

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary

Catalog
2026-2027





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Title IX

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary does not discriminate on the basis of sex in the education program or activity that it operates, in compliance with all applications under Title IX. This requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

<u>Title IX Coordinator:</u>

Name: Rabbi Shayeh Kohn

Office Address: 802 Hicksville Road, Far Rockaway NY, 11691

Email Address: skohn@yofr.org

Phone Number: (917)597-5717

Dear Student:

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

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,



Rabbi Shayeh Kohn
Executive Director

Board of Directors

Rabbi Yisroel Moshe Perr, CEO
Mr. Yochanan Gordon
Mr. Kalman Gefen
Rabbi Shayeh Kohn, Treasurer
Mr. David Schrieber, Esq.

Advisory Board

Mr. Gadi Fuch
Mr. Reuven Moskowitz
Mr. Moshe Rosenthal
Mr. Daniel Wolfson

Administration

Rabbi Yisroel Moshe Perr, CEO, Rosh HaYeshiva/Dean
Rabbi Shayeh Kohn, Executive Director
Rabbi Yosef Bronner, Director of Admissions
Mrs. Tamara Maslow, Registrar
Mrs. Shaindle Wiener, Bursar
Mr. Yehuda Freeman, Campus Facilities

Faculty

Rabbi Yisroel Moshe Perr, Rosh HaYeshiva/Dean
Rabbi Moshe Brown, Lecturer
Rabbi Yosef Bronner, Director of Admissions and Lecturer
Rabbi Yisroel Gewirtz, Bais Medrash Mashgiach and Sho'el Umeishiv
Rabbi Aaron Indig, Bais Medrash Mashpia and Sho'el Umeishev
Rabbi Ezra Dworetzky, Lecturer
Rabbi Menachem Goldschmidt, Lecturer
Rabbi Yoel Kramer, Lecturer

Availability of Full Time Employee to Assist Enrolled or 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 or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46. He can be found in the administrative offices during regular business hours or he can be reached by calling 718-327-7600.

State Authorization and Accreditation

NY State Disclaimer

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

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.

Non-Discrimination Policy

Notice of Non-Discrimination

Qualified men of the Orthodox Jewish faith are eligible for admission to Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary. The Institution does not discriminate on the basis of race,

color, national origin (including shared ancestry or ethnic characteristics), disability, or age in its programs and activities.

Mrs. Tamara Maslow has been designated as the point of contact for all non-discrimination inquiries. She can be reached at (718) 327-7600

The institution is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

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

Although Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary's campus is not fully accessible, the institution will make special arrangements, within reason, to accommodate qualified individuals with disabilities.

While the institution does not offer a specialized program for individuals with intellectual disabilities, the institution provides reasonable academic accommodations as appropriate.

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 updated Beth Medrash study hall comfortably accommodates the entire student body at their study tables. Meals are freshly prepared in the two well equipped kitchens, and served in the spacious dining room.

The residence hall, located a block away from the Seminary, offers comfortable accommodations and contemporary furnishings. Lounge space in the building allows the students to meet and share discussions, while a bank of utilities is provided for students to wash their clothing, prepare light snacks and care for other personal needs. Exercise equipment is available in the dorm for students' use.

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 $35 and $55 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 is the contact information for 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

Admission Policies and Procedures

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.

Generally, 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 in a secondary school education setting that either (1) meets the state's definition of secondary-level homeschooling, or (2) qualifies the student for an exemption from compulsory attendance requirements in a state that does not issue or require a homeschool credential.
3. Meet one of the recognized equivalents. Recognized equivalents include:
    a. A GED certificate.
    b. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category).
    c. An associate's degree.
    d. The successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution.
    e. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

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

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
(718)327-7600
tmaslow@yofr.org

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.

Students with Disabilities

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, special arrangements will be made, within reason, to accommodate any qualified student with disabilities.

Transfer Credit Policy

Credits may be granted, at the discretion of Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary, for study and courses taken at another postsecondary institution of Talmudic Studies, provided the following conditions are met:

- The credits transferred must be based on coursework similar in content, style and academic rigor to the one offered at the institution.
- The student must have achieved a grade that would have enabled them to pass a similar course at the institution.
- The student must have a minimum cumulative GPA of 2.0 at the institution from which credits are being transferred.
- The credits transferred must be properly documented.

Transfer credits accepted are counted toward both the number of credits attempted and the number of credits earned by the student.

Credit by evaluation may be granted to a student, who previously attended unaccredited institutions and has not brought documentation, based on the evaluation that is administered. The credits granted will be documented, and the student will be placed at the appropriate academic level.

Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary will grant a maximum of 98 transfer credits towards Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary's undergraduate degree, for transfer coursework submitted.

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.

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 whether other institutions will accept the Yeshiva's credits. Before enrolling, 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 Derech Ayson Rabbinical Seminary are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degrees earned at this institution are not accepted at the institution to which a student seeks to transfer, he may be required to repeat some or all of the coursework at that institution.

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

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

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

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

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

returning from an LOA must complete the term to be eligible to receive a second or subsequent disbursement.

Students on an approved leave of absence will not be considered withdrawn from the institution and no refund calculations will be made for Title IV financial aid received. Students who do not resume attendance at the institution at or before the end of a leave of absence will be considered withdrawn from the institution as of the initial start date of the leave of absence and refunds will be calculated accordingly.

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 adom 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 are also required to take 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

Grade Point 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 and written examinations, and diligence in individual study.

Rather than basing grades on a precise numerical average, the institution utilizes a grading system commonly used in higher education.

Essentially, this system provides for the following course grades:

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

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

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

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 (SAP) Policy

All matriculated students pursuing an approved program at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary are required to maintain satisfactory academic progress, which is defined below by the institution.

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

Below is a comprehensive explanation of the qualitative and quantitative standards at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary.

- **Qualitative Standard**

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

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

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D	1.0
B	3.0	I (Incomplete)	not included in calculation of GPA

B-	2.7	W(Withdrawn)	not included in calculation of GPA
C+	2.3	F (Fail)	0.0

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

- **Quantitative Standard**

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

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

    - **Pace of Completion**

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

When SAP Is Not Met

Warning

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

Federal Financial Aid Warning

If a student falls below the satisfactory academic progress standards, they will be notified by mail or email and granted a one-semester federal financial aid warning period, during which time they will remain eligible for federal financial aid. Additionally, they will be

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

Appeals Process

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

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

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

Academic Probation

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

accommodation, or other academic assistance. A student on academic probation will continue to be eligible for federal financial aid.

Academic Probation With a Study Plan

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

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

Reevaluation After a Probationary Period

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

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

Reestablishing Aid Eligibility

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

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

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

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

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

Repetitions
All repeated courses are counted in the number of the student's attempted credits, and are included in the student's GPA, including failing grades. For SAP pace calculations, only one passing attempt of a repeated course may be counted as credits completed, even if the student passes the course more than once. A student repeating a course must remain within the time frame required for SAP standards.

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

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

Change of Major

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

Remedial Courses

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

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.

Good Academic Standing for the New York State Tuition Assistance Program (TAP)

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

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

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

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

First Talmudic Degree Program

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

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

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

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

<u>Waivers</u>

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

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

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

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

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

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

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

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 who wishes to inspect their education record should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the eligible 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 eligible 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 eligible student believes is inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA.

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

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

   After the hearing, if the decision is upheld not to amend the record, the student has a right to insert a statement into the record.

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.

   A student must provide a signed and dated written consent. The consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

   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 may include a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney,

auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

Upon request or when initiated by the student, Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary 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.

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

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

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

- To other school officials, including teachers, within 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 either parent of a 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))
- To a caseworker or representative of a State or local child welfare agency or tribal organization legally responsible for the care and protection of a student placed in foster care, pursuant to the Uninterrupted Scholars Act (20 U.S.C. § 1232g(b)(1)(L)).
- The information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, enrollment status, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, videos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

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

Copyright Infringement Policy

As per 34 CFR 668.43(a)(10), students of Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary are hereby informed that the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may subject the students to civil and criminal liabilities.

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

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

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

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

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

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

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

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary. The school does not have an institutional information technology system for student use.

Complaint Policies

Internal Complaint Policy

Any student who has a complaint may 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 Policy

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), the agency that accredits Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary by writing to 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: (212) 363-1991 or via email: office@aarts.org.

NY State Complaint Policy

For all types of complaints concerning colleges and universities in New York State, the first course of action must be to try to resolve the complaint directly with the administration of the college or

university involved. The Office of College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please note: Every New York State college and university is required to establish, publish, and enforce explicit policies related to redress of grievances.

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

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

- The Office does not handle anonymous complaints.
- The Office does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Calendar 2026-2027

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

Tuition and Fees 2026-2027

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

FINANCIAL AID

Yeshiva of Far Rockaway utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers federal and state financial aid programs to its students and Higher Education Solutions (HES) assists with their administration.

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

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

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

TITLE IV FEDERAL FINANCIAL AID

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

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress in college or career school;
- provide consent and approval to have their federal tax information transferred directly onto their Free Application for Federal Student Aid (FAFSA®) form;

- sign the certification statement on the FAFSA form stating that they are not in default on a federal student loan, do not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show they are qualified to obtain a college or career school education by:
  - ❖ having a high school diploma or a state-recognized equivalent such as a General Educational Development (GED) certificate;
  - ❖ completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
  - ❖ enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

APPLYING FOR TITLE IV AID

To apply for Title IV aid, students should complete the FAFSA online at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, a paper FAFSA may be obtained online from https://studentaid.gov/sites/default/files/2026-27-fafsa-form.pdf or the financial aid office, completed, and then submitted by mail to the designated address.

In addition to completing the FAFSA form and providing consent for the IRS to share federal tax information with the U.S. Department of Education, students may be required to submit additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

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

TITLE IV AID NEED

Eligibility for Title IV programs is determined through a process called need analysis, which assesses how much financial assistance a student is eligible to receive based on the resources expected to be available from the student and, if applicable, their parents.

A student's financial need is calculated based on the formulas developed by the Department of Education. It is determined by subtracting the contributions expected from the student and, if applicable, their parents, from the student's Cost of Attendance (COA). The student's COA includes tuition, fees, books, transportation, personal expenses, and a standard allowance for living expenses. The living expense allowance varies depending on whether the student lives on campus, off-campus or with their parents. The total financial aid awarded to a student cannot exceed their financial need.

A student's dependency status- whether they are considered dependent or independent of their parents-is determined by their responses to specific questions and other information provided on the FAFSA. This status is used in calculating financial need. Students are encouraged to review the FAFSA instructions thoroughly and consult financial aid staff for guidance as needed.

Once dependency status is determined, the student's financial contribution is assessed. For independent students, this is based on their income, and, if applicable, their spouse's income, as reported on their tax return, along with any counted assets, as applicable. Certain allowances, such as the Employment Expense Allowance, Payroll Tax Allowance and Income Protection Allowance (IPA), are factored in to offset income. The IPA is a living allowance based on family size and considers food, housing, and other relevant factors.

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

The student's contribution is combined with the parental contribution, when applicable, to calculate the Student Aid Index (SAI). The SAI is subtracted from the student's COA with the remaining amount known as the student's financial need.

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

A student with an SAI equal to or greater than twice the maximum Pell Grant award amount for the award year is ineligible for a Pell Grant. This limit does not apply to students who qualify for a Pell Grant under the Special Rule (dependents of certain deceased servicemembers and Public Safety Officers).

Updated FAFSA Information

Students may update, or be required to update, certain information on their FAFSA application, such as dependency status or household size, only under specific circumstances. Students who have a change in circumstances that affects any of these areas should contact the financial aid office.

Professional Judgment

In addition to the process used to calculate financial aid need, there are unique situations where the financial aid administrator may use professional judgment (PJ) on a case-by-case basis to adjust the components of a student's COA, or the data used to determine their Pell Grant eligibility or calculate their SAI, and/or perform dependency overrides. Students may pursue a PJ adjustment based on the categories of special circumstances and unusual circumstances, as described below.

Professional Judgment for Special Circumstances

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

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

Professional Judgment During a Disaster, Emergency, or Economic Downturn

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

Professional Judgment for Unusual Circumstances

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

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

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

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

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

Unaccompanied Homeless Youth

For the 2026-2027 award year, a student is independent if, at any time on or after July 1, 2025, the student was determined to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless. A student may self-report their independence due to homelessness by indicating on the FAFSA form that they have a determination from one of the following entities:

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

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

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

TITLE IV APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2027, students should be aware that an earlier submission may be required as the application must be processed, and a valid SAI received, while the student is still enrolled. Students are urged to submit their applications as early as possible to avoid processing delays. More importantly, some programs have limited funding, and priority consideration is given to students who submit their applications earlier in the cycle.

TITLE IV AID PROGRAMS

Federal Pell Grant Program

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

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

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

Federal Pell Grant payments are made either by applying a credit to the student's tuition account or by direct disbursement to the student. If the student provides a voluntary written authorization, the school will hold the excess funds on account. Students will be informed in writing of the expected amount of these payments. Tuition records may be reviewed by the student during regular business hours at the business office.

The Campus-Based Programs

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

- FSEOG - Federal Supplemental Educational Opportunity Grants

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

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

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

Students will be notified in writing of the expected amounts of these payments, and may review their tuition records during regular hours at the business office.

Generally, FSEOG funds are awarded on a 75% federal to 25% non-federal matching basis. However, if the institution receives a waiver of the non-federal share requirement for a given academic year, it may opt not to provide the non-federal match.

NY STATE TUITION ASSISTANCE PROGRAM (TAP) GRANTS

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

To apply for a TAP Grant, the student must fill out a FAFSA, generally followed by a separate TAP application (ETA). Both applications must be submitted by June 30, 2027.

To be eligible for an award the student must:

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

New York State DREAM Act

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

1. Their permanent home is in NYS, and they are or have one of the following:
    a. U-Visa
    b. T-Visa
    c. Temporary protected status, pursuant to the Federal Immigration Act of 1990
    d. Without lawful immigration status (including those with DACA status)

    AND they meet one of the following criteria:
        a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school diploma *OR*
        b. Received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school equivalency diploma

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

    AND they meet one of the following criteria:

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

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

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

The Alternate Eligibility Pathway

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

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

Once the student has submitted an application - either by completing the FAFSA and ETA, or through the NYS DREAM Act or Alternate Eligibility Path portal - it is their responsibility to monitor the status of the application and ensure it is complete. The student may track the status of their application submitted online after the application has been submitted and all required documentation has been

uploaded. NYS DREAM Act applicants will be notified by email once a determination has been made regarding their eligibility, at which point they will accept the award.

TAP Award Amounts and Disbursements

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

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

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

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

TUITION WAIVERS

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

There is an application for tuition waivers which must be completed and submitted for consideration of tuition waivers.

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 Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary 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 primarily 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. The 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 and maintaining a minimum of a 2.0 GPA, 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

	Fall Semester	Spring Semester	Summer Term
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 Total:	12 credits	12 credits	9 credits
Total:	12 credits	24 credits	33 credits

Beginning Level

	Fall Semester	Spring Semester	Summer Term
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 Total:	12 credits	12 credits	9 credits
	Total:	45 credits	57 credits	66 credits

Intermediate Level

		Fall Semester	Spring Semester	Summer Term
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 Total:	12 credits	12 credits	9 credits
	Total:	78 credits	90 credits	99 credits

Senior Level

		Fall Semester	Spring Semester	Summer Term
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 Total:	12 credits	12 credits	9 credits
	Total:	111 credits	123 credits	132 credits

Credit Hours and Course Structure

Credits are assigned in accordance with the federal definition of a credit hour, which is defined as an amount of student work that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or at least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and takes into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Due to the Yeshiva of Far Rockaway Derech Ayson's extended daily schedule, actual hours of study significantly exceed this requirement. An academic calendar can be found in the supplement to the catalog.

Frequency of Course Offerings

Students enrolled at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary 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 Term.

Selected Tractates in Talmud Curriculum

The specific Tractate to be studied is assigned before the beginning of the term and will be signified in the course code by the two-digit Tractate number. The following is a brief summary of the subject matter. While the descriptions are not comprehensive, they give some of the major topics found in the given tractates. 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

As noted, there are three courses of Talmud study at Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary 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 completes 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).

T11##A **Introductory Talmud Intensive I** **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.

T11##B **Introductory Talmud Intensive II** **5 credits**

In this course the 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: T11##A Talmud Intensive I

T11##C **Introductory Talmud Intensive III** **4 credits**

In this course, the 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: T11##B Talmud Intensive II

T21##A **Beginning Talmud Intensive I** **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: T11##C Talmud Intensive III

T21##B **Beginning Talmud Intensive II** **5 credits**

In this course, the 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: T21##A Talmud Intensive I

T21##C **Beginning Talmud Intensive III** **4 credits**

In this course, the student begins to familiarize himself with the bibliography of Talmudic literature which explains the Sevarah behind the case law. 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.

Prerequisite: T21##B Talmud Intensive II

T31##A **Intermediate Talmud Intensive I** **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: T21##C Talmud Intensive III

T31##B **Intermediate Talmud Intensive II** **5 credits**

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, the Rif, the Rosh, the Rashba, the Ritva, and the Ran and study their differing interpretive methodologies with regard to specific texts.

Prerequisite: T31##A Talmud Intensive I

T31##C **Intermediate Talmud Intensive III** **4 credits**

In this course the students while continuing to develop their knowledge base of Talmudic case law begin to appreciate the creativity inherent in a deep understanding of the Talmud. In addition, they continue to reconstruct the hypotheses rejected by the commentaries and understand why they were dismissed.

Prerequisite: T31##B Talmud Intensive II

T41##A **Senior Talmud Intensive I** **5 credits**

At this level, the 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: T31##C Talmud Intensive III

T41##B **Senior Talmud Intensive II** **5 credits**

In this course, the 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: T41##A Talmud Intensive I

T41##C **Senior Talmud Intensive III** **4 credits**

In this course, the 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: T41##B Talmud Intensive II

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 slightly 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.

T12##A **Introductory Talmud Research I** **5 credits**

The introductory courses focus primarily on covering additional material in the Tractate beyond what the morning session allows, providing a broader perspective on the material. The course is designed to foster independent learning through self-directed study, closely guided by instructors.

No prerequisites.

T12##B **Introductory Talmud Research II** **5 credits**

In this course the objective is to convey a sense of the subject matter and conceptual framework of the Talmud text. The text is studied at a somewhat quicker pace and focuses on skill building and familiarity with the structure of the Talmud. Developing intellectual independence is encouraged at the post-secondary level.

Prerequisite: T12##A Talmud Research I

T12##C **Introductory Talmud Research III** **4 credits**

In this course, students further develop their research abilities and continue to build their skills in a self-study approach. Students advance their engagement with the text through structured instructor support, allowing them to explore the material while still covering significant ground.

Prerequisite: T12##B Talmud Research II

T22##A **Beginning Talmud Research I** **5 credits**

At the beginning level, continued emphasis is placed on progressing quickly through the Tractate. The students incorporate additional Rishonim and Acharonim alongside their continued study of Rashi and Tosafos. With guidance from instructors the students refine their ability to utilize their developing skills while studying the commentaries.

Prerequisite: T12##C Talmud Research III

T22##B **Beginning Talmud Research II** **5 credits**

In this course, the students gradually transition away from instructor guidance in their study of the Gemorah, Rashi and Tosafos. They further strengthen their understanding of the text by engaging in a range of Rishonim and Acharonim. Increased focus is placed on advancing through the Tractate at a faster pace.

Prerequisite: T22##A Talmud Research I

T22##C **Beginning Talmud Research III** **4 credits**

In this course, the students expand their knowledge of Talmudic case law, while learning to focus their effort on an in-depth understanding of the texts. The students follow the thread of the resolution of the Sugya (Talmudic topic) during the intellectual give-and-take of Chavrusa study.

Prerequisite: T22##B Talmud Research II

T32##A **Intermediate Talmud Research I** **5 credits**

At the intermediate level the students develop their knowledge of Talmudic case law and hone their analytic and textual skills. The students become more familiar with some of the major commentaries. Intellectual creativity is encouraged which leads to an understanding of the interactions between the texts and their commentators.

Prerequisite: T22##C Talmud Research III

T32##B **Intermediate Talmud Research II** **5 credits**

In this course the students solidify the accomplishments of the earlier semesters. They are expected to demonstrate analytic and other critical thinking mastery skills. The pace, clarity and critical thinking skills are more advanced. They start developing the skills necessary to come up with original interpretations of their own.

Prerequisite: T32##A Talmud Research I

T32##C **Intermediate Talmud Research III** **4 credits**

In this course the students become increasingly familiar with the major Achronim (later commentators; circa 1500 to the present) and consults them regularly. This adds an additional component to the independent study and leads to a deeper understanding of the text and the commentators.

Prerequisite: T32##B Talmud Research II

T42##A **Senior Talmud Research I** **5 credits**

On this level the students become increasingly independent of faculty assistance. The students are now capable of coming up with original interpretations. Stress is placed upon consistency of the student's interpretation with the major commentaries and contrasts that are invariable when a novel interpretation is developed.

Prerequisite: T32##C Talmud Research III

T42##B **Senior Talmud Research II** **5 credits**

In this course, the students rely more on their own study and reasoning. As they engage more deeply with the texts, the structure of the Talmud becomes clearer and more accessible. They continue to refine their critical thinking and further develop the ability to formulate original interpretations with clarity and precision.

Prerequisite: T42##A Talmud Research I

Talmud Research

T42##C Senior Talmud Research III 4 credits

In this course the students now study with minimal guidance and faculty assistance. In this course the students focus on preparing Chaburos—short, structured presentations which analyze the Talmudic texts being studied. In addition, the students prepare to enter Talmudic graduate programs.

Prerequisite: T42##B Talmud Research II

Talmud Survey

The third sequence of Talmud courses offered by Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary is Talmud Survey, another method of studying the Talmud known as "Be'kius", 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'kius" 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.

T13##A Introductory Talmud Survey I 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.

T13##B Introductory Talmud Survey II 2 credits

In this course the students approach the Tractate with an eye towards developing their breadth of Talmud knowledge. The emphasis is on surveying the text and through practice, the student hones the required thinking skills.

Prerequisite: T13##A Talmud Survey I

T13##C Introductory Talmud Survey III 1 credit

In this course, the focus is on building core skills and developing familiarity with the structure of the Talmudic text. Students' progress at a quicker pace, focusing exclusively on Rashi's commentary to enhance comprehension and deepen essential knowledge.

Prerequisite: T13##B Talmud Survey II

T23##A **Beginning Talmud Survey I** **2 credits**

On this level the students survey the text and, through consistent practice, hone essential thinking skills. The syntax and structure of the Talmud become increasingly clear as they engage in self-directed study.

Prerequisite: T13##C Talmud Survey III

T23##B **Beginning Talmud Survey II** **2 credits**

In this course the students review the chapter being studied thus enriching their Talmudic vocabulary and knowledge. This further improves the students' familiarity of the Talmud's logical give-and-take.

Prerequisite: T23##A Talmud Survey I

T23##C **Beginning Talmud Survey III** **1 credit**

In this course, students further develop the tools and skills necessary to interpret Talmudic texts. The objective is to cultivate an understanding of both the subject matter and the conceptual framework underlying the text.

Prerequisite: T23##B Talmud Survey II

T33##A **Intermediate Talmud Survey I** **2 credits**

On this level the students continue developing the ability to independently interpret Talmudic texts. The student learns to avoid superficiality during the intellectual give-and-take of Chavrusa study.

Prerequisite: T23##C Talmud Survey III

T33##B **Intermediate Talmud Survey II** **2 credits**

In this course the students continue to expand their knowledge of Talmudic discourse and case law, while learning to focus their understanding of the texts. Subsequently this further develops the students' tools to independently study Talmudic texts.

Prerequisite: T33##A Talmud Survey I

T33##C **Intermediate Talmud Survey III** **1 credit**

In this course the students pursue their Bekius studies largely unsupervised. The students maintain their own pace and aim to cover as much of the Tractate as possible within the limitations of the semester.

Prerequisite: T33##B Talmud Survey II

T43##A **Senior Talmud Survey I** **2 credits**

On this level the student's study at a significantly faster pace and cover more ground in the Tractate. The breadth of study provides the students with a sense of accomplishment and positive reinforcement for further Talmud study.

Prerequisite: T33##C Talmud Survey III

T43##B **Senior Talmud Survey II** **2 credits**

In this course the pace is significantly faster, and the text is studied with greater depth. The students will occasionally reference the pertinent commentaries. In addition, the students are expected to assist younger students in their studies.

Prerequisite: T43##A Talmud Survey I

T43##C **Senior Talmud Survey III** **1 credit**

This course is the commencement of preparing the students 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: T43##B Talmud Survey II

Sample Curriculum

First Year

Fall Semester

T11##A Introductory Talmud Intensive I	5 credits
T12##A Introductory Talmud Research I	5 credits
T13##A Introductory Talmud Survey I	2 credits
	12 credits

Spring Semester

T11##B Introductory Talmud Intensive II	5 credits
T12##B Introductory Talmud Research II	5 credits
T13##B Introductory Talmud Survey II	2 credits
	12 credits

Summer Term

T11##C Introductory Talmud Intensive III	4 credits
T12##C Introductory Talmud Research III	4 credits
T13##C Introductory Talmud Survey III	1 credit
	9 credits

Cumulative Total: 33 credits

Second Year

Fall Semester

T21##A Beginning Talmud Intensive I	5 credits
T22##A Beginning Talmud Research I	5 credits
T23##A Beginning Talmud Survey I	2 credits
	12 credits

Spring Semester

T21##B Beginning Talmud Intensive II	5 credits
T22##B Beginning Talmud Research II	5 credits
T23##B Beginning Talmud Survey II	2 credits
	12 credits

Summer Term

T21##C Beginning Talmud Intensive III	4 credits
T22##C Beginning Talmud Research III	4 credits
T23##C Beginning Talmud Survey III	1 credit
	9 credits

Cumulative Total: 66 credits

Third Year

Fall Semester

T31##A Intermediate Talmud Intensive I	5 credits
T32##A Intermediate Talmud Research I	5 credits
T33##A Intermediate Talmud Survey I	2 credits
	12 credits

Spring Semester

T31##B Intermediate Talmud Intensive II	5 credits
T32##B Intermediate Talmud Research II	5 credits
T33##B Intermediate Talmud Survey II	2 credits
	12 credits

Summer Term

T31##C Intermediate Talmud Intensive III	4 credits
T32##C Intermediate Talmud Research III	4 credits
T33##C Intermediate Talmud Survey III	1 credit
	9 credits

Cumulative Total: 99 credits

Fourth Year

Fall Semester

T41##A Senior Talmud Intensive I	5 credits
T42##A Senior Talmud Research I	5 credits
T43##A Senior Talmud Survey I	2 credits
	12 credits

Spring Semester

T41##B Senior Talmud Intensive II	5 credits
T42##B Senior Talmud Research II	5 credits
T43##B Senior Talmud Survey II	2 credits
	12 credits

Summer Term

T41##C Senior Talmud Intensive III	4 credits
T42##C Senior Talmud Research III	4 credits
T43##C Senior Talmud Survey III	1 credit
	9 credits

Cumulative Total: 132 credits

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 and the Gemilas Chesed Fund.

Students in 1st and 2nd year Bais Medrash mentor students in 9th grade twice a week. Additionally, students work with the Anchor Mentoring Program.

Anchor Mentoring is a big brother/big sister mentoring and chavrusa program operating out of the 5 Towns and Far Rockaway. Since its inception in 2010 it has helped well over 1,000 boys and girls, guiding, nurturing, and encouraging them to become viable members of their community and religion. Handpicked mentors from the community provide friendship, warmth, outings, help with schoolwork, and whatever else they may need to help them adjust. With a primary goal of identifying the issues before they arise, Anchor Mentoring helps to prevent the potential problems from ever surfacing, thereby avoiding much unnecessary pain and hardship. Anchor Mentoring has a remarkably high success rate and has become a vital resource to the community, schools, and families that it services. The project has been dedicated by Mr. and Mrs. Dovid and Chavie Klein of Lawrence, NY in memory of their brother, Binyomin, and was named Zimras Binyomin in his memory.

Map of Yeshiva of Far Rockaway Derech Ayson Rabbinical Seminary

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