



Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary

Catalog
2022-2023



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COVID-19 UPDATE

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

Dear Student:

On behalf of the faculty and administration I would like to welcome you to Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary.

You have been admitted to the Seminary on the basis of your record of scholarly achievement and your adherence to a life of traditional values. Your decision to pursue advanced Torah studies at YFR/DARS demonstrates serious interest in, and commitment to, Torah scholarship.

There will be much expected of you in terms of commitment and serious effort, but much will also be offered to you: the opportunity to pursue an education with experienced and deeply dedicated Rebbeim and Maggidei Shiur, and a Rosh HaYeshiva who will take a personal interest in each and every one of his Talmidim. Our faculty has chosen Torah and Torah education as their life, and their goal is to make it a very important part of yours.

You are in a critical phase of your development. Many important decisions await you in the years that you will be with us at YFR/DARS. These critical matters will be illuminated by the Derech Hachayim that we hope to help you mold. It will be a challenging and exciting few years. We are happy to be sharing them with you. Remember that the faculty and administration are here to help you and want you to take full advantage of their guidance and their concern for you.

Wishing you well in your studies and in all future endeavors,

Sincerely,

A handwritten signature in black ink, appearing to read "Shayeh Kohn". The signature is fluid and cursive, written in a professional style.

Rabbi Shayeh Kohn
Executive Director

Board of Directors

Rabbi Yechiel I. Perr - President

Rabbi Dovid Kleinkaufman - Vice President

Rabbi Shayeh Kohn - Treasurer

Advisory Board

Mr. Chaim Balter

Mr. Gadi Fuchs

Mr. Kalman Gefen

Mr. Yochanan Gordon

Mr. Moshe Majeski

Mr. Moshe Rosenthal

Mr. David Schreiber, Esq.

Mr. Daniel Wolfson

Administration

Rabbi Yechiel I. Perr, President and Rosh HaYeshiva

Rabbi Shayeh Kohn, Executive Director

Rabbi Dovid Kleinkaufman, Dean of Students

Rabbi Yosef Bronner, Director of Admissions

Mrs. Tamara Maslow, Registrar

Mrs. Shaindle Wiener, Bursar

Mr. Yehuda Freeman, Campus Facilities

Faculty

Rabbi Yechiel I. Perr, Rosh HaYeshiva

Rabbi Moshe Brown, Senior Lecturer

Rabbi Dovid Kleinkaufman, Lecturer

Rabbi Yosef Bronner, Lecturer

Rabbi Moshe Perr, Student Counselor and Lecturer

Availability of Full Time Employee to Assist Enrolled and Prospective Students

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary has designated Rabbi Shayeh Kohn, Executive Director, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid, cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the Code of Federal Regulations. He can be found in the administrative offices during regular business hours or he can be reached by calling 718-327-7600.

Directions to the Yeshiva

From NYC: take the Queensboro Bridge or the Queens Midtown tunnel to the LIE East to the Van Wyck Expressway S to Exit 1 Nassau Expressway. Turn right on Broadway which becomes Empire Ave. Bear left onto B. 9th Street. Make a left on Hicksville Road. YFR/DARS is on the left.

From Brooklyn: Take Belt Parkway East to Nassau Expressway. Follow as above.

From Queens: Take Van Wyck Expressway South. Follow as above.

From Eastern L.I.: Southern State Parkway West to Francis Lewis Blvd. Turn right onto Francis Lewis Blvd. Turn right onto Brookville. Turn left onto Rockaway Turnpike. Turn right onto Nassau Expressway (by Costco). Follow as above.

State Authorization and Accreditation

NY State Disclaimer

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary's opinion, its studies, though different in kind, are equivalent in duration, intensity, depth of knowledge, and quality of scholarship to degree programs approved by the Regents. The credits offered by our institution measure a student's progress toward the rabbinical degree offered by this institution. Under New York State Law, a corporation formed for religious and educational purposes which does not confer academic

degrees requiring program registration by the State Education Department requires no State approval or credential in order to exist or to perform its postsecondary education functions. Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary falls into this category and is therefore not subject to the evaluation of the New York State Board of Regents.

Accreditation

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS) and approved to offer a First Talmudic Degree.

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

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

Notice of Non-Discriminatory Policy

Qualified men of the Jewish faith are admitted to Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary and accorded all privileges and opportunities with no regard to age, race, color, national origin, or physical handicap. An Equal Opportunity Employer, Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Beyond equal access, we are committed to providing the understanding and sensitivity that will make available to all of our students, regardless of background, equal opportunities in the full sense of the term and the spirit of the laws.

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary does not have a program for students with intellectual disabilities. Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary provides reasonable academic accommodations for students with intellectual disabilities.

Placement Disclaimer

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is an academic institution and does not provide vocational training nor does it guarantee employment or placement to students who complete its programs.

Introduction

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary views itself as a link in the distinguished tradition of European Mussar yeshivos, albeit redefined in a form appropriate to the American milieu. Its goal is the same as that of the first Mussar yeshiva opened so many years ago by the students of Rav Yisroel Salanter – to awaken and mold Torah awareness in its students, and through the students, in Jewish life throughout the world.

Gearing its mission in the direction shaped by the Navaradok school of thought, Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary believes these goals can be accomplished by consciously striving to develop each student's personality, nurturing his idealism and taking into account his sensitivities in a genuine Torah atmosphere. This delicate process includes bringing each student into contact with authentic Torah personalities who are happy and complete human beings.

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary works to achieve these lofty goals, generally while allowing each student to remain a member of his parental household and the larger community. As much as possible, the growth of each student takes place in the context of the real world, not in an ivory tower, and thus becomes a permanent acquisition.

Mission

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary seek to train students in the skills required for understanding, studying and mastering the Talmud and the considerable body of traditional Jewish thought. At the same time, we are committed to the understanding that knowledge is a means to a larger end. We seek therefore to help students build a Torah Hashkafa, a world outlook drawn from the ethical and moral concepts of Judaism. If scholarship is to have a significant value, it must orient its students to a way of life that, by its own definition, is good and moral.

Campus and Facilities

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is located at 802 Hicksville Road, Far Rockaway, New York, 11691, in the New York metropolitan region in the town of Far Rockaway. The Seminary is located in an academic environment removed from the tumult and diversion of the city, but near enough to make use of its benefits. A modern building provides a safe and comfortable environment for learning and growth. The modern Beth Medrash study hall comfortably accommodates the entire student body at their study tables. Meals are freshly prepared in the two modern abundantly equipped kitchens, and served in the spacious dining room.

The residence hall, located a block away from the Seminary, offers comfortable accommodations and modern furnishings. Lounge space in the building allows the students to meet and share discussions, while a bank of utilities permit students to wash their clothing, prepare light snacks and care for other personal needs.

A nearby yard is available for sports and leisure activities. In addition, students have access to a full range of recreational facilities as a result of cooperative arrangements with local recreation centers.

Library

The library collection reflects Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary's philosophy of Talmud education, which is to focus students' attention on primary sources of Torah scholarship. Our style of Talmud study favors an intensive study of the text and close analysis of the reasoning that underlies specific Talmudic principles. At the undergraduate level, we seek to train the student not so much in extensive secondary research as on developing his own reasoning and analytical skills. There is no substitute for deep immersion in the basic sources.

Therefore our library collection is carefully selected and focuses on the principal sources of Talmud scholarship, the Rishonim. This collection is supplemented with a discriminating chosen group of Acharonim and a good selection of volumes on Halacha, Mussar, and Bible.

The library collection is housed on the open shelves of the Beth Hamedrash and the adjacent Otzar Hasforim, and is readily available to all students during the study hours. Students may not remove any of the books from the study hall without specific permission to do so. It is not a

reading library, and contains no materials for entertainment or diversion. Its sole purpose is to aid students in their Torah studies and it focuses on the reference materials required by the undergraduate Torah researcher.

Textbook Information

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary offers a highly specialized program of study in Talmud and related subjects. All textbooks are readily available for use on open stacks in the study hall and school library. Students who wish to purchase their own copies of the texts studied may purchase them from one of the Judaic bookstores stores in the area.

Many students prefer to have their own Gemara and a Kovetz Miforshim which cost between \$25 and \$50 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below are the addresses of three local Judaica stores:

Judaica Plus	Five Towns Judaica	Z. Berman Books
445 Central Ave	311 Central Ave	408 Central Ave
Cedarhurst, NY 11516	Lawrence, NY 11559	Cedarhurst, NY 11516
516-295-4343	516-569-9690	516- 569-4577

Admissions

Requirements for Admission

Applicants to Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary are advised that the selection process is highly competitive. There are a limited number of places available for the entering class and selections are made on the basis of a combination of credentials, high school records, letters of recommendation, and promise of scholarly achievement.

Students applying to Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation
2. Have completed homeschooling at the secondary level as defined by state law and provide documentation of homeschooling
3. Meet one of the recognized equivalents. Recognized equivalents include:

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

Yeshiva of Far Rockaway Derech Ayson Seminary does not utilize an Ability to Benefit test for admitting students.

Eligibility will also be based on, but not limited to:

1. Familiarity with Aramaic and Hebrew languages.
2. The successful completion of at least 150 folio pages of Talmud.
3. Competence in the Pentateuch and Commentaries.
4. Competence in the laws and customs in the Code of Law (Orach Chaim) and personal commitment to their observance.
5. Fine and upstanding character.

Application Procedure

Admission to Yeshiva of Far Rockaway Derech Ayson Seminary is open to male members of the Orthodox Jewish faith regardless of race, color, national origin or physical handicap.

Interested applicants should contact:

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary
Admissions Office
802 Hicksville Rd.
Far Rockaway, NY 11691

Application requests should be submitted by May 15. Application requests received after this date will be considered on a space availability basis. Applicants should include evidence of high

school work and the names of references. Applicants determined to be eligible on the basis of their records will be invited to the Seminary for an oral examination and interview. Announcement of selections will be made within a month of the application deadline.

If accepted for admission, the student will be asked to complete an admission form.

Advanced Standing

A limited number of students will be accepted with advanced standing. Because our program is quite intensive and built on a specific approach to Talmud study, a candidate for such status must pass a comprehensive oral examination and provide evidence of having completed courses that are similar in content and approach to the courses offered at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary before he will be accepted at a higher level.

Handicapped Students

Section 504 of the Rehabilitation Act of 1973 states that:

"No otherwise qualified handicapped individual shall solely by reason of his/her handicap be excluded from the participating in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance."

While the Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary campus is not fully accessible to handicapped students, special arrangements will be made, within reason, to accommodate any qualified handicapped student.

Transfer Credit Policy

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

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

- Credit by examination may be granted to students, who previously attended unaccredited institutions, based on the examination that the Rosh HaYeshiva or the Director of Admissions administers to each incoming student. Students will be placed at the appropriate academic level and granted the credits by examination that will place them on par with the class.

To earn a First Talmudic Degree at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary, students must fulfill a minimum academic residency requirement of 30 credits earned at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary.

Decisions regarding transfer credits are subject to the same appeals process described below.

Note: Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions nor with regard to whether other institutions accept the Yeshiva's credits. Before enrolling in the institution, students should be sure that their attendance will help them reach their educational goals.

Please be advised that the transferability of credits and acceptance of the degree earned at Yeshiva of Far Rockaway 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 may be required to repeat some or all of the coursework at that institution.

Rules and Regulations

Attendance

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

Leave of Absence-Federal Policy

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

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

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

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

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

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

Rules of Conduct

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is a close-knit community of faculty, students and administration. Like all families, there are rules that must be followed for the general good. All students must observe the rules of Halacha and conform to Yeshiva practice. The study of Bible, Talmud, and Jewish Philosophy must be connected to an encompassing objective of ethical behavior and high moral character. The goal of such study is seriously compromised by inappropriate and unethical behavior. Thus the first set of rules is those delineated in the Shulchan Aruch. No student who knowingly and consistently violates Halachic law can be comfortable at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary; nor, of course, can we accept such behavior. Laws governing behavior `bain adam l'chaveiro' must be scrupulously followed, with the same commitment as those governing the relationship between man and G-d. Nothing less is acceptable from students who aspire to study Torah and represent its values.

Students violating college rules, whether on campus or off, will be liable to disciplinary action ranging from admonition and academic warning to censure and disciplinary probation or suspension.

Grounds for Dismissal

Students are expected to keep the hours of the Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary study schedule, and attend all required lectures. They must also submit to oral examinations.

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

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

Academic Progress

Grading System

The grading system followed at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral examinations, and diligence in individual study.

Rather than basing grades on a precise numerical average, Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary employs a grading system that is used by other institutions of higher education.

Essentially, this system provides for the following course grades:

A	Excellent	4.0	C	Good	2.0
A-		3.7	C-		1.7
B+		3.3	D	Fair	1.0
B	Very Good	3.0	F	Failing	0.0
B-		2.7	I	Incomplete	
C+		2.3	W	Withdrawn	

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	= 2.0
A	1 (credits)	x	4	= 4.0
	12 (credits)			41.4

Divided by 12 Credits for the Semester = 3.45 GPA

Satisfactory Academic Progress Policy

All matriculated students pursuing an approved program at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary are required to maintain satisfactory academic progress toward graduation, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards required for students receiving Title IV federal financial aid are the same for all matriculated students at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary. Satisfactory academic progress at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary has two principal components: a qualitative standard and a quantitative standard:

At the end of each semester, a report is generated which indicates whether or not each student is meeting SAP requirements. If a student is readmitted to the school the student's academic file is evaluated to determine if the student is meeting satisfactory academic progress requirements.

- **Qualitative Standard**

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

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

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

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

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

- **Quantitative Standard**

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

Students 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 67% of his cumulative attempted credits. The student’s cumulative earned credits are divided by the student’s cumulative attempted credits to determine if the student is

progressing through the academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he is determined to be meeting the quantitative standard.

WHEN SAP IS NOT MET

Warning

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

Federal Financial Aid Warning

For continued eligibility for federal financial aid programs, if a student falls below the satisfactory progress standards, he will be given a period of financial aid warning during which time he maintains federal financial aid eligibility. The warning period will last for one semester. During the federal financial aid warning period, the student will receive the counseling described above. If, after this federal financial aid warning period, satisfactory progress standards are still not met, the student will be notified that he will no longer be eligible for financial aid. The student will also be notified that he has the option of appealing his lack of satisfactory academic progress in order to be granted a probationary period.

Appeals Process, Mitigating Circumstances

A student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for appeal include the death of a relative, an injury or illness of the student, or other special circumstances. The student must submit the appeal in writing to the administrative office. In the appeal, the student must describe why he failed to make satisfactory academic progress, and what has changed in his situation that will allow him to demonstrate satisfactory academic progress at the next evaluation. The senior faculty member will consider all information provided by the student and will consult with faculty members, as appropriate. If it is determined

that the appeal should be accepted, then the senior faculty member will determine whether or not the student will be able to meet the standard SAP requirements of the institution by the end of a one semester probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, the student will be placed on academic probation as described below. If it is determined that the student will be able to meet the standard SAP requirements of the institution by the end of the probationary period with a customized study plan, then the student will be placed on academic probation with a study plan, as described below.

If the appeal is accepted, the student will be granted a semester of academic probation or academic probation with a study plan, as described below. If the appeal is not accepted, the student will be subject to academic discipline, which may include expulsion or suspension from the institution. He will also be ineligible for federal financial aid until he reestablishes eligibility as described below in the section entitled "Reinstatement." The final decision (denial of appeal, academic probation, or academic probation with a study plan) will be conveyed to the student in writing.

Academic Probation

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation. The period of academic probation is one semester during which the student has the opportunity to attempt to meet the SAP standards of the institution. The student can request counseling to assist him to improve his performance. In addition, the student may request to be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance.

Academic Probation with a Study Plan

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will not be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation with a study plan. For a student on academic probation with a study plan, a senior faculty member will develop a study plan in conjunction with the student and other faculty, as needed. The study plan will include a customized plan for the SAP standards (as well as other academic provisions to assist the student in meeting those standards) that ensures that the student is able to meet the school's satisfactory progress standards by a specific time, though an academic plan could take the student all the way through successful program completion.

Reevaluation after a Probationary Period

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

Reinstatement for Federal Financial Aid

A student who became ineligible for federal financial aid because he was not meeting satisfactory academic progress standards, has the opportunity to reestablish eligibility. Eligibility is reestablished by meeting institutional SAP standards. The financial aid office will receive notification of each student's status at the start of each semester, and the student will be notified that he may once again receive aid from the Title IV programs.

Incompletes

If a student has not completed all required course work for a particular course, he may have additional time (up to six months), at the discretion of the instructor, to complete the work. A grade of incomplete will only be assigned with a documented plan from the instructor detailing course work that must be completed. In the interim, those course grades are marked as incomplete. Courses in which a student receives a grade of incomplete are not included in the GPA as long as the Incomplete remains on the transcript. The courses marked incomplete are included in the student's number of credits attempted but not credits completed. A grade of incomplete will be replaced with a grade at the conclusion of the period of time given for the work to be completed.

Withdrawals from a Course

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

Transfer Credits and Satisfactory Progress

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

Repetitions

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

For Title IV awarding purposes, if a student is repeating a course in which he earned a passing grade, for the purpose of grade improvement, it is counted towards the student's enrollment status for Title IV purposes only the first time the course is retaken. If a student is repeating a course in which he received a failing grade, it is always counted towards the student's enrollment, regardless of how many times he repeats that course in an attempt to pass.

For TAP grant awarding purposes, repeated courses are only counted towards the student's enrollment status for TAP grant awarding purposes for the semester in which the repeated course is taken, if the student received a failing grade. All attempts of a course are included in the student's GPA, including failing grades.

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

Change of Major

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

ESL/Noncredit Remedial Courses

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary does not offer any ESL or non-credit remedial courses.

Good Academic Standing for State Grant Programs

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

Pursuit of program is a requirement that a student receive a grade (whether passing or failing) in a specific percentage of the courses each semester. The percentage is dependent on the number of TAP payments the student has received.

Payment	1	2	3	4	5	6 - 10
Pursuit of Program: Minimum credits that the student must have completed in the previous term	0	6 which is 50% of full time	9 which is 75% of full time	9 which is 75% of full time	9 which is 75% of full time	12 which is 100% of full time

Satisfactory academic progress is defined as accumulating a minimum number of credits and achieving a specified GPA each semester, depending on the number of TAP payments students have received.

Term Payment	1	2	3	4	5	6	7	8	9	10
Satisfactory Academic Progress: Minimum credits that student must have earned before being certified for this payment	0	6	15	27	39	51	66	81	96	111
Satisfactory Academic Progress: With a GPA of at least	0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Good academic standing is assessed each term. There is no financial aid warning period for New York State aid programs (TAP). Students who do not meet good academic standing standards lose their eligibility for state aid except as provided below.

There is a one-time good academic standing waiver that the school may issue if it determines that it is in the student’s best interest. There is a C average waiver for students who fail to meet the required GPA average. The C average waiver is handled on a case-by-case basis and a request for the waiver, which includes supporting documentation, must be provided. Reasons for a waiver being granted may include death of a relative, personal illness or injury, or another extenuating circumstance.

Students who became ineligible for NY State aid because they were not meeting the good academic standing standards can reestablish eligibility by making up academic deficiencies during terms while not receiving a TAP award, being readmitted after not being enrolled for one calendar year, transferring to another TAP eligible institution, or being granted a waiver.

Tutoring Services

Although there is no formal tutoring program in place, the administration will seek to aid students requiring additional assistance by finding them suitable tutors.

Health Services

In the event of a medical emergency, students and administration are encouraged to call Hatzala, the local volunteer ambulance corps at 718-387-1750. There are several local doctors the students will be referred to in emergency situations. They include Dr. David Rhein (718) 471-0680, Dr. Hylton Lightman (718) 868-4808 and several specialists whose information is listed in the office. The office also maintains a first aid kit for students' use.

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

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed,

and specify why it should be changed. The written request should also specify the purpose of the disclosure and the parties to whom the disclosure may be made. The request must be signed and dated.

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

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

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement 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 be a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

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

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- The information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

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

To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a) (15))

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. Yeshiva of Far Rockaway Derech

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

Legal alternatives to obtain copyrighted material include:

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

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

Complaint Policy

Internal Complaint Procedure

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

AARTS Complaint Procedure

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools at: 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, with the title: Student Complaint – Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary.

AARTS can also be contacted by telephone at (212) 363-1991 or fax (212) 533-5335.

NY State Complaint Policy

A student also has the right to file a complaint with the State of New York Education Department using the policy below.

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

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

- The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted below.
- The Office does not handle anonymous complaints.
- The Office does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.

Complaints concerning **programs in fields leading to professional licensure** (e.g., nursing) should be directed to:

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

A complaint against a college in the **State University system** should be sent to:

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

A complaint against a college in the **City University system** should be sent to:

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

Civil rights: a complaint involving discrimination based on race, color, national origin, age, disability and sex, including sexual harassment, should be filed with the U.S. Office for Civil Rights:

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

Or with:

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

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

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

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

If your complaint does not fall into one of the exceptions noted above, a complaint form can be accessed at <http://www.highered.nysed.gov/ocue/spr/documents/complaintform-accessible.pdf>.

Further information regarding filing a complaint with the New York State can be found at <http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>.

Academic Calendar 2022-2023

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

Tuition and Fees 2022-2023

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

Financial Aid

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field. Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary offers a variety of federal and state financial aid programs to its students. Higher Education Compliance and Management oversees administration of the programs.

Any student who has difficulty in meeting his educational costs at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary should contact Rabbi Shayeh Kohn to learn about the options available to him. These may include grants, scholarships, and deferred payment plans.

The financial aid office, which is open during regular business hours, will make a determination as to the expected amount to be paid by the student and his family, and will evaluate what federal and state aid, if any, may be available to the student.

Financial aid packages that may be offered to students include grants described below. The school may also offer financial assistance in the form of institutional scholarships to needy students as long as scholarship funds are available. Eligibility for federal programs is determined by an evaluation of the student's financial need, based strictly on the formulas developed by the Department of Education.

A student's financial need is determined by subtracting the contributions expected from the student and his parents from the total cost of education. The total financial aid awarded to a student, usually cannot exceed the student's need. This process is explained in greater detail below.

In order to qualify for federal financial aid programs, a student must:

- be enrolled in an eligible program;
- be a U.S. citizen, permanent resident of the U.S., or eligible non-citizen;
- utilize all assistance funds for education-related expenses;
- maintain satisfactory progress toward completion of a program of study;
- be a high school graduate or the recognized equivalent;
- sign the certification statement that he does not owe a refund to any Title IV program, and is not in default on any Title IV loan. This certification is located in step seven of the FAFSA.

Applying for Financial Aid

To apply for financial aid, a prospective student should complete a Free Application for Federal Student Aid (FAFSA). This form is available at the financial aid office. Alternatively, the student can submit his application through FAFSA on the Web at www.FAFSA.ed.gov.

Students may be required to supply additional documentation, such as Tax Returns/IRS Tax Transcripts or Verification Worksheets, to verify the information reported on the FAFSA.

Awards are made for one academic year at a time, and are not automatically renewable. Students must reapply each year before the appropriate deadline.

Financial Aid Need

Title IV federal program eligibility is based on a process called Needs Analysis. The following is a brief explanation of Needs Analysis.

First, a determination is made as to whether the students are independent or dependent on their parents. There are several factors that are taken into account. Students should carefully read the FAFSA and its instructions. Should the students have questions determining their status, the financial aid staff can provide further explanation.

If the student is determined to be dependent on his parents, a parental contribution is assessed. This is the amount that the parents are expected to pay, based on their income and available assets. Allowances are made for expenses such as living allowance based on family size, taxes paid, and the number of children in college.

The students themselves are expected to contribute towards their education, using their earnings, if applicable. The students' assets (such as savings) are generally considered to be available for the purpose of their education and are expected to be divided among their years of post-secondary education.

The Parental Contribution, where applicable, is added to the Student Contribution, to yield the Expected Family Contribution (EFC). Expenses beyond those listed above may be considered under a process known as Professional Judgment. This process can be initiated by parent or student request after the student's initial eligibility has been determined. Then, the students and/or parents would submit documentation of unusual expenses such as significant change in income or loss of employment, death/disability/divorce/separation of a parent, tuition paid for siblings, or medical expenses. These expenses can be taken into account by the financial aid staff to produce an adjusted EFC.

The student's budget or cost of education is calculated based on tuition and fees plus a standard allowance for living expenses, which depends on whether the student lives on campus, with his parents, or has other arrangements.

The EFC is then subtracted from the student's total budget. The result is known as the student's "need". This concept of need is the foundation of financial aid. Students who exhibit need and apply on time will probably be awarded aid.

Application Deadline

While applications for Pell Grants may be processed until June 30, 2023, students may be required to submit their application earlier, as the application must be processed while the student is still enrolled. Students are urged to submit their applications as early as possible. Late submissions may delay the processing of a student's application. More important, the funds for some programs are limited and will be distributed with priority given to those students who submit their application in a timely fashion.

Students may be required to update certain types of information that they have entered on their application, i.e. dependency status, household size, and number of family members enrolled in post-secondary education. Any such changes should be discussed with the financial aid office.

Federal Aid Programs

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an “entitlement” which means that each eligible student who attends an eligible institution and applies on time may receive a Federal Pell Grant. The maximum grant for a fully eligible student is \$6895 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the EFC generated by a federally mandated formula.

Financial aid disbursements in the federal Pell Grant Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives half of his scheduled award during the first semester and the second half during the second semester. Students whose paperwork is completed during the second semester may be paid retroactively for the first semester.

With the availability of Year-Round Pell, students can receive Federal Pell Grant funds for up to 150% of their Pell Grant Scheduled Award for an award year. An eligible student may now receive a Federal Pell Grant for the summer semester, even if he received 100% of his scheduled Federal Pell Grant award during the fall and spring semesters. To be eligible for the additional Pell Grant funds, the student must meet all general eligibility requirements to receive financial aid for the payment period and must be enrolled at least half time (six credits) in the payment period.

Students whose paper work is completed during the second or third semester may be paid retroactively for previous semesters in the same academic year.

The amount of Federal Pell Grant funds a student may receive over his lifetime is limited by federal law to 600%. If a student's lifetime eligibility used (LEU) equals 600%, the student may no longer receive Pell Grant funding.

Payments from the Federal Pell Program will either be made by credit to the student’s tuition account or by direct disbursement to the student. Students will be informed of the expected amount of these payments. Students may inspect their tuition records during regular business hours at the business office.

The Campus-Based Programs are a group of programs funded under Title IV. The campus-based program in which the institution participates is:

- FSEOG - Federal Supplemental Educational Opportunity Grants

In these programs, fixed sums are allocated to each school based on its size and other factors. The institution then analyzes the need of all eligible financial aid applicants whose paperwork is completed in a timely manner, and determines an equitable distribution of the funds available in a process known as "packaging." Students who apply after the initial packaging deadlines, (as posted in school), may be too late to receive any funds from these programs.

The Federal Supplemental Education Opportunity Grant is a Campus-Based grant program available to undergraduate students. Awards, when available, can range from \$100 to \$4,000. Financial aid disbursements in the FSEOG Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives one half of his scheduled award during the first semester and the second half during the second semester. Students who complete their paperwork during the second semester may be paid retroactively for the first semester. However, students should keep in mind the strong likelihood that all FSEOG funds will have been allocated by that time.

Payments from the FSEOG program will be made by credit to the student's tuition account. Generally, the funds are matched 25% non-federal funds to 75% federal funds. However, if in a particular academic year the institution is granted a waiver of the institutional share requirement, the institution may choose not to provide the institutional match. Students will be informed of the expected amounts of these payments, and may inspect their tuition records during regular hours at the business office.

NY State TAP Grants – Description

New York's Tuition Assistance Program (TAP), helps eligible New York residents attending in-state postsecondary institutions pay for tuition. TAP grants are based on the applicant's and his family's New York State taxable income.

To apply for a TAP grant, a student must fill out a FAFSA, generally followed by an additional TAP application by June 30, 2023.

To be eligible for an award the student must:

- meet one of the United States citizenship requirements;
- meet New York State residency requirements;
- enroll as a full-time undergraduate student;
- enroll in an approved program of study in an eligible New York State postsecondary institution;
- be matriculated;

- be in good academic standing; have at least a cumulative "C" average after receipt of two annual payments;
- not be in default on any Federal or State made student loan, or fail to comply with any service condition imposed by a State award program, or fail to make a required refund of any award;
- have a minimum tuition liability of at least \$200 per academic year (\$100 per semester);
- not exceed the income limitations established for the program;
- not be incarcerated;
- have a U.S. high school diploma satisfactory to TAP requirements, the equivalent recognized by the U.S. Secretary of Education, or a passing score on a federally approved ability-to-benefit test.

The New York State Dream Act enables some students who do not meet the above requirements, to be eligible for TAP Awards.

If you fit one of the descriptions below, you may be eligible.

1. Your permanent home is in NYS and you are or have one of the following:
 - A. U-Visa
 - B. T-Visa
 - C. Temporary protected status, pursuant to the Federal Immigration Act of 1990
 - D. Without lawful immigration status (including those with DACA status)

AND you meet one of the following criteria:

- a. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school diploma *OR*
 - b. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within *ten* years of receiving your NYS high school diploma *OR*
 - c. You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school equivalency diploma
2. Your permanent home is outside of NYS and you are or have one of the following:
 - A. U.S. citizen
 - B. Permanent lawful resident
 - C. Of a class of refugees paroled by the attorney general under his or her parole authority pertaining to the admission of aliens to the U.S.
 - D. U-Visa

- E. T-Visa
- F. Temporary protected status, pursuant to the Federal Immigration Act of 1990
- G. Without lawful immigration status (including those with DACA status)

AND you meet one of the following criteria:

- a. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school diploma *OR*
- b. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within *ten* years of receiving your NYS high school diploma *OR*
- c. You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school equivalency diploma

Students meeting the NYS Dream Act eligibility criteria can apply for TAP by accessing the Dream Act Application online at <https://nysdream.applyists.net/Account/LogOn?ReturnUrl=%2f>

The application is simple and straightforward, and all information provided will be used only for determining eligibility for and administering awards. Applicants without lawful immigration status will not be asked for their home address and will not have to upload financial records.

Once you have submitted an application, it is your responsibility to monitor the status of your application and to make sure your application is complete. You will be able to monitor the status of your application online after submitting your application and uploading any required documentation. You will be notified by email when a determination has been made regarding your eligibility, at which point you will be required to accept the award.

The maximum yearly TAP award is \$5665. Award amounts are determined by:

- combined family NYS taxable income, Federal, State or local pension income and private pension and annuity income, if applicable;
- level of study;
- academic year in which first payment of TAP or any state award is received;
- type of postsecondary institution and the tuition charge;
- financial independence;
- other family members enrolled in NYS postsecondary education;
- other educational benefits received.

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary will disburse any TAP funds due to the student as soon as possible, but not more than 45 days after the institution has credited the award to the student's account.

Instead of disbursing funds due to the student, the institution may credit them toward a future term if the student authorizes the credit in writing. They may also credit TAP payments toward charges the student has incurred for a future term. That term must already be underway when the school receives the payment, and the balance for that term must exceed the amount deferred for that term based on anticipated receipt of a TAP award. An authorization form, which will remain in effect for the duration of their study, will be made available to students at the time of admission.

Institutional Scholarships

Institutional scholarships may be available to students who have exhausted all other avenues of assistance and are still unable to pay their direct educational charges.

The family is expected to contribute towards the student's education, based upon their ability to pay, as determined by formulae explained above. Students who apply for other types of financial aid will automatically be considered for institutional scholarships. Those who do not apply to other programs may contact the financial aid office to apply for institutional scholarships.

Withdrawal, Institutional Refund, and Return to Title IV Policies

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

Educational Program

The academic program of study offered at YFR/DARS aims to develop in the student a sophisticated style of clear and precise scholarship that is rooted in the close study of the Talmud. It is expected that the student, in completing his degree, will emerge with a lifelong commitment to Torah scholarship and its centrality in Jewish life.

The program is constructed around the intensive study of the Babylonian Talmud. Redacted in an era that did not see knowledge as a compartmentalized system of specialties, the Talmud represents a holistic approach to wisdom and ethical behavior. It is also an intricately complex arrangement of religious law, rabbinic exegesis and interpretation, and analytic debate. It

represents the most comprehensive and authoritative source of Jewish law; a text whose every wrinkle and implication have been scrutinized and analyzed for close to two millennia.

Students undertaking this course of study will have already mastered an imposing set of skills. They will have spent considerable time studying Bible, Liturgy, Mishna, Mussar, Codes, as well as Hebrew and Aramaic language skills.

Students are assigned a prescribed program of study consisting of three courses in Talmud. These courses involve the students in a full range of traditional scholarship. Students are required to master specific content material as well as methodological concepts and reasoning skills.

The satisfactory completion of this program of 128 credits will qualify the student for a First Talmudic Degree and prepare him for a variety of professional positions in the fields of Jewish education and community service. It will also qualify the graduate for entry into recognized Talmudic Graduate Schools. There is only one major available, Talmud.

The following is a breakdown of the program's components by level and semester:

Introductory Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Talmud Survey	2 credits	2 credits	1 credit
Sub Totals:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Totals:	12 credits	24 credits	33 credits

Beginning Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Talmud Survey	2 credits	2 credits	1 credit
Sub Totals:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Totals:	45 credits	57 credits	66 credits

Intermediate Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Talmud Survey	2 credits	2 credits	1 credit
Sub Totals:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Totals:	78 credits	90 credits	99 credits

Senior Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Talmud Survey	2 credits	2 credits	1 credit
Sub Totals:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Totals:	111 credits	123 credits	132 credits

Frequency of Course Offerings

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

Textbooks and Required Materials

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

Explanation of the Numbering System

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

The first letter, T, represents the study of Talmud; the first digit refers to the year of study (1-4). The second digit indicates the intensity of the course - Intensive (1), Research (2), and Survey (3). The third and fourth digits refer to the Tractate being studied (represented as ** in the course descriptions). The letter following the number indicates the semester, A - Fall Semester, B - Spring Semester and C - Summer Semester.

Talmud Tractate Listings

Following is a brief summary of the subject matter is provided. It should be understood, however, that these short descriptions do not reflect the depth, detail, and complexity of the study involved.

(01) Kesubos - Marriage contracts; marital obligations and commitments; family structure; the status, role and rights of women in society.

(02) Gittin - Religious divorce law; legal documents; agency and proxy.

(03) Kiddushin – Religious betrothal and marriage procedures; general modes of acquisition; proxy and conditional betrothals and marriages.

(04) Baba Kama - Talmudic Civil Law, Part I. Tort law; property damage; theft, burglary and larceny.

(05) Baba Metzia - Talmudic Civil Law, Part II. Civil litigation; trade and industry, usury, labor conditions and responsibilities, deposits and tenancy.

(06) Baba Basra - Talmudic Civil Law, Part III. Rights of way; partnerships; neighbor relationships; legal forms of acquisition; sellers' responsibility; consumer protection; business documents.

(07) Makkos - Corporal punishment; witness testimony; cities of refuge for involuntary manslaughter.

Course Descriptions

There are three courses of Talmud study at YFR/DARS each term: Talmud Intensive, Talmud Research and Talmud Survey. All courses are offered on a term basis, but the syllabus is covered over an entire year. Thus, while a student will complete three Talmud Intensive courses over a year, the process of progressive development and the utilization of new approaches will change from year to year as opposed to from term to term.

Talmud Intensive

These courses are characterized as “intensive”, since the focus is on intense analysis and in-depth understanding of the text of the Talmud. The first focus is on the principal Talmudic commentaries, published on each page of the Talmud, by the medieval scholars Rashi and the authors of Tosefos.

This is supplemented by other scholarly commentary, referred to as *Rishonim* (lit. the “early” commentaries) and *Achronim* (lit. the “later” commentaries).

Talmud Intensive T11A**

Introductory Talmud Intensive - 5 credits

The introductory course assists the student make the transition from high school to the Beth Medrash level. The students study the assigned tractate material in a chavrusah or paired students study group in a supervised daily session. Students will begin to develop the skills to translate the Talmud text.

No prerequisites.

Talmud Intensive T11B**

Introductory Talmud Intensive - 5 credits

In this course, a continuation of *T11**A*, lectures focus on explaining the “shakla v’tarya” – the give and take of the “sugya” or Talmudic topic. The focus is on literary clarity, understanding the arguments and the method of reasoning being used.

*Prerequisite: Talmud Intensive T11**A*

Talmud Intensive T11C**

Introductory Talmud Intensive - 4 credits

This course is a continuation of *T11**B*. In this course, students start to build a mental collection of what will be a vast selection of case law. They begin to learn how to apply the methodology of Talmudic discourse and to properly understand the texts.

*Prerequisite: Talmud Intensive T11**B*

Talmud Intensive T21A**

Beginning Talmud Intensive - 5 credits

At this level, the students will further develop their skills in preparing a lucid translation of the text with an emphasis on p'shat, the simple textual meaning. They will also be required to apply the commentary and interpretation of the text presented by both Rashi and Tosefos.

*Prerequisite: Talmud Intensive T11**C*

Talmud Intensive T21B**

Beginning Talmud Intensive - 5 credits

This course is a continuation of *T21**A*. In this course, students will continue to apply the commentary and interpretation of the text presented by both Rashi and Tosefos. In addition, in a case of the wider ranging Tosefos commentary, students will pursue research in the Talmud sources cited by Tosefos in the course of his analysis of the text.

*Prerequisite: Talmud Intensive T21**A*

Talmud Intensive T21C**

Beginning Talmud Intensive - 4 credits

This course is a continuation of *T21**B*. Sevarah, the underlying principle and primary logic of the law, is of paramount importance when analyzing a Talmudic discussion. Generally, however, the Talmud does not explain the reasoning behind the decisions given or positions taken. In this course, the student begins to familiarize himself with the bibliography of Talmudic literature which explains the Sevarah behind the case law.

*Prerequisite: Talmud Intensive T21**B*

Talmud Intensive T31A**

Intermediate Talmud Intensive - 5 credits

While the first six terms of Talmud Intensive are devoted to developing in the student a solid approach to the Talmud text and its blatt (literally page) commentators, the third year introduces the student to the broader complexity of analytic study. Most Talmudic passages are descriptive, case study type presentations. The Rishonim literature seeks to trace out underlying principles from the case texts. The student will begin to research the early Rishonim and study their differing interpretive methodologies with regard to specific texts.

*Prerequisite: Talmud Intensive T21**C*

Talmud Intensive T31B**

Intermediate Talmud Intensive - 5 credits

This course is a continuation of *T31A*. In this course the student further broadens his understanding of the complexity of analytic study. In addition to studying Rashi and Tosefos, the student will further his research to such Rishonim as the Rambam, Rif, Rosh, Rashba, Ritva, and Ran and study their differing interpretive methodologies with regard to specific texts.

*Prerequisite: Talmud Intensive T31**A*

Talmud Intensive T31C**

Intermediate Talmud Intensive - 4 credits

This course is a continuation of *T31**B*. In this course, students continue to develop their knowledge base of Talmudic case law. With a deeper understanding of the Talmud, students appreciate the creativity inherent on a higher level and deeper understanding of the Talmud. They continue to reconstruct the hypotheses rejected by the commentaries, with a new understanding why they were dismissed.

*Prerequisite: Talmud Intensive T31**B*

Talmud Intensive T41A**

Senior Talmud Intensive - 5 credits

At this level, students study the Talmud text and the various interpretive stances of the individual commentaries. They become familiar with the methodology of the Rishonim and Achronim, as applied to the tractate being studied and as part of other tractates of the Talmud. The lecture compares similar texts, refining case analyses and building carefully defined legal principles.

*Prerequisite: Talmud Intensive T31**C*

Talmud Intensive T41B**

Senior Talmud Intensive - 5 credits

This course is a continuation of *T41**A*. In this course, students will learn to develop two important Talmudic skills, the ability to make fine distinctions in shades of meaning, and the ability to synthesize larger, more comprehensive principles from individual analytic elements.

*Prerequisite: Talmud Intensive T41**A*

Talmud Intensive T41C**

Senior Talmud Intensive - 4 credits

This course is a continuation of *T41**B*. In this course, students are presented with a variety of commentaries and taught to understand the intellectual bases of each one. They offer their own hypotheses to address any difficulties and the instructor will demonstrate how this may be the opinion of another commentary and how to reconcile the difficulties.

*Prerequisite: Talmud Intensive T41**B*

Talmud Research

The second sequence of Talmud courses is Talmud Research, which is another method of intensive studying of the Talmud. In the Talmud Research courses, study is intensive and thorough; however, it proceeds at a more rapid pace than in Talmud Intensive. This course of study is closely supervised and under the guidance of faculty members. Students prepare and review the daily reading assignment in the traditional *Chavrusa* method. Under the *Chavrusa* system, students study in pairs and then review together all aspects of the subject under study. Study partners amend, elaborate on, and crystallize each other's conclusions. When students do need assistance; they approach faculty members, who are always available to help with their questions.

Talmud Research T12A**

Introductory Talmud Research - 5 credits

The introductory course helps students transition from high school to the Beth Medrash level. Students study the assigned tractate material in a chavrusah or paired students study group in a

supervised daily session. The level of the course is pegged to the level of skills being developed in the Talmud Intensive course.

No prerequisites.

Talmud Research T12B**

Introductory Talmud Research - 5 credits

This course is a continuation of *T12**A*. In this course, as in the other Research courses, there is a combination of lecture and discussions based on the assigned tractate. The emphasis in this course is to provide the student with an authoritative approach to the text.

*Prerequisite: Talmud Research T12**A*

Talmud Research T12C**

Introductory Talmud Research - 4 credits

This course is a continuation of *T12**B*. In this course the emphasis is to assist students achieve mastery over specific content material. The learning is at a somewhat quicker pace and focuses on skill building and familiarity with the structure of the Talmud.

*Prerequisite: Talmud Research T12**B*

Talmud Research T22A**

Beginning Talmud Research - 5 credits

This course provides an overview of the assigned text with a selection of the Rishonim. The student expands his knowledge of Talmudic discourse and case law, while learning to focus his understanding of the texts.

*Prerequisite: Talmud Research T12**C*

Talmud Research T22B**

Beginning Talmud Research - 5 credits

This course is a continuation of *T22**A*. In this course, the objective is to convey a sense of the subject matter and conceptual framework of the text. In addition, the student learns to avoid superficiality during the intellectual give-and-take of Chavrusa study.

*Prerequisite: Talmud Research T22**A*

Talmud Research T22C**

Beginning Talmud Research - 4 credits

In this course, a continuation of *T22**B*, the student continues to expand his knowledge of Talmudic case law, while learning to focus his efforts on an in-depth understanding of the texts. Students are expected to review various citations of the text and some of the major commentaries.

*Prerequisite: Talmud Research T22**B*

Talmud Research T32A**

Intermediate Talmud Research - 5 credits

This course begins the group of courses which illustrate the analytic approach. In this course, students learn to go beyond the literal meaning to look for underlying assumptions and implied meanings. The basic vehicle for developing this approach lies in the study of the basic Rishonim commentators.

*Prerequisite: Talmud Research T22**C*

Talmud Research T32B**

Intermediate Talmud Research - 5 credits

In this course, a continuation of *T32**A*, students continue honing their analytic and textual skills. They become increasingly familiar with the major commentaries, and consult them regularly.

*Prerequisite: Talmud Research T32**A*

Talmud Research T32C**

Intermediate Talmud Research - 4 credits

This course, a continuation of *T32**B*, compliments the morning Talmud Intensive course. Students' intellectual creativity is encouraged as they begin to understand the interaction between the texts and their commentators and why some hypotheses are rejected by the other commentaries.

*Prerequisite: Talmud Research T32**B*

Talmud Research T42A**

Senior Talmud Research - 5 credits

At this level, the course focuses sharply on textual variations to illustrate the derivation of concepts and principles. In the lectures and discussions, emphasis is on developing a critical way of thinking and looking at the text.

*Prerequisite: Talmud Research T32**C*

Talmud Research T42B**

Senior Talmud Research - 5 credits

This course is a continuation of *T42**A*. In this course, students become increasingly independent of faculty assistance, and offer their own hypotheses to address any difficulties. This further develops critical thinking and understanding of the text.

*Prerequisite: Talmud Research T42**A*

Talmud Research T42C**

Senior Talmud Research - 4 credits

This course is a continuation of *T42**B*. Students study with minimal guidance and faculty assistance. They study a variety of opinions and must understand the intellectual bases for each one. The student's original interpretations must be consistent with the interpretation of the major commentaries.

*Prerequisite: Talmud Research T42**B*

Talmud Survey

The third sequence of Talmud courses offered by YFR/DARS is Talmud Survey, another method of studying the Talmud known as "Be'khus", which is quick-paced study of the text. Students will typically study other chapters of the Tractate than the ones studied in the other courses. The students – in Chavrusa pairs – study only the text of the Talmud and its single most important commentary – Rashi – covering as much material as possible. The goal of this course is to give students a broad background in Talmud. This is helpful both when comparing texts and when applying Talmudic sources in related fields.

It should be noted that while the evening Survey "Be'khus" course affords students the opportunity of covering a greater breadth of Talmudic learning than is possible in the morning (Intensive) and afternoon (Research) sessions, the principal emphasis in the Yeshiva's curriculum remains the intensive in-depth study of the Talmud.

Talmud Survey T13A**

Introductory Talmud Survey - 2 credits

In the introductory course, students are guided in making the transition from their high school training to the Beth Medrash level. This course is an introductory course in basic textual reading.

No prerequisites.

Talmud Survey T13B**

Introductory Talmud Survey - 2 credits

In this course, a continuation of *T13**A*, students approach the Tractate with an eye towards developing their breadth of Talmud knowledge. The focus is on another chapter in the Tractate than is being studied in the Talmud Intensive and Talmud Research courses.

*Prerequisite: Talmud Survey T13**A*

Talmud Survey T13C**

Introductory Talmud Survey - 1 credit

This course is a continuation of *T13**B*. In this course, emphasis is on surveying the text and through practice, and on honing required thinking skills.

*Prerequisite: Talmud Survey T13**B*

Talmud Survey T23A**

Beginning Talmud Survey - 2 credits

At this level, students continue to increase their breadth of Talmud knowledge. They study the Talmud with the basic commentary of Rashi. This improves the students' familiarity with the Talmud's give and take.

*Prerequisite: Talmud Survey T13**C*

Talmud Survey T23B**

Beginning Talmud Survey - 2 credits

In this course, a continuation of T23**A, students continue to broaden their Talmud knowledge. The students review the chapter being studied thus enriching their Talmudic vocabulary and knowledge.

*Prerequisite: Talmud Survey T23**A*

Talmud Survey T23C**

Beginning Talmud Survey - 1 credit

This course is a continuation of T23**B. In this course, students further enrich their Talmudic vocabulary and knowledge by continuously reviewing the chapter being studied. The persistent review of the text of the Talmud further improves the students' familiarity with the give-and-take.

*Prerequisite: Talmud Survey T23**B*

Talmud Survey T33A**

Intermediate Talmud Survey - 2 credits

At this level, students continue developing the ability to independently interpret Talmudic texts. The course further builds the students' knowledge of a variety of sugyos (topics). The students learn to avoid superficiality during the intellectual give-and-take of Chavrusa study.

*Prerequisite: Talmud Survey T23**C*

Talmud Survey T33B**

Intermediate Talmud Survey - 2 credits

This course is a continuation of T33**A. In this course, the student expands his knowledge of Talmudic discourse and case law, while learning to focus his understanding of the texts. This further develops the students' tools to independently study Talmudic texts.

*Prerequisite: Talmud Survey T33**A*

Talmud Survey T33C**

Intermediate Talmud Survey - 1 credit

This course is a continuation of T33**B. In this course, students maintain their own pace and aim to cover as much of the Tractate as possible within the limitations of the semester.

*Prerequisite: Talmud Survey T33**B*

Talmud Survey T43A**

Senior Talmud Survey - 2 credits

At this level, students are expected to have developed the skills needed to independently learn Talmudic texts. *Chavrusa* study is now performed with minimal faculty guidance and assistance. The pace is significantly faster, and the text is studied in greater depth.

*Prerequisite: Talmud Survey T33**C*

Talmud Survey T43B**

Senior Talmud Survey - 2 credits

In this course, a continuation of *T43**A*, students study the text at a fast pace with greater depth. In addition, students will reference the pertinent commentaries. The breadth of study provides the student with a sense of accomplishment and positive reinforcement for further Talmud study.

*Prerequisite: Talmud Survey T43**A*

Talmud Survey T43C**

Senior Talmud Survey - 1 credit

This course is a continuation of *T43**B*. In this final Talmud Survey course, students prepare to enter Talmud graduate programs. The focus is to develop an incipient independent scholar which will lead to a lifetime of learning and potentially to master significant sections of the Talmud.

*Prerequisite: Talmud Survey T43**B*

Sample Curriculum

First Year

Fall Semester, 12 credits

Introductory Talmud Intensive, 5 credits

Introductory Talmud Research, 5 credits

Introductory Talmud Survey, 2 credits

Spring Semester, 12 credits

Introductory Talmud Intensive, 5 credits

Introductory Talmud Research, 5 credits

Introductory Talmud Survey, 2 credits

Summer Semester, 9 credits

Introductory Talmud Intensive, 4 credits

Introductory Talmud Research, 4 credits

Introductory Talmud Survey, 1 credit

Second Year

Fall Semester, 12 credits

Beginning Talmud Intensive, 5 credits

Beginning Talmud Research, 5 credits

Beginning Talmud Survey, 2 credits

Spring Semester, 12 credits

Beginning Talmud Intensive, 5 credits

Beginning Talmud Research, 5 credits

Beginning Talmud Survey, 2 credits

Summer Semester, 9 credits

Beginning Talmud Intensive, 4 credits

Beginning Talmud Research, 4 credits

Beginning Talmud Survey, 1 credit

Third Year

Fall Semester, 12 credits

Intermediate Talmud Intensive, 5 credits
Intermediate Talmud Research, 5 credits
Intermediate Talmud Survey, 2 credits

Spring Semester, 12 credits

Intermediate Talmud Intensive, 5 credits
Intermediate Talmud Research, 5 credits
Intermediate Talmud Survey, 2 credits

Summer Semester, 9 credits

Intermediate Talmud Intensive, 4 credits
Intermediate Talmud Research, 4 credits
Intermediate Talmud Survey, 1 credit

Fourth Year

Fall Semester, 12 credits

Senior Talmud Intensive, 5 credits
Senior Talmud Research, 5 credits
Senior Talmud Survey, 2 credits

Spring Semester, 12 credits

Senior Talmud Intensive, 5 credits
Senior Talmud Research, 5 credits
Senior Talmud Survey, 2 credits

Summer Semester, 9 credits

Senior Talmud Intensive, 4 credits
Senior Talmud Research, 4 credits
Senior Talmud Survey, 1 credit

First Talmudic Degree awarded for successful completion of 128 credits.

Student Life and Services

Counseling

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is committed to developing students in both personal development and academic spheres. Students are encouraged to ask questions, share burdens, and discuss challenges that are concerning them. Counselors are available to explore such matters as vocational goals, career plans, marriage, further education, private concerns, academic problems, questions of ethics, and plans for the future or any other important subject. Students are offered answers that are rooted in traditional Judaism. Despite pressures of time and scholarly commitments, all members of the faculty are committed to maintaining a close relationship with the students and to providing them with their best guidance and advice.

Activities

To provide students with a recreational outlet, the institution has made arrangements for the use of sports and recreational facilities in the Far Rockaway area. Students are encouraged to use the exercise facilities in the gymnasium. There are also ball courts on campus.

Students are also encouraged to become involved in one of the Chesed groups, volunteer associations run by students for community service. Among the services for which students may volunteer are: charity work, assistance with the local Eruv, Israel charity work, Bikur Cholim activities such as visiting residents of the many homes for the aged, and the Gemilas Chesed Fund.

Map of Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary

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