MOSDOS YAAKOV V'YISROEL

CATALOG

2025–2026

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Title IX

Mosdos Yaakov V'Yisroel 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 Mosdos Yaakov V'Yisroel's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

<u>Title IX Coordinator:</u>

Name: Rabbi Eliezer Busel
Office Address: 1951 New Central Ave, Lakewood, NJ 08701
Email Address: office@myy.edu
Telephone Number: (732) 905-2764

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 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. 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. Advanced academic knowledge and higher order skills are primary goals. We value and encourage scholarship as an end in and of itself, with related pursuits an added benefit. This, combined with a refined sense of ethics, interpersonal behavior, as well as citizenship and social responsibility, completes our mission to provide for the intellectual and personal growth of each student. These standards become ingrained in the student's psyche, producing individuals who will become veritable assets to their families, communities and to society at large.

- Our modus operandi is to provide educational opportunities that fill the needs of the greater Lakewood, 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 as well as a thorough knowledge of Jewish life, laws, customs, and the foundational perspectives that guide Jewish practice.
- 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.

Board of Directors
Mr. Mayer Y. Weingarden, Chairman
Rabbi Eliezer Busel
Mr. Dovid Cohen
Mr. Yehoshua Tashman

Administration
Mr. Mayer Y. Weingarden, CEO
Rabbi Eliezer Busel, Chief Academic Officer
Rabbi Shlomo Z. Yoffe, Executive Director, Financial Aid Administrator
Rabbi Yaakov Kops, Chief Financial Officer
Mr. Dov Kesserman, Maintenance Director
Mrs. Toby Friedman, Registrar, Academic Officer
Mrs. Rivky Gluck, Administrative Assistant
Mrs. Channie Keller, Bookkeeper
Mrs. Chayala Shapiro, Records Coordinator
Mrs. Bluma Zywica, Office Manager

Deans
Rabbi Avrohom Bromberg
Rabbi Aryeh Ginsberg
Rabbi Rephael Herzka
Rabbi Shmuel Hirth
Rabbi Levi Katz
Rabbi Yaakov Kokis
Rabbi Avrohom Lefkowitz
Rabbi Shlomo Lesin
Rabbi Shmuel Melber
Rabbi Isser Z. Olshin
Rabbi Avrohom Shemano
Rabbi Sholom Strickman
Rabbi Rachmiel Ungarischer
Rabbi Moshe Weiss
Mrs. Chaya Yanofsky

Faculty

Rabbi Aryeh Beer
Rabbi Yonah Borchardt
Rabbi Tzvi Basch
Rabbi Eliezer Brodsky
Rabbi Avrohom Yitzchok Busel
Rabbi Aharon Cherney
Rabbi Yaakov Cooper
Rabbi Yitzchak Dwek
Rabbi Heshy Fink
Rabbi Sadya Grama
Rabbi Dovid Green
Rabbi Moshe Gurwitz
Rabbi Benzion Harris
Rabbi Shimon Hirsch
Rabbi Hoberman
Rabbi Chaim Horowitz
Rabbi Yaakov Jacobs
Rabbi Yosef Kanarek
Rabbi Dovid Kalmanowitz
Rabbi Menashe Karmel
Rabbi Naftali Katz
Rabbi Shimon Kurtz
Rabbi Yosef Lefkowitz
Rabbi Yisroel Meir Levovitz
Rabbi Yosef Liebenstein
Rabbi Moshe Mayer
Rabbi Mayer Obstfeld
Rabbi Ezriel Rappaport
Rabbi Chaim Reis
Rabbi Aryeh Reddish
Rabbi Yitzchok Rockove
Rabbi Gedalia Shorr
Rabbi Avrohom Snyder
Rabbi Shimon Shoendorf
Rabbi Benzion Schechter
Rabbi Refoel Twerski
Rabbi Yaakov Ungarischer
Rabbi Shimon Weitman
Rabbi Yosef Weitman
Rabbi Noson Yankelewitz
Rabbi Moshe Young
Rabbi Avrohom Zolty
Mrs. Esther Halberstadt
Mrs. Estee Kushner

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 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.

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:

105 Newport Avenue
Lakewood, NJ 08701

1445 14th Street
Lakewood, NJ 08701

531 Chestnut Street
Lakewood, NJ 08701

850 East Evesham Road
Cherry Hill, NJ 08003

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

940 East Kennedy Boulevard
Lakewood, NJ 08701

117 Regent Drive
Lakewood, NJ 08701

109 NJ-156
Hamilton Township, NJ 08620

1483 E Spruce Street
Lakewood, NJ 08701

Nine 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 eligible for admission to Mosdos Yaakov V'Yisroel. Mosdos Yaakov V'Yisroel 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:

Rabbi Shlomo Z. Yoffe
1951 New Central Ave
Lakewood, NJ 08701
(732)905-2764

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, 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. The institution 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 $35 and $55 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 is the contact information for three local Judaica stores:

Z. Berman Books	Lakewood Judaica	Judaica Plaza
916 River Avenue Ave.	150 James Street	1700 Madison Ave.
Lakewood, NJ 08701	Lakewood, NJ 08701	Lakewood, NJ 08701
732-367-6000	732-901-6006	732-942-4500

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 falls 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 care of the student until a guardian arrives.

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

Generally, 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 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.

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 54 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 6 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 or she may be required to repeat some or all of the coursework at that institution.

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.

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.

Cost of Attendance

For the current schedule of Cost of Attendance, 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 or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46. He can be reached in the office during regular business hours or by calling (732) 905-2764.

Leave of Absence

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

The student must submit a request for a leave of absence in writing to the Registrar. 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 Registrar within ten days of submission. The request and the determination will be forwarded to the registrar's office and placed in the student's academic file. Notification will also be sent to the student and the financial aid office.

The student must submit the request and receive approval prior to beginning the leave of absence. The exception would be unusual circumstances when it is impossible for the student to do so, i.e. if the student was in a car accident or other unforeseen emergency or 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 or she 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. Mosdos Yaakov V'Yisroel 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 or her coursework at the same point in the academic program that he or she 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.

FINANCIAL AID

Mosdos Yaakov V'Yisroel 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 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 Shlomo Z. Yoffe 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 tuition waivers. The package reflects the total amount of aid offered to eligible students by the institution to help pay for their education. Additionally, the institution may offer a deferred payment plan, allowing students to spread out tuition payments over a period of time.

Federal grants are need based and do not require repayment. Similarly, institutional tuition waivers provide financial aid based on need and do not need to be repaid. 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 financial aid, a prospective student should submit their FAFSA through FAFSA on the Web at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, if online access is not possible, the student may complete a paper FAFSA form, which is available at the financial aid office. The completed application should then be mailed to the designated address, as indicated on the form.

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.

TUITION WAIVERS

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

The application for tuition waivers for students who apply for federal and state financial aid is based on the FAFSA, although a separate tuition waiver application may be required. Students who do not file a FAFSA use the tuition waiver application to apply for a tuition waiver.

Refund, Withdrawal and Return to Title IV 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 may submit it in writing to the dean or designated staff member at the location in 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. Additionally, students can mail complaints to the main office at 1951 New Central Ave, Lakewood, NJ 08701. The complaint will be investigated, and the student will be informed within 30 days of the resolution of his or her 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, 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.

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

OSHE handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of OSHE, with the exceptions noted below.

- OSHE does not handle anonymous complaints.
- OSHE does not intervene in matters concerning an individual's grades or examination results as these are the prerogative of the college's faculty.
- OSHE does not intervene in matters concerning tuition & fee refunds.
- OSHE does not intervene in matters concerning student conduct violations.
- OSHE does not intervene in human resources matters.
- OSHE does not handle complaints concerning actions that occurred more than two years ago.
- OSHE does not intervene in matters that are or have been in litigation.

Residents of other states and territories who are seeking information about filing a complaint about a New Jersey institution operating outside of New Jersey under the State Authorization Reciprocity Agreement (SARA), as well as New Jersey residents seeking information about filing a complaint about an out-of-state institution operating under SARA can find more information by viewing the SARA Agreement.

New Jersey residents who are seeking information about filing a complaint in regard to an out-of-state institution that is not operating under SARA, can file a complaint with New Jersey Office of the Attorney General, Division of Consumer Affairs (contact information below).

For complaints about:

- New Jersey student financial aid matters (e.g. 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 involving discrimination based on race, color, national origin, age, disability and sex, including sexual harassment, 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
  TDD: 877-521-2172
  Email - OCR.NewYork@ed.gov

  Or:
  New Jersey Office of the Attorney General
  Division on Civil Rights

- Consumer fraud on the part of a NJ institution should be filed with:
  New Jersey Office of the Attorney General
  Division of Consumer Affairs

Complainants should be aware that OSHE does not conduct a judicial investigation and, with the exception of complaints brought by non-New Jersey residents under SARA, has no legal authority to require a college or university to comply with a complainant's request. If you have reviewed these instructions and still feel your issue falls under the purview of the Office of the Secretary of Higher Education, then complete and submit the OSHE Complaint Form.

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

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 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, the school will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student 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.

   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 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, Mosdos Yaakov V'Yisroel 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.

   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 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 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-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))

Academic Programs

Mosdos Yaakov V'Yisroel offers undergraduate academic 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. Students must have a cumulative GPA of 2.0 to graduate.

Frequency of Course Offerings

Students enrolled at Mosdos Yaakov V'Yisroel generally take the maximum number of courses offered each term at their grade level and progress toward their degrees in the timeframe outlined in the sample curriculum. Course offerings for each semester take into account the needs of all students, and courses are offered with enough frequency to enable students to graduate within the normal timeframes.

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 Degree: is awarded for the successful completion of 156 credits.

Associate of Talmudic Studies: is awarded for the successful completion of 60 credits.

Bachelor of Classical Torah Studies: is awarded for the successful completion of 120 credits.

Associate of Classical Torah Studies: is awarded for the successful completion of 60 credits.

Certificate of Classical Torah Studies: is awarded for the successful completion of 24 credits.

Academic Departments

Mosdos Yaakov V'Yisroel offers courses in Talmud, Halacha/Jewish Codes, Mussar/Ethics, the Bible and Prophets, Jewish Education and Jewish Culture.

The core courses for the Bachelor of Talmudic Studies and Associate of Talmudic Studies consist of the study of Talmud, comprising the bulk of the student's day. The department of Talmud is divided among different methods of study: Talmud Intensive, Talmud Analysis, Talmud Research, Talmud Survey, and Talmudic Law.

It is important for students to devote time to Halacha/Jewish Codes and Law to become more knowledgeable in the practical aspects. This will enable them to better participate in the day-

to-day laws and practices of our community. The laws, customs and practices are therefore studied with an emphasis on practical application. The goal is for the students to incorporate the laws into their actual daily living.

The study of Ethics, known as Mussar, is central to the development of a thinking Jew. 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.

The Bible and Prophets comprise the primary basis for fundamentals of classical Torah Judaism. These studies will train students in exegesis of Torah concepts rooted in the language used in the Bible and prophetic writings.

Courses in Jewish Education are essential to the commitment of the Jewish people to transmit Torah teachings to the next generation (Mesorah). The educational techniques studied in this department, while rooted primarily in classical Torah Judaism, can readily be applied to any other field of education as well.

Studies in Jewish Culture familiarize students with the rich Jewish heritage and the very relevant contemporary practices and wisdom developed therefrom.

<u>Explanation of the Numbering System</u>
Courses are given letter and number designations using the following system:

- The first letter/s refer to the department, e.g. Talmud (T), Talmudic Law (TL), 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 the other departments, the second and third digits begin at 01. Additional courses offered in those departments are assigned different numbers as needed.

- The letter/s following the numbers indicate the semester: FA indicates the Fall Semester; SP indicates the Spring Semester; C indicates the Summer Semester. Several courses are offered as two modules in the fall semester; in that case, FA1

refers to the first fall module and FA2 refers to the second fall module. Course numbers that are followed by the letters A or B indicate courses that are generally taken in that order, regardless of semester.

Department of Talmud

As noted, the department of Talmud is divided between different methods of study. Eyun is an intensive, in-depth analysis of each portion of text and includes Talmud Intensive, Talmud Analysis, and Talmud Research. Another method of study, Talmud Survey (Bekiyus, literally fluency), is a broader range of study designed to familiarize the student with large areas of Talmud. An additional method of study, Talmudic Law, focuses on the culmination of Talmudic debate epitomized in *Halacha Lemasah* (the final Halachic decision).

Generally, one tractate is studied per year. Tractates are rotated, so an undergraduate will generally study five major tractates. Occasionally, two shorter tractates substitute for one major one. A student's companion entering the school two or three years later will complete a different cycle of five tractates. What is more important than the material covered is the development of skills that will enable the student to progress to graduate studies 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 an almost encyclopedic treatment of a wide range of subjects, including History, Philosophy, Sociology, Economics, Law, Biology, 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 five years of Talmudic

study might well enter an upper-level course in one of these fields in a conventional university.

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.

Talmud - Text Listings

For the convenience of the reader not familiar with the Talmud a brief summary of the subject matter of the tractates is provided. However, it should be understood, 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 - Vows and their implications; personal commitments; commitments of property. The wording of vows, annulment and deferment of vows.

(17) Nazir – The Nazirite vow, restrictions, and associated practices.

(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 is 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 are 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.

Talmud Intensive - Course Descriptions

Talmud Intensive I

T11##FA1	3 credits	T11##FA2	3 credits
T11##SP	6 credits	T11##C	6 credits

At this level the students learn to process the 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.

Talmud Intensive II

T21##FA1	3 credits	T21##FA2	3 credits
T21##SP	6 credits	T21##C	6 credits

At this level, the student's 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 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 they can be applied and integrated within the text.

Talmud Intensive III

T31##FA1	3 credits	T31##FA2	3 credits
T31##SP	6 credits	T31##C	6 credits

At this 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.

Talmud Intensive IV

T41##FA1	3 credits	T41##FA2	3 credits
T41##SP	6 credits	T41##C	6 credits

At 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.

Talmud Intensive V

T51##FA1	3 credits	T51##FA2	3 credits
T51##SP	6 credits		

At this level the students are presented with a variety of opinions and can understand the intellectual basis of each independently. Identifying and researching appropriate commentaries relevant to the passage being studied further develops the student's capacity for creative thinking. The student compares the various approaches of the commentators, following the thread of logic which runs through each one. At this level there is also a focus on preparing the students for the transition to higher-level academic programs.

Talmud Intensive Capstone

The following capstone course is offered; however, it is not required as part of the curriculum.

Students undertaking the thesis project will consult with an assigned faculty member to choose a section of Talmud to interpret and examine in depth. The final, written product must demonstrate an original and creative approach to the topic at hand. Students must apply rigorous logic and critical thinking to articulate a flow of ideas that encompass the nuances and doctrinal implications of the supporting sources, test their theory using comparative analysis distilling the views of a variety of commentaries, and conclude with a robust synthesis to support their work.

Talmud Analysis - Course Descriptions

Talmud Analysis I

T14## FA1	2 credits	T14## FA2	2 credits
T14##SP	5 credits	T14##C	5 credits

In these courses 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 Midrash. 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.

Talmud Analysis II

T24## FA1	2 credits	T24## FA2	2 credits
T24##SP	5 credits	T24##C	5 credits

In these courses the students begin to develop the basic tools for textual analysis and start studying at a greater depth. They are expected to be more adept at studying the Talmud, preparing the basic text along with the commentary of Rashi. They begin developing an understanding of Rashi's method and are capable of correctly identifying important deductions in the Talmud text and Rashi.

Talmud Analysis III

T34## FA1	2 credits	T34## FA2	2 credits
T34##SP	5 credits	T34## C	5 credits

In these courses 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 now placed upon the proper understanding of the language of both the two major commentaries, Rashi and the Tosafos.

Talmud Analysis IV

T44## FA1	2 credits	T44## FA2	2 credits
T44##SP	5 credits	T44## C	5 credits

In these courses 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.

Talmud Analysis V

T54## FA1	2 credits	T54## FA2	2 credits
T54##SP	5 credits		

In these courses, 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.

Talmud Research - Course Descriptions

Talmud Research I

T12## FA1	2 credits	T12## FA2	2 credits
T12## SP	4 credits	T12## C	4 credits

In these courses the students study a different chapter in the Tractate which complements the Talmud Intensive courses. The courses are at a somewhat quicker pace; the students identify paradoxes within the text yet do not necessarily follow each one to its final conclusion.

Talmud Research II

T22## FA1	2 credits	T22## FA2	2 credits
T22## SP	4 credits	T22## C	4 credits

At 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.

Talmud Research III

T32## FA1	2 credits	T32## FA2	2 credits
T32## SP	4 credits	T32## C	4 credits

At 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.

Talmud Research IV

T42## FA1	2 credits	T42## FA2	2 credits
T42## SP	4 credits	T42## C	4 credits

At 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.

Talmud Research V

T52## FA1	2 credits	T52## FA2	2 credits
T52## SP	4 credits		

At this level, the students are increasingly independent of faculty assistance and can originate their own interpretations. Stress is placed upon the consistency of the students' interpretation of the major commentaries and the contrasts that are invariable when the Chiddush, or novel interpretation, is developed.

<u>Talmud Survey - Course Descriptions</u>

Talmud Survey I

T13## FA1/ FA2	1 credit each	T13## SP	2 credits
T13## C	2 credits	(T13##SP/SU*9	4 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.

Talmud Survey II

T23## FA1/ FA2	1 credit each	T23## SP	2 credits
T23## C	2 credits	(T23##SP/SU*9	4 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.

Talmud Survey III

T33## FA1/ FA2	1 credit each	T33## SP	2 credits
T33## C	2 credits	(T33##SP/SU*9	4 credits each)

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

Talmud Survey IV

T43## FA1/ FA2	1 credit each	T43## SP	2 credits
T43## C	2 credits	(T43##SP/SU*9	4 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.

Talmud Survey V

T53## FA1	1 credit	T53## FA2	1 credit
T53## SP	2 credits	(T53##SP *9	4 credits)

At 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 potential mastery of significant sections of the Talmud.

<u>Talmudic Law Intensive - Course Descriptions</u>

Talmudic Law Intensive I

TL1101FA1	3 credits	TL1101FA2	3 credits
TL1101SP	6 credits	TL1101C	6 credits

At this level the students study the Talmud text which is the foundation of Talmudic Law. The method of study is a self-critique approach, with a slant toward Halacha Lemasah (the final

Halachic decision). The students are expected to study and research additional texts, chosen due to their practicality in everyday life.

Talmudic Law Intensive II

TL2101FA1	3 credits	TL2101FA2	3 credits
TL2101SP	6 credits	TL2101C	6 credits

In these courses the study of Talmud focuses on the Rishonim (commentators of the medieval era) which discuss Talmudic Law such as the Rambam, Rif, and Rosh. In addition, the students begin studying the Tur (the forerunner of the Shulchan Aruch) with the main commentaries of the Bais Yosef, the Bach and the Taz.

Talmudic Law Intensive III

TL3101FA1	3 credits	TL3101FA2	3 credits
TL3101SP	6 credits	TL3101C	6 credits

At this level the students study the Tur with its main commentaries and the Shulchan Aruch which includes the Psak (final law) of Rabbi Moshe Isserles (known as the Rema). In addition, they study the commentaries of the Achronim (literally the later commentators) on the Shulchan Aruch such as the Magen Avrohom, Pri Megadim, Dogul Mervava, etc.

Talmudic Law Intensive IV

TL4101FA1	3 credits	TL4101FA2	3 credits
TL4101SP	6 credits	TL4101C	6 credits

At this level the students will further develop advanced skills in reasoning, depending on intellectual position, posing questions within an established framework and interpretation of the legal texts. Lectures discuss the fundamental concepts of the subject matter with a focus on the halachic aspects.

Talmudic Law Intensive V

TL5101FA1	3 credits	TL5101FA2	3 credits
TL5101SP	6 credits		

With the solid foundation of the past four years the students now focus on the final rulings of some of the foremost poskim of the recent past including Rav Moshe Feinstein, Rav Shlomo Zalman Auerbach and Rav Yosef Shalom Elyashiv, among others. Using prior knowledge of Halacha and the guiding principles gleaned from the commentaries and contemporary Poskim (halachic authorities), the student can now apply the “halacha l'maaseh” (final Halachic decision) to various situations. This inherent knowledge will be the foundation of the students’ graduate work.

Talmudic Law Research - Course Descriptions

Talmudic Law Research I

TL1201FA1	3 credits	TL1201FA2	3 credits
TL1201SP	6 credits	TL1201C	6 credits

The Talmudic Law research courses complement the Talmudic Law intensive courses. In these courses the students study a related sugya (topic) to the one studied in the morning (intensive) courses. The students study in the traditional Chavrusa method under the guidance of the faculty.

Talmudic Law Research II

TL2201FA1	3 credits	TL2201FA2	3 credits
TL2201SP	6 credits	TL2201C	6 credits

At this level the courses further assist the student to expand his knowledge of the Talmudic texts. At times the Talmud will present two accounts which may have different halachic outcomes. The students will analyze the text to understand each one's conclusion.

Talmudic Law Research III

TL3201FA1	3 credits	TL3201FA2	3 credits
TL3201SP	6 credits	TL3201C	6 credits

At this level the students have a broad knowledge of the text and an enriched Talmudic vocabulary. The focus now moves on to Halacha, including the Rishonim (commentators of the medieval era) which discuss Talmudic Law and the Tur with its main commentaries. This further prepares the student to become familiar with the terminology used by Halachic commentaries.

Talmudic Law Research IV

TL4201FA1	3 credits	TL4201FA2	3 credits
TL4201SP	6 credits	TL4201C	6 credits

At this level the students, learning with their Chavrusa, have a great deal of independence; however, faculty interaction remains as well. The students study the Shulchan Aruch with its main commentaries. In addition, they study some of the later Halachic works including but not limited to the Aruch Hashulchan, Chayei Adam, and the Mishnah Berurah.

Talmudic Law Research V

TL5201FA1	3 credits	TL5201FA2	3 credits
TL5201SP	6 credits		

At this level the students study the practical application of Halacha in their daily lives by studying the Halachic works of the recent past (i.e. Shmiras Shabbos Kehilchosoh and Piskei Teshuvos etc.). The students apply the knowledge they learned and skills they developed to this point to judge a situation and arrive at the "halacha l'maaseh" (final Halachic decision).

There is also a focus on preparing the students for the transition to higher-level academic programs.

Department of Codes

Codes - Course Descriptions

Codes I

C101FA2 C101SP C101C 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.

Codes II

C201FA2 C201SP C201C 1 credit each

At 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.

Codes III

C301FA2 C301SP C301C 1 credit each

At this level, the students begin to study the Mishnah Berurah with the companion commentaries of the Be'ur Halacha and Sha'ar Hatziun. 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.

Codes IV

C401FA2 C401SP C401C 1 credit each

At 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.

Laws of Ethical Communication

C110A 1 credit

A comprehensive study of practical Jewish laws pertaining to slanderous forms of speech. The course examines Biblical and Rabbinic sources on the prohibition against speaking Lashon Hara (forbidden speech) as an essential component of proper interpersonal conduct.

Topics include recognizing the potent power of speech, gossip and slander, causing damage, and preventing damage.

Laws of Ethical Communication

C110B 1 credit

A comprehensive study of practical Jewish laws pertaining to speaking negatively for a constructive purpose. Topics include the seven conditions of speaking for a constructive purpose and the nuances of applied law when speaking for a constructive purpose in various settings, including the workplace, shidduchim, and chinuch (child education).

Laws of Shabbos

C120A 2 credits

Studies some of the fundamental laws of Shabbos observance including the laws of erev Shabbos, candle lighting, and a thorough overview of muktzeh. Also includes other halachic topics as selected by instructor.

Laws of Shabbos

C120B 2 credits

Studies some of the fundamental laws of Shabbos observance including the practical applications thereof as pertain to use of non-Jewish labor on Shabbos, Kiddush and Havdalah, and children on Shabbos. Also explores other halachic topics as selected by instructor, notably laws of ethical communication in shidduchim.

Department of Ethics

Ethics - Text Listings

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).

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

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", and "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.

<u>Ethics - Course Descriptions</u>

Ethics I

E101FA/ FA2	1 credit each	E101SP	1 credit
E101C	1 credit	(E101SP/SU *9 2 credits each)	

In these courses, the students are introduced to the language and general subject matter of the texts and gain a general comprehension of the material. Using these classic works of Mussar, the students learn to identify and understand main ethical themes.

Ethics II

E201FA/ FA2	1 credit each	E201SP	1 credit
E201C	1 credit	(E201SP/SU *9 2 credits each)	

In these courses, 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.

Ethics III

E301FA/ FA2	1 credit each	E301SP	1 credit
E301C	1 credit	(E301SP/SU *9 2 credits each)	

In these courses, the students study 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 to further develop his own character.

Ethics IV

E401FA/ FA2	1 credit each	E401SP	1 credit
E401C	1 credit	(E401SP/SU *9 2 credits each)	

In these courses, the students are expected to be capable of studying works of Mussar independently. Students study select contemporary Mussar works by some of the great expositors of Mussar in recent generations. This includes Rabbi Nosson Tzvi Finkel, Rabbi Yeruchem Levovitz, and Rabbi Eliyahu Dessler.

Ethics V

E501FA	1 credit	E501FA2	1 credit
E501SP	1 credit	(E301SP/SU *9 2 credits)	

In these courses, as the students prepare to complete their undergraduate studies at Mosdos Yaakov V'Yisroel, they sharpen their skills of studying Mussar and develop a commitment to the lifelong process of character development and ethical conduct. The students are expected to have widespread familiarity with many of the concepts and ideals expressed by the authors of the texts.

Chovos Halevovos

E113A 1 credit

The course explores fundamental ideas within Jewish philosophy, based on the 11th century classical work, Chovos Halevovos (Duties of the Heart), Chapter Shaar Habchina by R' Bachya Ibn Pakuda as well as selections from Chapters 1,2,3,5 in Mesilas Yeshorim providing understanding of man's relationship with G-d, the boundless gratitude owed to G-d, the duty of serving and trusting G-d, and the application of these paradigmatic philosophies in one's choice of career and personal development. Selections from the two works may vary according to semester and instructor.

Chovos Halevovos

E113B 1 credit

The course continues to explore fundamental ideas within Jewish philosophy, based on the 11th century classical work, *Chovos Halevovos* (Duties of the Heart), Chapter Shaar Habechina by R' Bachya Ibn Pakuda as well as Mesilas Yeshorim, Chapters 1,2,3, and 5. The course focuses on selected sections of this work, providing an in-depth understanding of faith in G-d, the boundless gratitude owed to G-d, the role of trust in one's approach to wealth and sustenance, and the application of these paradigmatic philosophies in one's personal development. Topics covered are: Conditions which inspire faith, the many aspects of gratitude, bitachon and wealth, factors which can cause loss of faith, faith and Shabbos, faith

and tefila, faith and Eretz Yisroel, faith in observing creation, faith and Tzedaka. Topics may vary.

Fundamentals of Jewish Philosophy

E110A 2 credits

A study of some of the fundamental concepts of Jewish philosophy and ethics, as articulated in Chovos Halevavos as well as 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 and Bitachon and the values of Chessed and of Emes as articulated in Michtav M'Eliyahu and expounded upon by his closest talmidim. Topics include galus and ge'ula, repentance, human suffering, nature and miracles, G-d's omnipresence, the Sinai imperative, and the Divinity of Torah. Topics may vary.

Fundamentals of Jewish Philosophy

E110B 2 credits

A study of additional concepts in 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 additional core principles in Emunah and Bitachon and the values of Chessed and of Emes as articulated in Chovos Halevavos, as well as in Michtav M'Eliyahu and expounded upon by his closest talmidim. Topics include free will (bechira), science and moral progress, values and Jewish holidays. Topics may vary.

Personal Growth Through Judaism

E120A 4 credits

This course includes the study of topics in personal growth as examined by the weekly Torah portion and various selections in Sefer Mishlei. With the accompaniment of classical and contemporary commentators, students will identify focal themes in context of each text portion studied. They will see the Torah personalities as role models and identify areas of emulation and personal application. Students will also study various contemporary Mussar approaches to personal growth, analyzing and interrelating the various methods to each other and to practical application. Finally, students will create an effective plan for personal growth based on the sources studied.

Personal Growth Through Judaism

E120B 4 credits

This course guides students in synthesizing an approach to personal growth based in the study of Biblical literature as read according to the weekly Torah portion, sections of Sefer Mishlei, and Mussar, using classical and contemporary commentators to identify focal

themes in context of each text portion studied, and following guidance of contemporary role models. Students will find clues to their unique roles in life based on their own unique personalities and life settings and will create a unique individualized portfolio describing their approach.

Studies in Mussar and Personal Growth

E112A 3 credits

An in-depth study of selected philosophical and ethical themes pertaining to essential principles in Jewish thought. The course draws on the teachings of classical Mussar and the contemporary work "*Shaarei Yesod*" to explore core values in Judaism, with a focus on practical guidance and personal development.

Studies in Mussar and Personal Growth

E112B 3 credits

An in-depth study of character development principles in Jewish thought. The course draws on the teachings of classical Mussar and the contemporary work "*Shaarei Yesod*" to provide transformative knowledge and practices to enhance personal conduct and promote personal development.

<u>Department of Bible and Prophets</u>

Bible and Prophets - Course Descriptions

Studies in the Book of Deuteronomy

B110A B110B 1 credit each

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, the Shema, Moshe Rabeinu's parting rebukes, warnings and blessings.

Prayer and Liturgy

B120A 1 credit

Studies the fundamentals of Jewish prayer, exploring the role it plays in strengthening belief in, and connection to, G-d. Topics for this course include selections in the Book of Tehillim and Birchos haShachar. Selections chosen may vary seasonally so the themes of focus may be more readily applied to current realities.

B120B 1 credit

Studies the philosophical, theological, and moral messages of prayer, inspiring and guiding students in creating a committed and meaningful connection to G-d and Judaism. Topics for

this course include selections in the Book of Tehillim, Krias Shema, and Shemoneh Esrei. Selections chosen may vary seasonally so the themes of focus may be more readily applied to current realities

Aseres Hadibros

B122A 2 Credits

Students will study the Aseres HaDibros (colloq.: Ten Commandments) in a process that combines textual analysis, study of the parameters of the mitzvah, analysis of situations in their own lives, and application of the mitzvah to the situations. Students will get a well-rounded exposure to a variety of relevant mitzvos.

B122B 2 Credits

Students will study the Aseres HaDibros (colloq.: Ten Commandments) in a process that combines textual analysis and study of the parameters of the mitzvah. Students will explore and analyze topics of Emunah and bitachon along with other fundamental life topics raised in the Aseres Hadibros.

<u>Department of Jewish Education</u>

Jewish Education - Course Descriptions

Behavior and Motivation

JE112A JE112B 1 credit each

This course discusses educational psychology from a Torah perspective by examining Rabbinic literature on Jewish education alongside contemporary educational theories 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; elements of learning; processes used to acquire, store, retain, and retrieve information; language acquisition and patterns of behavior.

Binyan Nefesh HaYeled

JE122A 1 credit each

A Torah based approach for promoting emotional energy in early childhood, identifying the requisite developmental and parental support affecting the healthy emotional development of a child. Topics include the Biblical concepts behind "Chanoch La'Naar Al Pi Darcho", the importance of definition and meaningful expression of love in parenting and the connection of children to their parents; self-worth, emotionally healthy and maturing mindset.

JE122B 1 credit each

A Torah-based approach for promoting emotional strength in early childhood, identifying the requisite developmental and parental support affecting the child's healthy emotional

development. Topics include respect for a child; defining, recognizing and developing emotional strength; and the role of the school setting in building emotional health.

Communication and Effective Relationships

JE114A 2 credits

A personal development course, exploring guidelines for finding a spouse and identifying the ingredients for a happy and successful marriage. The course offers insights into communication and relationships based on renowned works.

Communication and Effective Relationships

JE114B 2 credits

The course focuses on practical skills that facilitate effective personal relationships. Topics include skills in managing differences, using communication wisely, becoming a good receiver, self-awareness and the importance of each human being, refined speech, the nobility of modesty, and taking responsibility.

Effective Relationships

JE120A 1 credit

A personal development course, exploring guidelines for identifying the ingredients for successful relationships, particularly in marriage, and for identifying a potential spouse.

JE120B 1 credit

Effective Relationships is a personal development course, exploring guidelines for finding a spouse and identifying the ingredients for successful relationships, particularly in marriage. The course focuses on strategies and skills for improving relationships based on current and classical literature. Topics include dating and the goals of marriage, managing and respecting gender differences, self-awareness, tznius and how it adds mystique and intensity to the marriage relationship. Topics may vary.

Teaching Methodology

JE110A JE110B 1 credit each

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, including dealing with bullying.

Jewish Education

JE214A 6 credits

An experiential learning course where students practice educational techniques as teachers in a classroom. Students are observed and evaluated by assigned supervisors and create several artifacts to demonstrate their achievements.

Department of Jewish Culture

Personalities in Tanach

JC120A 1 credit

Analyzes selected great personalities from the Bible. Focus on exegesis of ideas that can readily be applied to enrich and empower Jewish life today, particularly with regard to the role of a Jewish woman. Topics include the four matriarchs, Sarah, Rivka, Rochel, and Leah.

JC120B 1 credit

Analyzes selected great personalities from the Bible. Focus on exegesis of ideas that can readily be applied to enrich and empower Jewish life today, particularly with regard to Jewish identity within the home and community. Topics include King David, Queen Esther, and Ruth the Moabite.

Fellows

Mosdos Yaakov V'Yisroel offers fellows courses for students who wish to conduct additional research. Interested students can reach out to the Registrar's office for details.

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	I	Incomplete
B-	2.7	W	Withdrawn
C+	2.3		
C	2.0		

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

Credit hours with a grade of Incomplete and Withdrawn are not included in the determination of the grade point average. Credit hours with a grade of fail, whether or not the Fail is earned or unearned, are included in the determination of the grade point average.

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 (SAP) POLICY

All matriculated students pursuing an approved program at Mosdos Yaakov V'Yisroel 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 Mosdos Yaakov V'Yisroel.

- 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.

<u>WHEN SAP IS NOT MET</u>

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 (up to six months) 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.

A repeated course in which the student has already received a passing grade is counted towards the student's 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 repeat that course in an attempt to pass.

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.

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 who do not consistently adhere 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's 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

As per 34 CFR 668.43(a)(10), students of Mosdos Yaakov V'Yisroel 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 legitimate and trustworthy source.

Unauthorized Peer-to-Peer Sharing

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

Map
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732 905-2764