15 Folio of the tractate studied that year.

YEAR 2

TBF2## Elementary Bekius 6 credits
Prerequisite TBS1## Introductory Bekius

Learning to use skills acquired during Eyun to independently study all the Tosafos of the first 20 Folios of the tractate studied that year.

TBS2## Elementary Bekius 6 credits
Prerequisite TBF2## Elementary Bekius

Learning to use skills acquired during Eyun to independently study all the Tosafos of the second 20 Folios of the tractate studied that year.

YEAR 3

TBF3## Intermediate Bekius 6 credits
Prerequisite TBS2## Elementary Bekius

Intermediate study of first 20 Folio including all Tosofos with the explanation of the early Achronim with emphasis on differences between Rashi and Tosafos.

TBS3## Intermediate Bekius 6 credits
Prerequisite TBF3## Intermediate Bekius

Intermediate study of second 20 Folio including all Tosofos with the explanation of the early Achronim with emphasis on differences between Rashi and Tosafos.

YEAR 4

TBF4## Advanced Bekius 6 credits
Prerequisite TBS3## Intermediate Bekius

All Tosafos with the Achronim and the alternative understanding of other Rishonim of first 20 Folio of the tractate studied that year.

TBS4## Advanced Bekius 6 credits
Prerequisite TBF4## Advanced Bekius

All Tosafos with the Achronim and the alternative understanding of other Rishonim of the second 20 Folios of the tractate studied that year.

YEAR 5

TBF5## In-Depth Bekius 6 credits
Prerequisite TBS4## Advanced Bekius

Study of first half of Tractate in greater depth and dealing with major issues discussed in the works of the Roshei Yeshiva.

TBS5## In-Depth Bekius 6 credits
Prerequisite TBF1## In-depth Bekius

In this course the students study the remainder of the Tractate in greater depth and deal with major issues discussed in the works of the Roshei Yeshiva.

DEPARTMENT OF PHILOSOPHY/ETHICS

COURSE DESCRIPTIONS

YEAR 1

PEF101 Introductory Ethics 3 credits
No Prerequisite

This course is the introduction to basic biblical philosophical concepts.

PES101 Introductory Ethics 3 credits
Prerequisite PEF101 Introductory Ethics

This course is a continuation of the study of biblical philosophy concepts and the introduction to Tanayic concepts.

YEAR 2

PEF201 Elementary Aggadic Study 3 credits
Prerequisite PES101 Introductory Ethics

This course is an introduction to Talmudic Aggadaic study.

PES201 Elementary Aggadic Study 3 credits
Prerequisite PEF201 Elementary Aggadic Study

In this course a continuation of *PEF201* the student's study Aggadaic material with the commentary of the Rishonim.

YEAR 3

PEF301 Intermediate Aggadic Study 3 credits
Prerequisite PES201 Elementary Aggadic Study

In this course the student's study Aggadic material with the commentary of the Achronim particularly the Aggadas of the Maharsha.

PES301 Intermediate Aggadic Study 3 credits
Prerequisite PEF301 Intermediate Aggadic Study

In this course, a continuation of *PEF301* the students study in-depth the classical Mussar works.

YEAR 4

PEF401 Advanced Aggadic Study 3 credits
Prerequisite PES301 Intermediate Aggadic Study

In this course the students focus on the classical Mussar works with the commentary of the Rishonim.

PES401 Advanced Aggadic Study 3 credits
Prerequisite PEF401 Advanced Aggadic Study

In this course, a continuation of *PEF401* the students focus on the classical Mussar works with the commentary of the Rishonim and the Achronim

YEAR 5

PEF501 In-Depth Aggadic Study 3 credits
Prerequisite PES401 Advanced Aggadic Study

In this course the student's study some of the modern Mussar works, especially the works of Slabodka.

PES501 In-Depth Aggadic Study 3 credits
Prerequisite PEF501 In-depth Aggadic Study

In this course the students present some of their original Mussar thoughts.

SAMPLE CURRICULUM

YEAR 1

FALL SEMESTER

TEF1##	Introduction to Talmudic Reasoning	6 Credits
TBF1##	Introductory Bekius	6 Credits
PEF101	Introductory Ethics	3 Credits

SPRING SEMESTER

TES1##	Introduction to Talmudic Comprehension	6 Credits
TBS1##	Introductory Bekius	6 Credits
PES101	Introductory Ethics	3 Credits

Cumulative Total: 30 Credits

YEAR 2

FALL SEMESTER

TEF2##	Elementary Talmudic Reasoning	6 Credits
TBF2##	Elementary Bekius	6 Credits
PES201	Elementary Aggadic Study	3 Credits

SPRING SEMESTER

TES2##	Elementary Talmudic Reasoning	6 Credits
TBS2##	Elementary Bekius	6 Credits
PES201	Elementary Aggadic Study	3 Credits

Cumulative Total: 60 Credits

YEAR 3

FALL SEMESTER

TEF3##	Intermediate Talmudic Reasoning	6 Credits
TBF3##	Intermediate Talmud Bekius	6 Credits
PEF301	Intermediate Aggadic Study	3 Credits

SPRING SEMESTER

TES3## Intermediate Talmudic Comprehension	6 Credits
TBS3## Intermediate Bekius	6 Credits
PES301 Intermediate Aggadic Study	3 Credits

Cumulative Total: 90 Credits

YEAR 4 -- FALL SEMESTER

TEF4## Advanced Talmudic Reasoning	6 Credits
TBF4## Advanced Talmud Bekius	6 Credits
PEF401 Advanced Aggadic Study	3 Credits

YEAR 4 -- SPRING SEMESTER

TES4## Advanced Talmudic Comprehension	6 Credits
TBS4## Advanced Bekius	6 Credits
PES401 Advanced Ethics	3 Credits

Cumulative Total: 120 Credits

YEAR 5 -- FALL SEMESTER

TEF5## In-Depth Analysis	6 Credits
TBF5## In-Depth Bekius	6 Credits
PEF501 In-depth Aggadic Study	3 Credits

YEAR 5 -- SPRING SEMESTER

TES5## Advanced In-Depth Analysis	6 Credits
TBS5## In-Depth Bekius	6 Credits
PES501 In-depth Aggadic Study	3 Credits

Cumulative Total: 150 Credits

The First Talmudic Degree is awarded for the successful completion of 150 credits.

GRADUATE PROGRAM

The following is a course map of the graduate program broken down by level and semester:

Year One

	<u>Fall Semester</u>	<u>Spring Semester</u>
Advanced Talmudic Reasoning	6 credits	6 credits
In Depth Bekius	6 credits	6 credits
The Mussar Movement	3 credits	3 credits
Sub Total:	15 credits	15 credits
Total:	15 credits	30 credits

Year Two

	<u>Fall Semester</u>	<u>Spring Semester</u>
Advanced Talmudic Reasoning	6 credits	6 credits
In Depth Bekius	6 credits	6 credits
Foundation of Mussar Movement	3 credits	3 credits
Sub Total:	15 credits	15 credits
Total:	45 credits	60 credits

Year Three

	<u>Fall Semester</u>	<u>Spring Semester</u>
Comprehensive Thematic Examination	6 credits	6 credits
Bekius Seder Moad	6 credits	6 credits
Mussar in Yeshivos	3 credits	3 credits
Sub Total:	15 credits	15 credits
Total:	105 credits	120 credits

Year Four

	<u>Fall Semester</u>	<u>Spring Semester</u>
Halacha Outcomes	6 credits	6 credits
Bekius Seder Moad	6 credits	6 credits

Major Schools of Mussar	3 credits	3 credits
Sub Total:	15 credits	15 credits
Total:	105 credits	120 credits

Year Five

	<u>Fall Semester</u>	<u>Spring Semester</u>
Halacha Outcomes	6 credits	6 credits
Bekius Seder Moad	6 credits	6 credits
Modern Mussar Thinkers	3 credits	3 credits
Sub Total:	15 credits	15 credits
Total:	135 credits	150 credits

DEPARTMENT OF TALMUD

COURSE DESCRIPTIONS - EYUN

YEAR 1

TEFG1## Advanced Talmudic Reasoning 6 credits
No Prerequisite

On this level the students study the Sugyas in depth with analysis on the structure and different outcomes based on the specific structure.

TESG1## Advanced Talmudic Reasoning 6 credits
Prerequisite TEFG1## Advanced Talmudic Reasoning

In this course the students continue to analyze the outcomes of different structures based on the Rishonim.

YEAR 2

TEFG2## Advanced Talmudic Reasoning 6 credits
Prerequisite TESG1## Advanced Talmudic Reasoning

In this course the students study in-depth by analyzing the text based on the Sevorah.

TESG2## Advanced Talmudic Reasoning 6 credits
Prerequisite TEFG2## Advanced Talmudic Reasoning

In this course the students study the various outcomes based on the different Sevorah approaches.

YEAR 3

TEFG3## Comprehensive Thematic Examination 6 credits
Prerequisite TESG2## Advanced Talmudic Reasoning

In this course the students study multiple Talmudic sources relating to the Sugyas studied that semester.

TESG3## Comprehensive Thematic Examination 6 credits
Prerequisite TEFG3## Comprehensive Thematic Examination

In this course the students study the differing outcomes based on the specific ways of reconciliation of the sources.

YEAR 4

TEFG4## Halacha Outcomes 6 credits
Prerequisite TESG3## Comprehensive Thematic Examination

In this course the students will study the Halacha outcomes based the structural and Sevorah analysis of the Talmudic texts.

TESG4## Halacha Outcomes 6 credits
Prerequisite TEFG4## Halacha Outcomes

In this course the students will study the Halacha outcomes based on reconciliation of the Talmudic sources.

YEAR 5

TEFG5## Halacha Outcomes 6 Credits
Prerequisite TESG4## Halacha Outcomes

In this course the students will study the Halacha outcomes based on choosing between various approaches of the Rishonim.

TESG5## Halacha Outcomes 6 credits
Prerequisite TEF5## Halacha Outcomes

In this course the students will study the Halacha outcomes based on choosing between various approaches of the Achronim.

COURSE DESCRIPTIONS - BEKIUS

YEAR 1

TBFG1## In Depth Bekius 6 credits
No prerequisite

In this course the students study the first half of the tractate of study with all the Tosafos and the Major Achronim.

TBSG1## In Depth Bekius 6 credits
Prerequisite TBFG1## In Depth Bekius

This course is a continuation of TBFG1## and focuses on the second half of the tractate of study with all the Tosafos and the Major Achronim.

YEAR 2

TBFG2## In Depth Bekius 6 credits
Prerequisite TBSG1## In Depth Bekius

On this level the students move on to study the first half of the tractate of study now focusing on the entire commentary of the Rosh.

TBSG2## In Depth Bekius 6 credits
Prerequisite TBFG2## In Depth Bekius

This course is a continuation of TBFG2## and focuses on the second half of the tractate of study with the entire commentary of the Rosh.

YEAR 3

TBFG3## Bekius Seder Moad 6 credits
Prerequisite TBSG2## In Depth Bekius

On this level the students study Tractate Shabbos which deals with the laws and customs of Shabbos (Sabbath), with the commentary of the Mishna Brura.

TBSG3## Bekius Seder Moad 6 credits
Prerequisite TBFG3## Bekius Seder Moad

This course is a continuation of TBFG3 and focuses on other sections of Tractate Shabbos with the commentary of the Mishna Brura.

YEAR 4

TBFG4## Bekius Seder Moad 6 credits
Prerequisite TBSG3## Bekius Seder Moad

In this course the students study focuses on the final chapters of Tractate Shabbos with the commentary of the Mishna Brura.

TBSG4## Bekius Seder Moad 6 credits
Prerequisite TBFG4## Bekius Seder Moad

In this course the students move on to study Tractate Beiah which deals with the laws of Yom Tov (festivals), with the commentary of the Mishna Brura

YEAR 5

TBFG5## In-depth Bekius 6 credits
Prerequisite TBSG4## Bekius Seder Moad

In this course the students move on to study the first half of Tractate Pisachim which deals with the laws of the Festival of Pesach (Passover), with the commentary of the Mishna Brura.

TBSG5## In-depth Bekius 6 credits
Prerequisite TBFG5## In-depth Bekius

In this course the students move on to study the second half of Tractate Pisachim which deals with the laws of the Festival of Pesach (Passover), with the commentary of the Mishna Brura.

DEPARTMENT OF PHILOSOPHY/ETHICS

COURSE DESCRIPTIONS

YEAR 1

PEFG101 The Mussar Movement 3 credit

In this course the students study the origin and purpose of “The Mussar Movement”.

PESG101 The Mussar Movement 3 credits

Prerequisite PEFG101 The Mussar Movement

In this course a continuation of PEFG101 the students delve into the original form and structure of “The Mussar Movement”.

YEAR 2

PEFG201 Foundation of Mussar Movement 3 credits

Prerequisite PESG101 The Mussar Movement

In this course the students delve into the philosophical basis of the main Mussar theories. In addition, they begin to study the works of Rabbi Yisroel Salanter.

PESG201 Foundation of Mussar Movement 3 credits

Prerequisite PEFG201 Foundation of Mussar Movement

This course is a continuation of PEFG201. In this course the students study Sefer Kochvei Ohr by Rav Yitzchok Blazer a student of Rabbi Yisroel Salanter in-depth.

YEAR 3

PEFG301 Mussar in Yeshivos 3 credits

Prerequisite PESG201 Foundation of Mussar Movement

In this course the student's study the magnum opus of Rabbi Chaim Volozhin, the father of the Yeshiva movement Nefesh Hachaim and some of his other writings.

PESG301 Mussar in Yeshivos 3 credits
Prerequisite PEF301 Mussar in Yeshivos

This course focuses on an introduction of a real Mussar Seder, both its form and purpose.

YEAR 4

PEFG401 Major Schools of Mussar 3 credits
Prerequisite PESG301 Mussar in Yeshivos

In this course the students analyze the philosophy of the schools of Kelm which focuses on humility, self-observation, and introspection; and Novarodok which stresses the negation of ego and the physical world.

PESG401 Major Schools of Mussar 3 credits
Prerequisite PEF401 Major Schools of Mussar

In this course the students analyze the philosophy of Slabodka, which stresses respect for human dignity and the cultivation of a positive self-image.

YEAR 5

PEFG501 Modern Mussar Thinkers 3 credits
Prerequisite PESG401 Major Schools of Mussar

In this course the students study the philosophy of the great teachers of Machshava. This includes the Maharal and Rabbi Eliyahu Dessler among others.

PEGS501 Modern Mussar Thinkers 3 credits
Prerequisite PEF501 Modern Mussar Thinkers

In this course the students study the works of some of the great Mashgeichim such as Rabbi Shlomo Wolbe and Rabbi Eliyahu Lopian among others.

SAMPLE CURRICULUM

YEAR 1

FALL SEMESTER

TEFG1## Advanced Talmudic Reasoning	6 credits
TBFG1## In Depth Bekius	6 credits
PEFG101 The Mussar Movement	3 credit

SPRING SEMESTER

TESG1## Advanced Talmudic Reasoning	6 credits
TBSG1## In Depth Bekius	6 credits
PESG101 The Mussar Movement	3 credits

Cumulative Total: 30 Credits

YEAR 2

FALL SEMESTER

TEFG2## Advanced Talmudic Reasoning	6 credits
TBFG2## In Depth Bekius	6 credits
PEFG201 Foundation of Mussar Movement	3 credits

SPRING SEMESTER

TESG2## Advanced Talmudic Reasoning	6 credits
TBSG2## In Depth Bekius	6 credits
PESG201 Foundation of Mussar Movement	3 credits

Cumulative Total: 60 Credits

YEAR 3

FALL SEMESTER

TEFG3## Comprehensive Thematic Examination	6 credits
TBFG3## Bekius Seder Moad	6 credits
PEFG301 Mussar in Yeshivos	3 credits

SPRING SEMESTER

TESG3## Comprehensive Thematic Examination	6 credits
TBSG3## Bekius Seder Moad	6 credits
PESG301 Mussar in Yeshivos	3 credits

Cumulative Total: 90 Credits

YEAR 4

FALL SEMESTER

TEFG4## Halacha Outcomes	6 credits
TBFG4## Bekius Seder Moad	6 credits
PEFG401 Major Schools of Mussar	3 credits

SPRING SEMESTER

TESG4## Halacha Outcomes	6 credits
TBSG4## Bekius Seder Moad	6 credits
PESG401 Major Schools of Mussar	3 credits

Cumulative Total: 120 Credits

YEAR 5

FALL SEMESTER

TEFG5## Halacha Outcomes	6 Credits
TBFG5## In-depth Bekius	6 credits
PEFG501 Modern Mussar Thinkers	3 credits

SPRING SEMESTER

TESG5## Halacha Outcomes	6 credits
TBSG5## In-depth Bekius	6 credits
PEGS501 Modern Mussar Thinkers	3 credits

Cumulative Total: 150 Credits

The Second Talmudic Degree is awarded for the successful completion of 150 credits.

ADMINISTRATION

Rabbi Menachem Davidowitz
Rabbi Yitzchak Mittel
Rabbi Shlomo Noble
Rabbi Daniel Goldstein
Mr. Mordechai Winograd

Dean/Registrar
Financial Aid Administrator
Chief Operating Officer
Executive Director
Food Service Director

FACULTY

Rabbi Menachem Davidowitz
Rabbi Chaim Dov Goldstein
Rabbi Yosef Nimchinsky
Rabbi Dovid Roness

BOARD MEMBERS

Rabbi Menachem Davidowitz
Mr. Meir Brea
Mr. Jacob Dan
Mr. Chaim Diskind
Rabbi Shmuel Herman
Mr. Ross Kosow
Rabbi Shlomo Noble
Rabbi Jay Polatoff

Officers

Rabbi Menachem Davidowitz, President
Rabbi Shlomo Noble, Executive VP
Rabbi Daniel Goldstein, Executive Director
Mr. Shmuel Noble, Treasurer
Mr. Chaim Diskind, Secretary

FACULTY VITAE

Rabbi Menachem Davidowitz
(585) 473-2810, ext. 114
Email: tiunifax@gmail.com

Education

1962 – 1963 Yeshiva Chasan Sofer

1964 – 1974 Rabbinical Seminary of America

1974 Semicha Yoreh Yoreh and
Yadin Yadin – R.S.A.

Professional

1972 – 1974 Beis Medrash Magid, Shiur – R.S.A.

1974 –present Rosh Yeshiva, Talmudical Institute of Upstate NY

Rabbi Dovid Roness
(585) 271-6117
Email: tiunyfax@gmail.com

Education

1988 Graduated High School, Talmudical Institute of Upstate NY
1991 First Rabbinic Degree, Talmudical Institute of Upstate NY
1998 Second Rabbinic Degree, Talmudical Institute of Upstate NY

Additional Certifications

1999 Level 1 English as a Second Language
1994 NYS Teacher Certification- Special Education

Other Positions

Special Education Teacher – JBFCS 1994 – 1998

Rabbi – Camp Chaverim 2006-2015

Rabbi – Derech HaTorah of Rochester Current

Rabbi – Bais Medrash, Talmudical Institute of Upstate NY
Afternoon leader Current

Rabbi Daniel Goldstein
(585) 473-2810 ext. 110
rabbidg@frontiernet.net

Education & Certification

- 2002 Rabbinical Ordination and Certification from Rabbi Menachem Davidowitz,
Dean, Talmudical Institute of Upstate New York, Rochester, NY
- 1996 Third Rabbinic Degree (Doctoral equivalent – 120 credits)
Talmudical Institute of Upstate New York, Rochester, NY
- 1992 Second Rabbinic Degree (Master’s equivalent – 150 credits)
Talmudical Institute of Upstate New York, Rochester, NY
- 1987 First Rabbinic Degree (Bachelor’s equivalent - 120 credits)
Talmudical Institute of Upstate New York, Rochester, NY

Professional

- 2015– present Executive Director
Talmudical Institute of Upstate New York, Rochester, NY
- 2002 – 2014 Principal
Talmudical Institute of Upstate New York, Rochester, NY
- 2000 - 2002 Assistant Principal
Talmudical Institute of Upstate New York, Rochester, NY
- 1997 – present Teacher (High School)
Talmudical Institute of Upstate New York, Rochester, NY
- 1986 – 1992 Director of Synagogue Youth Beth Haknesses HaChodosh,
Rochester, NY

Rabbi Yosef Nimchinsky

Chinuch Experience

- Rebbe, Beis Medrash - Yeshiva of Rochester (2025-Present)
- 12th Grade & Beis Medrash Mashgiach - Yeshiva of Rochester (2025-Present)
- 12th Grade Rebbe - Yeshiva of Rochester (2024-2025)
- Head Sho'e/ U'Meishiv for the Rosh Ha Yeshiva HaRav Grunblatt's Shiur - Yeshiva Chafetz Chaim (2019-2020; 2021; 2022-2024)
- Assistant to the Mashgiach - Yeshiva Chafetz Chaim (2021-2024)
- Youth Director - Congregation Ahavas Yisroel (2021-2024)
- HS Rebbe & Director of Student Activities - Jewish Institute of Queens (2020-2021)
- Masmidim Program Learning Rabbi (2019-2020)
- Community Learning Program (CLP) - Program Leadership (2019-Present)
- Night Kollel Avreich - Community Learning - Kehilat Avodat Hashem (2016-2020)

Administrative & Other Experience

- Director of Institutional Advancement - Yeshiva of Rochester (2023-Present)
- Campus Housing Coordinator - Yeshiva Chafetz Chaim (2015-2024)
- Otzar Seforim Head - Yeshiva Chafetz Chaim (2016-2024)
- Hatzolah Volunteer (2015-2019)
- Founding Director - Camp SEED, Pittsburgh (2013)

Education

- Semicha - Yeshiva Chafetz Chaim (2022)
- M.A. in Educational Leadership- Bellevue University (2017)
- First Talmudic Degree - Yeshiva Chafetz Chaim (2012)

Certificates & Professional Training

- Principal's Principles - Rabbi Elimelech Chanales (2023)
- Intensive Practical Yoreh Deah & Kashrus Course - OU (Summer 2022)
- Teacher Training Certificate - Rabbi Dr. Elimelech Gottlieb (2020)

MAP

Talmudical Institute of Upstate New York
769 Park Avenue
Rochester, NY 14607

