



MOSDOS YAAKOV V'YISROEL

CATALOG

2021-2022

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COVID-19 Update

Any updates or changes that may arise due to COVID-19 during the course of the year will be communicated to the students. Students should refer to the school's website, www.myy.edu for the most updated information.

Introduction

Mosdos Yaakov V'Yisroel is an innovative postsecondary educational institution currently servicing the Jewish community of Lakewood and its environs. Founded by a board of seasoned community activists with their finger on the pulse of educational trends and needs, MYY was conceived in recognition of the varied educational and cultural needs and interests that typify the cross-section of today's diverse Jewish demographic. These needs are addressed by providing a wide range of courses offered in carefully designed venues that ideally support each student's specific goals.

Mission

Mosdos Yaakov V'Yisroel's mission is clearly defined: To make quality higher education accessible to the community by providing programs in Talmudic studies and classical Torah studies that meet the diverse educational needs of the Greater Lakewood community.

- *Our modus operandi is to provide educational opportunities that fill the needs of the greater New Jersey Orthodox community.*
- *Our aim is to provide varied postsecondary educational opportunities where students can thrive in an environment and program that suits them best.*
- *The institution's objectives are to train students in textual analysis, Torah values, critical thinking and expository skills that are required for advanced Talmudic studies and classical Torah studies.*
- *The principal objective of the institution is to educate students in a holistic fashion in order to produce graduates that satisfy recognized benchmarks of higher education.*

State Licensure

Mosdos Yaakov V'Yisroel is licensed by the Office of the Secretary of Higher Education of New Jersey to offer programs leading to a Bachelor of Talmudic Studies Degree, Associate of Talmudic Studies Degree, Bachelor of Classical Torah Studies Degree, Associate of Classical Torah Studies Degree and Certificate of Classical Torah Studies.

Accreditation

Mosdos Yaakov V'Yisroel is accredited by the Association of Institutions of Jewish Studies (AIJS) and is approved to offer a Bachelor of Talmudic Studies Degree, Associate of Talmudic Studies Degree, Bachelor of Classical Torah Studies Degree, Associate of Classical Torah Studies Degree and Certificate of Classical Torah Studies. AIJS is recognized by the United States Department of Education as an accrediting agency and is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701. Their telephone number is 732-363-7330.

Board of Directors

Mr. Mayer Y. Weingarden, Chairman
Rabbi Eliezer Busel
Mr. Azi Mindick
Mr. Yehoshua Tashman

Administration

Mr. Mayer Y. Weingarden, CEO
Rabbi Eliezer Busel, Chief Academic Officer
Rabbi Shlomo Z. Yoffe, Executive Director
Rabbi Yaakov Kops, Chief Financial Officer
Mrs. Bassheva Zeilberger, Registrar
Mrs. Batsheva Frankel, Bookkeeper
Mrs. Chayala Shapiro, Records Coordinator

Deans

Rabbi Avrohom Bromberg
Rabbi Aryeh Ginsberg
Rabbi Shmuel Hirth
Rabbi Levi Katz
Rabbi Shlomo Lesin
Rabbi Shmuel Melber
Rabbi Isser Z. Olshin
Rabbi Avrohom Shemano
Rabbi Sholom Strickman

Rabbi Moshe Weiss
Mrs. Brocha Moldaver
Mrs. Chaya Yanofsky

Faculty

Rabbi Aryeh Beer
Rabbi Yonah Borchardt
Rabbi Tzvi Basch
Rabbi Eliezer Brodsky
Rabbi Aharon Cherney
Rabbi Heshy Fink
Rabbi Sadya Grama
Rabbi Dovid Green
Rabbi Yosef Greenfeld
Rabbi Moshe Gurwitz
Rabbi Shimon Hirsch
Rabbi Dovid Kalmanowitz
Rabbi Menashe Karmel
Rabbi Moshe Mayer
Rabbi Yitzchock Z. Melber

Rabbi Mayer Obstfeld
Rabbi Ezriel Rappaport
Rabbi Chaim Reis
Rabbi Yitzchok Rockove
Rabbi Gedalia Shorr
Rabbi Avrohom Snyder
Rabbi Shmuel C. Weisberg
Rabbi Noson Yankelewitz
Rabbi Moshe Young
Mrs. Ruchie Blumenthal
Mrs. Rivka Brus
Mrs. Yehudis Chill
Mrs. Esther Halberstadt
Mrs. Sarah Katz
Mrs. Shaindy Pichey

Mrs. Esther Rubinfeld
Mrs. Tzipporah Tchiprout
Mrs. Rivka Weiss
Mrs. Rivka Willman

Campuses and Facilities

The main educational center, as well as the institution's administrative offices, is located at 1951 New Central Avenue in Lakewood, NJ. This facility contains a spacious Bais Medrash, a social hall used for community and MYY events, classrooms, library, dining room and ample parking.

Other locations are at the following addresses:

411 Cross Street
Lakewood, NJ 08701

1440 14th Street
Lakewood, NJ 08701

531 Chestnut Street
Lakewood, NJ 08701

275 State Hwy 17 (temporary location)
Hillburn, NY 10931

720 Massachusetts Avenue
Lakewood, NJ 08701

121 Second Street
Lakewood, NJ 08701

76 Drake Road
Lakewood, NJ 08701

6543 US Highway 9 North
Howell, NJ 07731

1201 Monmouth Avenue
Lakewood, NJ 08701

Three of the locations provide dormitory facilities. Other students make their own housing arrangements. All dormitory premises are clean and well maintained. Amenities, such as a laundry room, are also available

Students with Disabilities

Mosdos Yaakov V'Yisroel is committed to accommodating any qualified applicant who requires special assistance due to a disability. Most facilities of Mosdos Yaakov V'Yisroel are fully handicapped accessible, and Mosdos Yaakov V'Yisroel will make special arrangements, within reason, to accommodate any qualified handicapped student.

Statement of Non-Discrimination

Qualified men and women of the Orthodox Jewish faith are admitted to Mosdos Yaakov V'Yisroel without regard to age, race, color, national origin, or physical handicap. Mosdos Yaakov V'Yisroel is 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 Americans with Disability Act of 1992.

Beyond equal access, opportunity, and accommodation, Mosdos Yaakov V'Yisroel is committed to the understanding, encouragement, and support so vital to guaranteeing the same educational experience, environment, and equal opportunity to study at the institution.

Mosdos Yaakov V'Yisroel does not have a program for students with intellectual disabilities. Mosdos Yaakov V'Yisroel provides reasonable academic accommodations for students with intellectual disabilities.

Library

Our library collection is wide-ranging, containing many volumes in the areas of Talmud and most of its major commentaries, in novellae, Halacha (legal code) with the appropriate subsequent literature, including Shealos U'Teshuvos (responsa) and various periodicals. The Mussar (ethics and philosophy) and Bible sections are replete with the standard texts and more. Reference works, as well as bilingual materials, are available. At the WINGS location in particular, there is an impressive library of English books that continues to grow. These collections are located in the study halls for convenient access. The massive digital Otzar HaChochma, a comprehensive database of over 100,000 texts, is also available at multiple locations for students seeking to do additional research.

Textbook Information

Mosdos Yaakov V'Yisroel offers highly specialized programs of study in Talmud and related subjects, as well as programs in classical Torah studies. All textbooks are readily available for use on open stacks in the study hall and school library. Students who wish to purchase their own copies of the texts studied may purchase them from one of the Judaic bookstores stores in the area.

Many students prefer to have their own Gemarah, Kovetz Miforshim, Shulchan Aruch, Chumashim, Neviim and Sifrei Mussar, which cost between \$20 and \$50 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical Torah studies texts that do not have ISBN numbers.

Below are the addresses of three local Judaica stores:

Z. Berman Books
916 River Avenue Ave.
Lakewood, NJ 08701

Z. Berman Books
118 Hillside Boulevard
Lakewood, NJ 08701

Judaica Plaza
1700 Madison Ave.
Lakewood, NJ 08701

Student Life and Student Services

Counseling

Faculty members are available to counsel students in personal and academic matters. Although our own faculty or administrative personnel usually resolve the issues raised by students, the institution maintains close contact with professionals in various fields, turning to them for guidance and referrals if the need arises. Another local resource that can be called on to provide professional counseling is the Lakewood Community Services Corporation (LCSC), which is staffed with experienced social workers.

Tutoring

Most of our students are capable of doing well in our high-level programs. Should a student fall behind academically for any reason whatsoever, the institution has a responsibility to provide the student with additional assistance. To this end, our instructors will devote more time to the student, engaging him or her in counseling sessions both in and outside of the classroom. This includes clarifying difficult concepts and counseling the student with generous doses of encouragement. When needed, the instructor may arrange peer tutoring or recommend that the student hire a tutor.

Health Services

Beyond standard first aid, if a student requires medical or health-related services, we can refer him or her to a local physician or health clinic. There is also an active Hatzolah program of volunteer EMT services available to respond rapidly to medical emergencies. Emergency room care is available at the nearby Monmouth Medical Center Southern Campus, as well as at Jersey Shore University Medical Center, located in Neptune, NJ. In case of an emergency, a staff member will assume responsibility for the student's care until a guardian arrives.

Placement

Mosdos Yaakov V'Yisroel is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

Community Service

Mosdos Yaakov V'Yisroel, by virtue of its very unique set up serves the Lakewood community and surrounding communities by providing many and varied opportunities for the pursuit of higher education.

In addition, we value interaction between the institution and the surrounding community. To this end, the WINGS facility is available to for anyone in the community who would like to make use of its resources, such as the extensive library - including its digital components.

The Yeshiva Nefesh Hachaim location at 76 Drake Road hosts neighborhood minyanim on Shabbos, as well as an Avos U'bonim program - a youth learning program - for the children in the neighborhood.

Admission Requirements

Applicants for Mosdos Yaakov V'Yisroel are expected to show the following qualifications to be considered for admission:

Student must fulfill one of the following:

1. Have graduated high school and provide evidence of high school graduation
2. Have been homeschooled and provide documentation of homeschooling
3. Meet one of the recognized equivalents. Recognized equivalents include:
 - a. GED/TASC/HISET
 - b. Successful completion of an associate's degree program;
 - c. Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
 - d. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

Mosdos Yaakov V'Yisroel does not utilize an Ability to Benefit test for admitting students.

Admission Procedures

In order to initiate the admissions process, interested students are encouraged to write or call the admissions office at:

Admissions Office
Mosdos Yaakov V'Yisroel
1951 New Central Ave
Lakewood, NJ 08701
732-905-2764

Candidates for admission to Mosdos Yaakov V'Yisroel will be scheduled for an interview with one of the deans. The Dean will make a recommendation for acceptance or rejection to the Chief Academic Officer, Rabbi Eliezer Busel.

Students who are accepted will then be asked to complete an admission form.

Transfer Credit Policy

Credits for study and for courses taken at other post-secondary institution of Talmudic Studies or Classical Torah Studies may be granted, providing the following conditions are met:

- The student or previous school provides documentation of credit earned i.e. transcript
- The courses were similar in content, style and academic rigor to the courses offered at Mosdos Yaakov V'Yisroel
- The student must have achieved a minimum of a grade of C or its equivalent.

A maximum of 60 credits can be transferred into the Bachelor of Talmudic Studies and Bachelor of Classical Torah Studies programs. To earn a Bachelor of Classical Torah Studies, students must fulfill a minimum academic residency requirement of 60 credits earned at Mosdos Yaakov V'Yisroel. To earn a Bachelor of Talmudic Studies students, must fulfill a minimum academic residency requirement of 96 credits earned at Mosdos Yaakov V'Yisroel.

A maximum of 48 credits can be transferred into the Associate of Classical Torah Studies and Associate of Talmudic Studies programs. To earn an Associate of Classical Torah Studies degree or an Associate of Talmudic Studies degree, students must fulfill a minimum academic residency requirement of 12 credits earned at Mosdos Yaakov V'Yisroel.

Please be advised that the transferability of credits and acceptance of the degree earned at Mosdos Yaakov V'Yisroel are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degree earned at this institution are not accepted at the institution to which a student seeks to transfer, he or she may be required to repeat some or all of the coursework at that institution.

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.

Tuition and Fees 2021-2022

For the current schedule of tuition and fees, please refer to the yearly supplement to the catalog.

Availability of Full Time Employee

Mosdos Yaakov V'Yisroel has designated Rabbi Shlomo Z. Yoffe, Executive Director, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid; cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the Code of Federal Regulations. He can be reached in the office during regular business hours or by calling (732) 905-2764.

Leaves of Absence

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

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

The student must submit the request for a leave of absence and must receive the approval prior to beginning the leave of absence. The exception would be unusual circumstances when it is impossible for the student to do so, i.e. if the student was in a car accident or other unforeseen emergency or disaster.

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

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

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

Financial Aid

Mosdos Yaakov V'Yisroel has applied for Title IV eligibility. At present, Mosdos Yaakov V'Yisroel makes every effort to assist students and their families who have difficulty meeting the tuition and other fees of the institution with institutional scholarships. This scholarship assistance is available to students with acceptable academic standing and a high degree of financial need. Students are advised to contact Rabbi Shlomo Z. Yoffe for more detailed information on scholarship assistance.

Normally, these awards are granted in the case of entering students who would otherwise be unable to attend a postsecondary institution. Scholarship awards are renewable each year for the full program on the basis of continued financial need and acceptable academic progress.

Withdrawal and Refund Policy

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

Complaint Policy

Internal Complaint Policy

Any student who has a complaint should submit it in writing to the dean or designated staff member at the location which the student is currently attending classes. If the dean or designated staff member deems it necessary, he or she will contact Rabbi Shlomo Z. Yoffe or Rabbi Eliezer Busel to resolve the issue. Students can also contact Rabbi Yoffe or Rabbi Busel directly. The complaint will be investigated, and the student will be informed within 30 days of the resolution of his complaint. No person directly involved in the complaint issue will make the final determination.

AIJS Complaint Procedure

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

Association of Institutions of Jewish Studies

500 West Kennedy Boulevard

Lakewood, NJ 08701-2620

732.363.7330

Email: cstern@theaijs.com

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

1. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS's role in accrediting and overseeing the institution.

2. If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as being not within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.
3. If AIJS determines that the complaint is relevant to its accreditation standards or policies and falls within AIJS's oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS. The institution must provide, in its response to AIJS, an explanation of its actions, as well as a statement certifying that the institution followed its own published complaint policy.
4. AIJS will then review the institution's response and complaint policy.
5. If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the school, AIJS will instruct the complainant to follow the complaint policy of the institution.
6. If the complainant claims to have followed the institution's published complaint policy, and the matter is not resolved to the satisfaction of the complainant, AIJS will make a determination as to whether or not the matter involves issues that question the institution's compliance with its own policies and/or AIJS standards or policies. AIJS will launch an inquiry into the issue within 10 days. AIJS will ask for documentation from the complainant, substantiating the complaint; and an explanation of the disposition from the institution (which should document how the institution followed its own complaint policy and procedures as well as the steps taken to resolve the complaint.)
7. Within 10 days of the receipt of these above materials, a member of the AIJS administrative staff will review the complaint file to determine if the institution complied with AIJS standards and policies. AIJS will contact the institution and allow the institution the opportunity (30 days) to review the matter and provide an explanation and/or additional information to AIJS.
8. If after receipt of the institutional response and a review of any additional documentation, AIJS makes a final determination that the institution is not in compliance with AIJS standards and/or policies, a formal corrective action plan will be required from the institution within 30 days.
9. If the response is accepted by AIJS, both the complainant and the institution will be so advised and the case will be closed.
10. If the corrective action plan is not accepted by AIJS, the matter will be placed on the agenda of the EAC to determine if an adverse action or other sanction should be initiated against the institution for noncompliance with AIJS's standards of accreditation.
11. AIJS will make a good faith effort to address credible anonymous complaints against an accredited institution or against AIJS itself and treat it in a similar manner to a regular complaint. Obviously, there is no mechanism to respond directly to an anonymous complainant.
12. All complaints received by AIJS regarding an accredited institution will be filed and stored in an easy and accessible manner. Site visitors will be given access to the file of an institution that is being reviewed, and any complaints on file in AIJS will be considered in the final decision of the EAC.

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

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

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

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

NJ State Complaint Policy

For all types of complaints concerning colleges and universities in New Jersey, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of the Secretary of Higher Education (OSHE) will not review a complaint until all grievance procedures at the institution have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted.

For complaints about state student financial aid matters (student loans, grants, scholarships, TAG, NJ STARS, etc.) contact:

[Higher Education Student Assistance Authority](#) (HESAA)
(800) 792-8670 or (609) 584-4480

Civil rights complaints should be filed with:

Office for Civil Rights (OCR) – Enforcement Office
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005 – 2500
Telephone: (646) 428-3900
FAX: (646) 428-3843

or:

New Jersey Office of the Attorney General, [Division of Civil Rights](#)

Complaints of consumer fraud on the part of the institution should be filed with:

New Jersey Office of the Attorney General

[Division of Consumer Affairs](#)

Students can also file a complaint form with:

Office of the Secretary of Higher Education

PO Box 542

Trenton, NJ 08625

Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days after the day Mosdos Yaakov V'Yisroel receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write to the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. The written request should also specify the purpose of the disclosure and the parties to whom the disclosure may be made. The request must be signed and dated.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

The school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mosdos Yaakov V'Yisroel to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Mosdos Yaakov V'Yisroel whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- The information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees

granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, dormitory building/room numbers, seat information, parents' and parents in-laws' 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/her. (§ 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))

School Calendar 2021-2022

For the current school calendar, please refer to the yearly supplement to the catalog.

Academic Programs

Mosdos Yaakov V'Yisroel offers programs in Talmudic Studies and in Classical Torah Studies. The degree programs offered are listed below along with the requirements for each degree and a detailed description of the courses that comprise the programs.

Changing Majors

Students who wish to change their major can submit a change of major request to the Registrar's office until the point at which they have earned more than 90 credits.

Degree Requirements

Bachelor of Talmudic Studies – 156 credits

To earn a Bachelor of Talmudic Studies Degree a student must successfully complete core courses in Talmud totaling 110 credits as well as 46 credits from courses in Talmud or from courses in other departments.

Associate of Talmudic Studies – 60 credits

To earn an Associate of Talmudic Studies Degree, a student must successfully complete core courses in Talmud totaling 45 credits as well as 15 credits from courses in Talmud or from courses in other departments.

Bachelor of Classical Torah Studies – 120 credits

To earn a Bachelor of Classical Torah Studies Degree, a student must successfully complete 120 credits in classical Torah studies including Talmud, Bible and Prophets, Ethics and Philosophy, Codes, Jewish Education, Jewish Culture.

Associate of Classical Torah Studies – 60 credits

To earn an Associate of Classical Torah Studies Degree, a student must successfully complete 60 credits in classical Torah studies, including Talmud, Bible and Prophets, Ethics and Philosophy, Codes, Jewish Education, Jewish Culture.

Classical Torah Studies Certificate – 24 credits

To earn a Classical Torah Studies Certificate, a student must successfully complete 24 credits in classical Torah studies.

Explanation of the Numbering System

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

The first letter/s refer to the department, e.g. Talmud (T), Ethics (E), Codes (C), Bible and Prophets (B), Jewish Education (JE) and Jewish Culture (JC).

The first digit refers to the year of study (1-5).

In the Talmud courses, the second digit indicates the intensity of the course: Intensive (1) Research (2) Survey (3) Analysis (4). The third and fourth digits refer to the Tractate being studied (01-28) - see below.

In all other departments, the second and third digits are specific to the course - see below.

The letters following the numbers indicates the semester: FA indicates the Fall Semester, SP indicates the Spring Semester and U indicates the Summer Semester.

Department of Talmud

The core courses of the Bachelor of Talmudic Studies and Associate of Talmudic Studies consists of the study of Talmud, comprising the bulk of the student's day. The study is divided between Eyun, intensive, in-depth analysis of each portion of text, with the study of Earlier (10th through 15th century) and Later (16th century through contemporary) Commentaries, covering approximately 50 folio pages per year; and Bekiyus, literally, fluency, a more broad ranging study designed to familiarize the student with large areas of Talmud, to which he may return to at some time in the future for more detailed study. This study will encompass approximately 100 folio pages per year.

Generally, one tractate will be studied per year. Tractates are rotated, so that an undergraduate will generally study four major tractates. Occasionally, two shorter tractates substitute for one major one. His companion entering the school two or three years later will complete a different cycle of four tractates.

What is more important than the material covered is the development of skills that will enable the student to continue on to graduate studies (as a majority of our graduates do), and to prepare him for the independent pursuit of knowledge later in life.

Among the subject areas to which the student will be exposed are the languages of Hebrew and Aramaic, in oral and written uses, as well as general communication skills such as are used in the organization of, participation in, presentation and defense of dissertations of original thoughts and interpretations.

Important study skills developed include the ability to analyze texts, facility in library and literature search, the interrelation of different areas of knowledge, and the application of general principles to unfamiliar areas.

In the area of logic and reasoning, students master the analysis of statements, learn to check for internal consistency in a system of ideas, practice problem solving skills, and develop the ability to formulate hypotheses, to isolate, define and clarify difficult concepts and contents, to penetrate the crux of an issue, and to develop inquisitive skills.

It is important to note that the Talmud encompasses a wide-ranging, almost encyclopedic treatment of a wide range of subjects, including History, Philosophy, Sociology, Jurisprudence, Psychology, Economics, Law, Biology, Education, Politics, and Survey of Jewish Literature.

The Talmudic scholars and the Early Commentaries who followed them did not dabble in these areas on an amateur level. They had extensive contact with the most advanced scholars of their time, in Medicine, Philosophy, etc. many of them being renowned doctors and philosophers in their own right. The Talmudic discussions of these various disciplines are on a highly sophisticated level and require the student to acquire a deep knowledge and understanding of these diverse disciplines. A student completing four years of Talmudic study might well enter an upper level course in one of these fields in a conventional university.

Other departments enhance the central Talmudic theme. While Talmudic study is generally on a theoretical level, the Jewish Codes of Law, customs and practices, are studied as they relate to practical matters, with the essential codes pertaining to daily life being studied during the four-year program.

The study of Ethics and Philosophy is central to the development of the Jewish scholar. Practical application of self-analysis and self-evaluation is stressed, with an eye toward the development of self-regulation, motivation, maturation of character, creativity, persistence, leadership, involvement with and concern for others, as well as the growth of self-confidence.

Text Listings - Talmud

Students are required to study source materials in preparation for lectures. Talmud is traditionally studied with a Chavrusa, a study partner. Students engage in discussion and review together all aspects of the subject under scrutiny. They amend, elaborate on, and crystallize each other's conclusions.

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, that these short descriptions do not reflect the depth, detail, and complexity of the study involved. The Tractates are listed in their Talmudic sequence and not necessarily in the order of study.

(01) Berachos - Laws of Prayer, "Krias Shema", Grace after Meals and blessings pertaining to foods, events, etc.

(02) 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.

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

(04) **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.

(05) **Shekalim** - Use of specified coins to purchase Temple supplies and Korbonos, structure of accounting system used to allocate incoming funds to various expense categories in the Temple

(06) **Rosh Hashanah** - Laws of the New Year, the Shofar. Sanctification of new months.

(07) **Yuma** - The Day of Atonement and related laws. Korbonos, services in the Temple, repentance, the five Abstentions.

(08) **Succah** - Laws of the Festival of Booths, construction of Booths and their requirements. The four symbolic species (Lulav, Esrog, Hadassim, Aravos).

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

(10) **Taanis** - Laws of Fast days.

(11) **Megillah** - Laws of Purim, the Reading of the Book of Esther and other obligations of the Holiday, charitable donations and sending of gifts of edible foods.

(12) **Moed Koton** - Laws of Intermediate Festival days, mourning practices.

(13) **Chagigah** - Practices associated with visits to the Temple.

(14) **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.

(15) **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.

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

(17) **Nazir** - The Nazarite vow, restrictions, practices associated.

(18) **Sotah** - Suspected adultery and its ramifications on a marriage; conditions for lodging a charge, religious practices associated with this situation. Philosophical and moral implications.

(19) **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.

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

(21) **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 also reviewed in its broad sense, whether through violence or theft.

(22) **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, interest.

(23) **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 also treated.

(24) **Sanhedrin** - Judicial processes, examination of witnesses, the Judicial Assembly, and trial conduct in civil, criminal and capital cases. Types of remedies and sentences, mild to severe, for various transgressions.

(25) **Makkos** - Severe judicial punishments and transgressions resulting therein. False and contradictory testimony and the treatment of affected witnesses in such proceedings. Incarceration in Arei Miklat for involuntary manslaughter.

(26) **Shevuos** - Laws of personal vows, oaths before the court, the status of single witness, partial admittance of responsibility. Guarding, borrowing and another's property. Temple ritual laws and remedies for those who violate them.

(27) **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.

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

(29) **Mikvaos** - Detailed discussions of architectural requirements for ritual baths, dimensions and other specifications.

Course Descriptions - Talmud Intensive

Introductory Talmud Intensive

T11##FA T11##SP 6 credits each T11##U 5 credits

During the introductory year the student learns the process and methodology necessary to properly understand the Talmudic texts. A strong emphasis is placed upon proper understanding of the language of the two major commentaries, written by Rashi and the Tosefos (medieval commentaries on the Talmud). The student begins to build an intellectual structure consisting of concepts and principles found in the Gemara, Rashi, and Tosefos and to master the basic tools for textual analysis.

Beginning Talmud Intensive

T21##FA T21##SP 6 credits each T21##U 5 credits

On the second level, the students study at a greater depth, using additional commentaries. The students should be capable of preparing the basic Talmud text along with the commentaries of Rashi and Tosafos on their own. During the lecture, the instructors compare and contrast the various approaches of the commentators, following the thread of logic that runs through each one. The students are taught to achieve greater clarity within their own thought processes. This leads the student to have a better understanding of the commentaries and how it can be applied and integrated within the text.

Intermediate Talmud Intensive

T31##FA T31##SP 6 credits each T31##U 5 credits

On the third level, the students continue to develop and solidify their knowledge base of Talmudic discourse and case law. The students begin to expand their capacity toward independence and development to understanding the Talmud on a deeper level. The daily lecture teaches the students to analyze the commentaries and begin to reconstruct the hypotheses of why some commentaries reject the hypotheses of other commentaries. This helps the students gain increased confidence in their understanding of the Talmudic text.

Senior Talmud Intensive

T41##FA T41##SP 6 credits each T41##U 5 credits

On this level familiarity with the major Achronim (later commentators; circa 1500 to the present) is further developed. The students are exposed to the works of the Maharsha, Maharam, Rabbi Akiva Eiger, the Ketzos Hachoshen and the P'nei Yehoshua among others. In the process, the students learn to differentiate between reasonable and unreasonable proofs and to slowly begin to offer their own hypotheses and proofs as well.

Advanced Talmud Intensive

T51##FA T51##SP 6 credits each T51##U 5 credits

Advanced level students are presented with a variety of opinions and are capable of understanding the intellectual basis of each independently. Identifying and researching appropriate commentaries relevant to the passage being studied further develop the student's capacity for creative thinking. The student compares and contrasts the various approaches of the commentators, following the thread of logic, which runs through each one. The fifth year also focuses on preparing the students for the transition to higher-level academic programs.

Course Descriptions - Talmud Analysis

Introductory Talmud Analysis

T14## FA T14## SP T14## U 5 credits each

On the introductory level of intensive in-depth study of the Talmud, the students are guided in making the transition from their high school training to the post-secondary Beth Medrash. The students study the text independently and prepare for the lectures. The tractate is dealt with in depth with emphasis on developing textual and analytical skills.

Beginning Talmud Analysis

T24## FA T24## SP T24## U 5 credits each

On the beginning level the students continue to develop their analytical abilities in preparation and review of the text. They begin to learn how to apply the methodology of Talmudic discourse to the texts studied, and to process the Talmudic methodology. A strong emphasis is placed upon proper understanding of the language of the two major commentaries, written by Rashi and the Tosafos.

Intermediate Talmud Analysis

T34## FA T34## SP T34## U 5 credits each

On this level, the emphasis is on the development of the skills that are the characteristics of the serious Talmud scholar. Students are expected to demonstrate their mastery of the complexity of the "Pilpul" (advanced Talmudic reasoning and analysis). The student begins to familiarize himself with the bibliography of Talmudic literature, and the major commentaries. While continuing to

develop their knowledge base of Talmudic discourse and case law, students begin to appreciate the creativity inherent in a deep understanding of the Talmud.

Senior Talmud Analysis

T44## FA T44## SP T44## U 5 credits each

On this level, the students are presented with the works of the major Achronim. The students are exposed to this segment of Talmudic commentary, including the works of the Maharsha, Maharam, Rabbi Akiva Eiger, the Ketzos Hachoshen, and the P'nei Yehoshua. The students will begin to reconstruct the hypotheses rejected by the commentaries and understand why they were dismissed.

Advanced Talmud Analysis

T54## FA T54## SP T54## U 5 credits each

Difficulties in Talmudic thought that were not addressed in earlier courses must be dealt with, and the student's capacity for creative thinking is further developed. The students are now expected to be capable of studying on their own. The lectures and interaction with the instructor are designed to prepare the student for graduate work in Talmud. Group Seminars meet weekly, giving the student the opportunity to present and defend his conclusions.

Course Descriptions - Talmud Research

Introductory Talmud Research

T12## FA T12## SP T12## U 4 credits each

In these courses the students study a different chapter in the Tractate then is studied during the Talmud Intensive courses. The courses focus on skill building and familiarity with the structure of the Talmud. The course is at a somewhat quicker pace and focuses on skill building and familiarity with the structure of the Talmud. The objective is to convey a sense of the subject matter and conceptual framework of the text.

Beginning Talmud Research

T22## FA T22## SP T22## U 4 credits each

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

Intermediate Talmud Research

T32## FA T32## SP T32## U 4 credits each

On this level, the students expand their knowledge of Talmudic discourse and case law, while learning to focus his efforts on an in-depth understanding of the texts. The students learn to avoid

superficiality during the intellectual give-and-take of Chavrusa study. They review the chapter being studied thus enriching their Talmudic vocabulary and knowledge. This also improves the students' familiarity of the Talmud's logical give-and-take.

Senior Talmud Research

T42## FA T42## SP T42## U 4 credits each

On this level, the students become increasingly familiar with the major commentaries and consult them regularly. Intellectual creativity is encouraged, and independent study leads to an understanding of the interactions between the texts and their commentators.

Advanced Talmud Research

T52## FA T52## SP T52## U 4 credits each

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

Course Descriptions - Talmud Survey

Introductory Talmud Survey

T13## FA T13## SP T13## U 2 credits each

This course focuses on skill building and familiarity with the structure of the Talmud. The dean and the faculty decide on a chapter in the Tractate they feel is important to study. This is a different chapter than is being studied in the other courses. The students study the material at a faster pace using only the commentary of Rashi.

Beginning Talmud Survey

T23## FA T23## SP T23## U 2 credits each

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

Intermediate Talmud Survey

T33## FA T33## SP T33## U 2 credits each

The students continue to develop their ability to interpret Talmudic texts. This course further builds the students' knowledge of a variety of sugyot (Talmudic topics) in various chapters. Subsequently this further develops the students' skills and tools to independently study Talmudic texts.

Senior Talmud Survey

T43## FA

T43## SP

T43## U

2 credits each

The students are expected to have developed a broad knowledge base of Talmudic case law. Consequently, in this course the students' study at a faster pace and learn more folios of the chapter being studied. The breadth of study provides the student with a sense of accomplishment and positive reinforcement for further Talmud study.

Advanced Talmud Survey

T53## FA

T53## SP

T53## U

2 credits each

On this level the students study the Talmud texts at considerably greater depth, with occasional reference to pertinent commentaries. These courses are designed to prepare the student for graduate work in Talmud. The focus is to develop an incipient independent scholar which will lead to a lifetime of learning and potentially to master significant sections of the Talmud.

Text Listings - Ethics and Philosophy

Chovos Halevovos, (Duties of the Heart) by R' Bachya Ibn Pakudah (Saragossa, Spain early 11th century) presenting the ethical teachings of Judaism and its fundamental philosophical principles in a systematic pattern, emphasizing the importance of the concepts of faith and providence.

Orchos Tzaddikim, (Ways of the Pious) of unknown authorship, from the era following the Ramban (Rabbi Moshe ben Nachman) dealing with the refinement of character traits and the ways to penitence.

Sha'arei Teshuva, (The Gates of Repentance) by Rabbenu Yonah of Gerona (b. Gerona, Spain, c. 1180 d. Toledo, Spain 1263) describing the steps to repentance.

Mesilas Yeshorim, (The Path of the Just) by Rabbi Moshe Chaim Luzzatto, steps to refinement of personality by the examination of various traits.

Derech Hashem, A study of a basic text of the author of the "Mesilas Yeshorim", which lays the foundations of Jewish philosophy.

Yesod Veshorash HaAvodah, An extensive ethical and Kabbalistic works by Rabbi Alexander Ziskind of Horodna (d.1794).

Tanya, Classic Chassidic philosophical text by Rabbi Shneur Zalman of Liadi.

Nefesh Hachaim, The magnum opus of Rabbi Chaim Volozhin, the father of the Yeshiva movement. An ethical treatment of a wide variety of subjects of Kabbalistic origin.

Me'or VeShomesh, Illumination and Sun - by Rabbi Kalonimus Kalman Epstein of Krakow, d. 1841 following the topical order of the Pentateuch, inspirational topics on philosophy.

Sedoro Shel Shabbos, This work on the aspects of the Sabbath was written by Rabbi Chaim ben Sholom Tihor of Chernowitz, one of the early Chassidic teachers, in the early part of the 19th century.

Writings of Rabbi Yisrael Salanter and His Disciples, A survey of the major writings of the father of modern Mussar movement and his disciples. Works include, "Ohr Yisrael", "Kochvei Ohr", "Chochma U'Mussar", and "Daas Chochma U'Mussar".

Chofetz Chaim, by Rabbi Yisroel Meir Kagan, a compilation of the Laws and Ethics governing speech.

Michtav Me'Eliyahu, by Rabbi Eliezer Eliyahu Dessler, contemporary philosopher. Philosophical expositions on essentials of Jewish thought.

Course Descriptions - Ethics and Philosophy

Introductory Ethics

E101FA E101SP E101U 1 credit each

The student is introduced to the language and general subject matter of the texts and gains a general comprehension of the material. Using these classic works of Mussar, the students learn to identify and understand main ethical themes and discuss common negative character traits and their positive counterparts.

Beginning Ethics

E201FA E201SP E201U 1 credit each

The students study the text with an eye towards beginning to incorporate the ideas into their personal level of conduct. They analyze the central ethical moral issues in the classical works of Mussar, and their conceptual underpinnings and implications.

Intermediate Ethics

E301FA E301SP E301U 1 credit each

On this level after studying the foundations of Mussar, the students advance to studying the texts in greater depth and analyzing the ethical and moral teachings within. The student also discusses the ideas contained within with peers and teachers in order to further develop his own character.

Fundamentals of Jewish Philosophy I

E114FA

2 credits

A study of some of the fundamental concepts of Jewish philosophy and ethics, as articulated in Rav Dessler's compilation Michtav M'Eliyahu, and as elaborated on by his disciples, supplemented by an analysis of Biblical, Midrashic, and Rabbinic sources. The course focuses on providing a deeper understanding of core principles in Emunah, the values of Chessed and of Emes as articulated in Michtav M'Eliyahu and expounded upon by his closest talmid, Rav Miller and Rav Moshe Shapiro and his talmidim and the shiurim of Yitzchok Kirzner. Topics include galus and ge'ula, repentance, human suffering, nature and miracles, G-d's omnipresence, the Sinai imperative. Topics may vary.

Fundamentals of Jewish Philosophy II

E114SP

2 credits

Course topics and structure engage students in the investigation of pertinent concepts in Jewish philosophy and ethics, based on Michtav Me'Eliyahu, a profound and important 20th century work of Mussar and other works of Jewish thought. This is supplemented by an analysis of Biblical, Midrashic, and Rabbinic sources and references to other works of Jewish thought and mussar. The course surveys some of the influential philosophical trends while comparing them with the writings of Rav Dessler based on classical Mussar and Hashkafa and a moral and philosophical perspective of the Jewish holidays. Topics also include free will, science and moral progress, rationale behind organizational requirements in the desert, concept of loving kindness, and truth. Topics may vary.

Studies in Mussar and Personal Growth I

E117FA

3 credits

An in-depth study of selected philosophical and ethical themes in Jewish thought. The course draws on the teachings of classical Mussar and the contemporary work "Shaarei Yesod", to explore core ethical Jewish values. With a focus on practical guidance and personal development, the course provides transformative knowledge and practices to enhance relationships and promote personal development. Topics include the Jewish People among the nations, setting priorities, the authority of Rabbinic Leadership, internal struggles, modesty, parenting principles, faith and trust in Hashem and evaluating definitions of success.

Studies in Mussar and Personal Growth II

E117SP

3 credits

An in-depth study of selected philosophical and ethical themes in Jewish thought. The course draws on the teachings of classical Mussar and the contemporary work "Shaarei Yesod", to explore the process of refinement of character traits. With a focus on practical guidance and personal development, the course provides transformative knowledge and practices to enhance relationships

and promote personal development. Topics include character development through classical Jewish texts, recognition of kindness, creating peace, developing the train of caring for others and personal dignity as the cornerstone for good character.

Course Descriptions - Codes

Introductory Codes

C101FA C101SP C101SU 1 credit each

In the introductory course, the student is introduced to the study of Shulchan Aruch Orach Chaim with the commentary of the Mishnah Berurah on a basic level. The commentary of the Mishnah Berurah is unique, as it combines practical Halacha with ethical concepts. As the students familiarize themselves with the usage of the wording of the Shulchan Aruch and Mishnah Berurah, they begin to have a deeper understanding of the nuances of Halacha.

Beginning Codes

C201FA C201SP C201SU 1 credit each

On this level, the students more familiar with the style of writing of the Mishnah Berurah study it on a deeper level. The emphasis is on studying the text in depth using their developing textual and analytical skills. The students begin to analyze how the Mishnah Berurah came to a specific conclusion in a scenario where there is more than one opinion. This in turn enhances the students understanding of Halacha.

Intermediate Codes

C301FA C301SP C301SU 1 credit each

On this level, the students begin to study the Mishnah Berurah with the companion commentaries of the Be'ur Halacha and Sha'ar Hatzion. The Be'ur Halacha brings many sources from the Talmud, the Tur and other Halachic commentaries. These commentaries discuss the basis of the Mishnah Berurah's conclusions.

Senior Codes

C401FA C401SP C401SU 1 credit each

On this level, the students study the view of various Poskim and must understand the intellectual basis for each one's conclusion. The students are taught that just as by the study of Talmud, so too they need to reconstruct the hypotheses of why some Poskim reject the hypotheses of the other Poskim.

Advanced Codes

C501FA C501SP C501SU 1 credit each

On this level, the student pursues his Halacha studies largely unsupervised. With their deeper understanding of Halacha, the students begin to study how to apply the Mishnah Berurah and

Be'ur Halacha with our reality. Since many of the laws discussed are derived from the Gemara and early Poskim reflecting the reality of their time and our reality is different. The objective is to become more knowledgeable of practical Halacha as it applies to daily life.

Laws of Ethical Communication I

C110FA

1 credit

A comprehensive study of Jewish laws pertaining to slanderous forms of speech. The course examines Biblical and Rabbinic sources on the prohibition against speaking Lashon Hara as an essential component of proper interpersonal conduct. Topics include recognizing the potent power of speech, gossip and slander, causing damage, and preventing damage. Topics include the importance of speech, the primacy of speech in the Tshuva process, definitions and laws of gossip and slander, financial loss and emotional distress caused by unethical speech.

Laws of Ethical Communication II

C110SP

1 credit

A comprehensive study of Jewish laws pertaining to slanderous forms of speech. The course examines Biblical and Rabbinic sources on the prohibition against speaking Lashon Hara as an essential component of proper interpersonal conduct. Topics include the situations where repeating possibly negative information may be an ethical imperative in order to avoid damage such as in business, shidduchim and in educational settings. Topics may vary.

Course Descriptions - Bible and Prophets

Studies in the Book of Deuteronomy I

B111FA

1 credit

A thematic, in-depth study of selected topics in Deuteronomy, providing textual knowledge and analysis skills. Biblical, Midrashic, and Talmudic sources, as well as medieval to contemporary commentaries are studied, compared and analyzed, to examine theological and philosophical perspectives. Topics include: the types and power of prayer, the experience of Sinai, the Mesora, the Aseres Hadibros.

Studies in the Book of Deuteronomy II

B111SP

1 credit

A thematic, in-depth study of selected topics in Deuteronomy, providing textual knowledge and analysis skills. Biblical, Midrashic, and Talmudic sources, as well as medieval to contemporary commentaries are studied, compared and analyzed, to examine theological and philosophical perspectives. Topics include: the Shema, Moshe Rabeinu's parting rebukes, warnings and blessings.

Course Descriptions - Jewish Education

Teaching Methodology I

JE110FA

1 credit

A survey of pedagogy, focusing on values and theories based in classical Jewish texts including teaching and learning strategies and their application into the classroom. Topics include: the processes which affect growth, maturation, learning, and development, student diversity, assessment and evaluation.

Teaching Methodology II

JE110SP

1 credit

A survey of pedagogy, focusing on values and theories based in classical Jewish texts including teaching and learning strategies and their application into the classroom. Topics include: the processes which affect growth, maturation, learning, and development, student diversity, assessment and evaluation and communication skills for teachers.

Communication and Effective Relationships I

JE114FA

2 credits

A personal development course, exploring guidelines for finding a spouse, and identifying the ingredients for a happy and successful marriage. The course focuses on strategies and skills for improving communications and relationships based on renowned works on human relationships.

Communication and Effective Relationships II

JE114SP

2 credits

The course focuses on elements of refined behavior to facilitate effective personal relationships. Topics include dignity as opposed to pride, self-awareness and the importance of each human being, refined speech, and the nobility of modesty, focusing on long term life goals, taking responsibility.

Behavior and Motivation I

JE112FA

1 credit

This course discusses educational psychology from a Torah perspective by examining Rabbinic literature on Jewish education alongside contemporary educational theories in order to provide effective strategies for improving a child's learning processes and behavior. Topics covered are key concepts in education and basic educational theory, elements of motivation, cognitive processes of attention; and the impact of perception on learning.

Behavior and Motivation II

JE112SP

1 credit

This course discusses educational psychology from a Torah perspective by examining Rabbinic literature on Jewish education alongside contemporary educational theories in order to provide effective strategies for improving a child's learning processes and behavior. Topics covered are elements of learning, processes used to acquire, store, retain, and retrieve information; language acquisition and patterns of behavior.

Grade Point System

The grading system followed at Mosdos Yaakov V'Yisroel is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral examinations, midterms and final examinations and diligence in individual study. The course syllabus for each course specifies the measures for student progress for each course.

Rather than deriving grades from a precise numerical average, Mosdos Yaakov V'Yisroel 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-	1.7
A-	3.7	D	1.0
B+	3.3	F	0.0
B	3.0	F*	0.0
B-	2.7	I	Incomplete
C+	2.3	W	Withdrawn
C	2.0		*unearned

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

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

Sample GPA Calculation:

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

Divided by 12 Credits for the Semester = 3.45 GPA

Satisfactory Academic Progress

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

Satisfactory academic progress at Mosdos Yaakov V'Yisroel has two principal components: a qualitative standard and a quantitative standard.

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

- Qualitative Standard

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

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

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

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

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

➤ Quantitative Standard- Maximum Timeframe

Bachelor of Talmudic Studies Degree Program

Students must make sufficient progress through the academic program to complete the 156 credit program with a maximum attempted credits ceiling of 233 credits, which is 150% of the published length of the program.

Bachelor of Classical Torah Studies Degree Program

Students must make sufficient progress through the academic program to complete the 120 credit program with a maximum attempted credits ceiling of 179 credits, which is 150% of the published length of the program.

Associate of Talmudic Studies and Associate of Classical Torah Studies Degree Programs

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

Classical Torah Studies Certificate Program

Students must make sufficient progress through the academic program to complete the 24 credit program with a maximum attempted credits ceiling of 36 credits, which is 150% of the published length of the program.

- Quantitative Standard- Pace of Completion

Bachelor of Talmudic Studies Degree Program

A student must earn 67% of his cumulative attempted credits. Every semester, each student is evaluated to see if he or she has successfully earned 67% of his or her cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 156 credit academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he or she is determined to be making satisfactory progress.

Bachelor of Classical Torah Studies Degree Program

A student must earn 67% of his cumulative attempted credits. Every semester, each student is evaluated to see if he or she has successfully earned 67% of his or her cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 120 credit academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he or she is determined to be making satisfactory progress.

Associate of Talmudic Studies and Associate of Classical Torah Studies Degree Programs

A student must earn 67% of his cumulative attempted credits. Every semester, each student is evaluated to see if he or she has successfully earned 67% of his or her cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 60 credit academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he or she is determined to be making satisfactory progress.

Classical Torah Studies Certificate Program

A student must earn 67% of his or her cumulative attempted credits. Every semester, each student is evaluated to see if he or she has successfully earned 67% of his or her cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 24 credit academic program at a pace

sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he or she is determined to be making satisfactory progress.

Warning

If a student falls below the SAP standards, he or she will be notified that he or she is being given a warning period which will last one semester. The student will also be notified that he or she has the option of appealing his or her lack of satisfactory academic progress at any point. During the warning period, a designated faculty member may counsel the student and assist the student to improve his or her performance. The student may be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance. If, after this warning period SAP standards are still not met, he or she will be subject to academic discipline which may include expulsion or suspension from the institution.

Appeals Process, Mitigating Circumstances

A student may appeal the institution's determination that he or she is not making satisfactory academic progress. Basis for appeal include the death of a relative, an injury or illness of the student, or other special circumstances. The student must submit the appeal in writing to the administrative office. In the appeal, the student must describe why he or she failed to make satisfactory academic progress, and what has changed in his situation that will allow him or her to demonstrate satisfactory academic progress at the next evaluation. The senior faculty member will consider all information provided by the student and will consult with faculty members, as appropriate. If it is determined that the appeal should be accepted, then the senior faculty member will determine whether or not the student will be able to meet the standard SAP requirements of the institution by the end of a one semester probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, the student will be placed on academic probation as described below. If it is determined that the student will be able to meet the standard SAP requirements of the institution by the end of the probationary period with a customized study plan, then the student will be placed on academic probation with a study plan, as described below.

If the appeal is accepted, the student will be granted a semester of academic probation or academic probation with a study plan, as described below. If the appeal is not accepted, the student will be subject to academic discipline, which may include expulsion or suspension from the institution. The final decision (denial of appeal, academic probation, or academic probation with a study plan) will be conveyed to the student in writing.

Academic Probation

If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, the student will be placed on academic probation. The period of academic probation is one semester during which the student has the opportunity to attempt to meet the SAP standards of the institution. The student can request counseling to assist him or her to improve his performance. In addition, the student may request to be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance.

Academic Probation with a Study Plan

For a student on academic probation with a study plan, a senior faculty member will develop a study plan in conjunction with the student and other faculty, as needed. The study plan will include a customized plan for the SAP standards (as well as other academic provisions to assist the student in meeting those standards) that ensures that the student is able to meet the school's satisfactory progress standards by a specific time, though an academic plan could take the student all the way through successful program completion.

Reevaluation after a Probationary Period

At the end of the probationary period, the student's satisfactory academic progress will be reevaluated. If the student is now meeting the standard SAP requirements of the institution, or is meeting the SAP standards of his or her study plan, he or she will be considered as meeting satisfactory academic progress. If, after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, or the provisions of his study plan, he or she will be subject to academic discipline which may include expulsion or suspension from the institution.

Incompletes

If a student has not completed all required course work for a particular course, he or she may have additional time (up to six months), at the discretion of the instructor, to complete the work. In the interim, those course grades are marked as incomplete. Courses in which a student receives a grade of incomplete are not included in the GPA as long as the Incomplete remains on the transcript. The courses are included in the student's number of credits attempted but not completed credits.

Withdrawals from a Course

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

Transfer Credits and Satisfactory Progress

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

Repetitions

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

For determination of a student's enrollment status, if a student is repeating a course in which he or she received a passing grade, for the purpose of grade improvement, it is counted towards his enrollment status only the first time the course is retaken. If a student is repeating a course in which he received a failing grade, it is counted towards his or her enrollment status for as many times as he or she is repeating that course in an attempt to pass.

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

Change of Major

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

ESL/Noncredit Remedial Courses

Mosdos Yaakov V'Yisroel does not offer any ESL or non-credit remedial courses.

Grounds for Dismissal

Students are expected to keep the hours of the Mosdos Yaakov V'Yisroel study schedule and attend all required lectures. They must also submit to regular oral examinations and maintain satisfactory progress.

Students not consistently adhering to school regulations may be placed on probation. If improvement is not seen, the Chief Academic Officer will give the student notification that dismissal is under consideration.

Further grounds for dismissal are if the student persistently violates the institution rules and discipline, or for a serious breach of character or moral conduct as defined by the Shulchan Aruch. It should be noted that dismissals are extremely rare as every effort is made to accept students of high character and diligence.

Copyright Policy

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. Mosdos Yaakov V'Yisroel forbids unauthorized distribution of copyrighted material including unauthorized peer-to-peer sharing. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, see the website of the U.S. Copyright Office at www.copyright.gov.

Legal alternatives to obtain copyrighted material include:

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

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

Map

Mosdos Yaakov V'Yisroel Administrative Office
1951 New Central Ave
Lakewood, NJ 08701
732 905-2764

