

Yeshiva Gedola Tiferes

Yaakov Yitzchok



Student Catalog

2022 -2023

For additional copies contact:

Yeshiva Gedola Tiferes Yaakov Yitzchok

65 Cross Street

Lakewood, NJ, 08701

Tel: 732-901-6304

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Licensure and Accreditation

Yeshiva Gedola Tiferes Yaakov Yitzchok is licensed by the Office of the Secretary of Higher Education of New Jersey to offer a Bachelor of Talmudic Studies Degree as well as an Associate of Talmudic Studies Degree.

Yeshiva Gedola Tiferes Yaakov Yitzchok is accredited by the Association of Institutions of Jewish Studies (AIJS) and is approved to offer a Bachelor of Talmudic Studies Degree as well as an Associate of Talmudic Studies Degree. Accreditation indicates that the institution has achieved recognition by AIJS, by demonstrating compliance with AIJS accreditation standards. AIJS is recognized by the United States Department of Education as an accrediting agency and is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701. Their telephone number is 732-363-7330.

The letter of licensure and letter of accreditation can be viewed in the office during regular business hours.

Mission

Yeshiva Gedola Tiferes Yaakov Yitzchok was created with a mission to develop young men into educated and productive Torah-abiding members of society who will establish homes built on a solid foundation of Torah and Avodas Hashem, regardless of the length of their future formal Torah study. In particular, the Yeshiva aims to empower students in a positive, accepting environment.

The mission of Yeshiva Gedola Tiferes Yaakov Yitzchok is:

- To provide the optimal conditions for student growth and study in a positive, connected environment
- To provide a place for students to feel emotionally safe, physically comfortable, and academically inspired
- To educate students to do primary research in Talmud

- To educate students how to utilize the commentaries in developing an approach to analyzing the Talmud
- To educate students how to utilize the major Jewish ethical works and bring into practice the principles expounded in the works
- To help each student individually to grow and develop into a mensch who contributes productively to society
- To give students opportunities to achieve measurable success, thereby building self-esteem and encouraging additional success, and ultimately success in any future pursuits

Board of Directors

Rabbi Eliyahu Brudny - *President*

Rabbi Ephraim Nussbaum - *Vice President*

Rabbi Chanina Brudny - *Trustee*

Rabbi Chaim Z. Herzka - *Trustee*

Mr. Yitzchok Kirzner - *Treasurer*

Rabbi Sender Lerner - *Trustee*

Administration

Rabbi Chaim Z. Herzka - *Chief Executive Officer*

Rabbi Chanina Brudny - *Chief Fiscal Officer*

Rabbi Azriel Taub - *Financial Aid Director*

Rabbi Yehuda Lapidus - *Executive Director*

Rabbi Chaim Lieberman - *Registrar*

Mrs. Leah Berger - *Bookkeeper*

Faculty

Rabbi Chaim Z. Herzka - *Rosh Yeshiva*

Rabbi Moshe Klein

Rabbi Chanina Brudny - *Rosh Yeshiva*

Rabbi Chaim Lieberman

Rabbi Avrohom Kenzer

Rabbi Azriel Taub

COVID-19 Update

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

Academic Calendar 2022–2023

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

Tuition and Fees 2022–2023

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

Campus and Facilities

Yeshiva Gedola Tiferes Yaakov Yitzchok is located on a campus at 65 Cross Street in Lakewood, NJ, and is comprised of two buildings; the main building and a recently completed dormitory building. Both buildings are completely handicap accessible.

The main building on the campus is an educational complex. This houses a large, beautiful study hall, two lecture rooms, an administrative office/teachers' break-room, students' break-room, and a recreation room. It also houses the dining facilities. Adjacent to the building is a parking lot and a large, grassy area with benches and wastebaskets. All sections of the building meet State building and fire codes.

Dormitory

Next to the main academic building is a modern, three-story dormitory for the students. The first and second floors each have seven large (18x24 feet) rooms housing four or five students each, and a recreation/break-room. In addition, there are numerous restroom facilities and many showers throughout the facility. Everything is well maintained by our custodial staff. In the basement, there is a spacious laundry room with ten machines for the students' use. An additional three large bedrooms and recreation room with workout equipment and a ping-pong table are located in the basement as well.

Library

Yeshiva Gedola Tiferes Yaakov Yitzchak maintains an extensive library of about 3,500 volumes, which are housed in the study hall. Students may freely peruse and borrow from the library for use in study or personal enrichment. Texts relevant to the Yeshiva's program are always available at the library, along with the standard selection of Talmudic reference books. In addition to these texts of the Talmudic genre, the library is divided into several other sections; Bible, Halacha (Jewish law), Mussar (self-betterment and social responsibility), Medrash (non-legalistic texts and Judaic philology), and other references and guides.

Yeshiva Gedola Tiferes Yaakov Yitzchok is located a short distance from Beth Medrash Govoha (BMG), the largest Talmudic Studies academy in the United States. In the event a specific volume is not available on campus, arrangements have been made with BMG to use their libraries. BMG boasts a library of some 175,000 volumes and electronic databases of Talmudic literature, including the Otzar HaChochma program. The Otzar HaChochma program has over 85,000 scanned volumes and a search engine to search for a volume by title, author, year of publication, or a wide range of topics.

Textbook Information

Yeshiva Gedola Tiferes Yaakov Yitzchok 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 Gemarah and Kovetz Mifarshim, which cost between \$20 and \$50 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below are the addresses of three local Judaica stores:

Judaica Plaza	Lakewood Judaica	Z. Berman Books
1700 Madison Avenue	150 James Street	916 River Avenue
Lakewood, NJ 08701	Lakewood, NJ 08701	Lakewood, NJ 08701

Tutoring

On occasion, a student may be unable to keep up with the high expectations of the yeshiva's educational program. In such cases, one of the Roshei Yeshiva may change his Chavrusa, or study partner, and ask one of the more senior students, or even a member of the faculty, to study with him during one or more periods of the day. Additionally, the faculty will recommend a tutor for the student to catch up to his peers and maintain his academic progress.

Health

Beyond the standard first-aid services, the Yeshiva does not have the facilities to deal with medical issues. Students in need of medical care may utilize the services of local medical practices, which have a good reputation and positive relationship with the community. In addition, there is an active "Hatzalah" (volunteer EMT service) program in Lakewood with an average response time of four minutes. In situations requiring serious emergency room care, the Monmouth Medical Center Southern Campus is located within minutes from the Yeshiva. The Yeshiva is also about twenty minutes from Jersey Shore Medical Center, located in Neptune, NJ.

Counseling

Counseling services are an important component of the student services offered at Yeshiva Gedola Tiferes Yaakov Yitzchok. The Roshei Yeshiva very ably perform this responsibility. Indeed, the term *Rosh Yeshiva* implies one who both oversees and intervenes, which means a conscious effort on the part of a Rosh Yeshiva to ensure the physical, emotional and spiritual needs of his charges are fully addressed.

An important role of the Roshei Yeshiva is to advise students on academic matters. For example, if a student would like to change his chavrusa or rearrange his schedule, he should discuss this with one of the Roshei Yeshiva before he makes a change that may not be beneficial to his progress and academic growth. Although the Roshei Yeshiva are the principal academic advisors, the individual faculty members also function as advisors.

The faculty members are expected to give students academic advisement and counseling on an ongoing basis. The faculty's role in advisement is especially important in those cases where a student is not performing up to his potential and has failed to meet the Yeshivas' standards for satisfactory progress. In such cases, the faculty is encouraged to work closely with the student to help resolve any personal or social obstacles. The members of the faculty should consult with the Roshei Yeshiva, who are responsible for supervising the academic advisement process. When necessary, students are referred to professional counseling help.

Admission Procedure

In order to initiate the application process, we encourage qualified students to contact the Executive Director at the addresses listed below:

65 Cross Street

Lakewood, NJ, 08701

Tel: 732-901-6304

Email: admin@yeshivatyy.com

The first step in the application process is to arrange for a personal interview with both of the Roshei Yeshiva. At the time of the interview, the Roshei Yeshiva will administer a thorough examination in Talmudic studies. The Yeshiva will also request transcripts of previous advanced study in other institutions and recommendations from faculty members at their previous schools of attendance.

The selection of applicants will be based upon institutional availability, their intellectual ability, academic preparation and personal ethical development. If accepted for enrollment, the applicant will be asked to complete an admission form.

Admissions Policy

Students applying to Yeshiva Gedola Tiferes Yaakov Yitzchok must meet one of the following requirements:

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

Yeshiva Gedola Tiferes Yaakov Yitzchok does not utilize an Ability to Benefit test for admitting students.

Admission to Yeshiva Gedola Tiferes Yaakov Yitzchok is open to male members of the Orthodox Jewish faith without regard to age, color, race, national origin or handicap.

Transfer Credit Policy

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

- The credits transferred must be based on course work similar in content, style and academic rigor to the one offered at the Yeshiva.
- The student must have achieved a grade that would have enabled him to pass a similar course at the Yeshiva.
- All credits must be properly documented.
- Transfer credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.
- Credit by examination may be granted to a student, who previously attended unaccredited institutions, based on the examination that the Roshei Yeshiva administer to each incoming student. The student will be placed at the appropriate academic level and granted the credits by examination that will place him on par with the class.

A transfer student must be in academic residence at the yeshiva for 30 credits in order to earn a Bachelor of Talmudic Studies Degree, and 15 credits to earn an Associate of Talmudic Studies Degree.

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

Note: Yeshiva Gedola Tiferes Yaakov Yitzchok does not have any articulation agreements with regard to whether we will accept credits from other institutions nor with regard to whether other institutions accept our credits. Before enrolling in our institution, please be sure that your attendance at our institution will help you reach your educational goals.

Please be advised that the transferability of credits and acceptance of the degrees earned at Yeshiva Gedola Tiferes Yaakov Yitzchok 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.

Attendance Requirements

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

Leave of Absence-Federal Policy

Under certain specialized circumstances, and with approval from the Regional Office of the U.S. Department of Education, a student may be granted an approved leave of absence.

In order to be granted a leave of absence a student must follow the procedures outlined below:

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

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

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

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

Students on an approved leave of absence will not be considered withdrawn from the institution and no refund calculations will be made for Title IV financial aid received. Students who fail to return to school after an approved leave of absence will be considered withdrawn from the institution as of the date of the start of the leave of absence and refunds will be calculated accordingly.

Grade Point System

The grading system followed at Yeshiva Gedola Tiferes Yaakov Yitzchok is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral examinations, and diligence in individual study.

Rather than deriving grades from a precise numerical average, Yeshiva Gedola Tiferes Yaakov Yitzchok employs a grading system that is used by other institutions of higher education.

Essentially, this system provides for the following course grades:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D	1.0
B	3.0	F	0.0
B-	2.7	I	Incomplete
C+	2.3	W	Withdrawal

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

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

Sample GPA Calculation:

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

Divided by 12 Credits for the Semester = 3.45 GPA

Availability of Full Time Employee

Yeshiva Gedola Tiferes Yaakov Yitzchok has designated Rabbi Yehuda Lapidus, Executive Director, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid; cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the Code of Federal Regulations. He can be reached in the office during regular business hours or by calling 732-691-6204.

Withdrawal and Institutional Refund Policies

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

Academic Regulations

Satisfactory Academic Progress

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

The SAP standards required for students receiving Title IV federal financial aid are the same for all matriculated students at Yeshiva Gedola Tiferes Yaakov Yitzchok satisfactory academic progress at Yeshiva Gedola Tiferes Yaakov Yitzchok has two principal components: a qualitative standard and a quantitative standard:

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

- **Qualitative Standard**

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

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

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

C	2.0
C-	1.7
D	1.0
W	not included in calculation of GPA
I	not included in calculation of GPA
F	0.0

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

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

- **Quantitative Standard**

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

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

- **Pace of Completion**

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

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

When SAP is Not Met

Warning

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

Federal Financial Aid Warning

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

Appeals Process, Mitigating Circumstances

A student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for appeal include the death of a relative, an injury or illness of the student, or other special circumstances. The student must submit the appeal in writing

to the administrative office. In the appeal, the student must describe why he failed to make satisfactory academic progress, and what has changed in his situation that will allow him to demonstrate satisfactory academic progress at the next evaluation. The senior faculty member will consider all information provided by the student and will consult with faculty members, as appropriate. If it is determined that the appeal should be accepted, then the senior faculty member will determine whether or not the student will be able to meet the standard SAP requirements of the institution by the end of a one semester probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, the student will be placed on academic probation as described below. If it is determined that the student will be able to meet the standard SAP requirements of the institution by the end of the probationary period with a customized study plan, then the student will be placed on academic probation with a study plan, as described below.

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

Academic Probation

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

Academic Probation with a Study Plan

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

Reevaluation after a Probationary Period

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

Reinstatement for Federal Financial Aid

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

Incompletes

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

Withdrawals from a Course

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

Transfer Credits and Satisfactory Progress

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

Repetitions

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

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

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

Change of Major

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

ESL/Noncredit Remedial Courses

Yeshiva Gedola Tiferes Yaakov Yitzchok does not offer any ESL or non-credit remedial courses.

Placement Disclaimer

Yeshiva Gedola Tiferes Yaakov Yitzchok is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

Non-Discrimination Policy

Qualified men of the Orthodox Jewish faith are eligible for admission to Yeshiva Gedola Tiferes Yaakov Yitzchok without regard to age, race, color, national origin or physical handicap. The School is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1992.

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

Yeshiva Gedola Tiferes Yaakov Yitzchok does not have a program for students with intellectual disabilities. Yeshiva Gedola Tiferes Yaakov Yitzchok provides reasonable academic accommodations for students with intellectual disabilities.

Grounds for Dismissal

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

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

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

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

Complaint Policy

Internal Complaint Policy

Any student who has a complaint should submit it in writing to the Executive Director, Rabbi Yehuda Lapidus. 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.

AIJS Complaint Procedure

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

Association of Institutions of Jewish Studies

500 West Kennedy Boulevard

Lakewood, NJ 08701-2620

732.363.7330

Email: cstern@theaijs.com

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

1. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS's role in accrediting and overseeing the institution.
2. If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as being not within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.
3. If AIJS determines that the complaint is relevant to its accreditation standards or policies and falls within AIJS's oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS. The institution must provide, in its response to AIJS, an explanation of its actions, as well as a statement certifying that the institution followed its own published complaint policy.
4. AIJS will then review the institution's response and complaint policy.
5. If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the school, AIJS will instruct the complainant to follow the complaint policy of the institution.
6. If the complainant claims to have followed the institution's published complaint policy, and the matter is not resolved to the satisfaction of the complainant, AIJS will make a determination as to whether or not the matter involves issues that question the institution's compliance with its own policies and/or AIJS standards or policies. AIJS will launch an inquiry into the issue within 10 days. AIJS will ask for documentation from the complainant, substantiating the complaint; and an explanation of the disposition from the institution (which should document how the institution followed its own complaint policy and procedures as well as the steps taken to resolve the complaint.)
7. Within 10 days of the receipt of these above materials, a member of the AIJS administrative staff will review the complaint file to determine if the institution complied with AIJS standards and policies. AIJS will contact the institution and allow

the institution the opportunity (30 days) to review the matter and provide an explanation and/or additional information to AIJS.

8. If after receipt of the institutional response and a review of any additional documentation, AIJS makes a final determination that the institution is not in compliance with AIJS standards and/or policies, a formal corrective action plan will be required from the institution within 30 days.

9. If the response is accepted by AIJS, both the complainant and the institution will be so advised and the case will be closed.

10. If the corrective action plan is not accepted by AIJS, the matter will be placed on the agenda of the EAC to determine if an adverse action or other sanction should be initiated against the institution for noncompliance with AIJS's standards of accreditation.

11. AIJS will make a good faith effort to address credible anonymous complaints against an accredited institution or against AIJS itself and treat it in a similar manner to a regular complaint. Obviously, there is no mechanism to respond directly to an anonymous complainant.

12. All complaints received by AIJS regarding an accredited institution will be filed and stored in an easy and accessible manner. Site visitors will be given access to the file of an institution that is being reviewed, and any complaints on file in AIJS will be considered in the final decision of the EAC.

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

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

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

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

NJ State Complaint Policy

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

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

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

Civil rights complaints should be filed with:

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

Or:

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

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

New Jersey Office of the Attorney General

[Division of Consumer Affairs](#)

Students can also file a complaint form with:

Office of the Secretary of Higher Education

PO Box 542

Trenton, NJ 08625

Notification of Rights under FERPA

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

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

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

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

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yeshiva Gedola Tiferes Yaakov Yitzchok to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

- To other school officials, including teachers, within Yeshiva Gedola Tiferes Yaakov Yitzchok whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

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

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

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

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

Financial Aid

Yeshiva Gedola Tiferes Yaakov Yitzchok utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field. Yeshiva Gedola Tiferes Yaakov Yitzchok offers a variety of federal financial aid programs to its students. Higher Education Compliance and Management oversees administration of the programs.

Any student who has difficulty in meeting his educational costs at Yeshiva Gedola Tiferes Yaakov Yitzchok should contact the Financial Aid Administrator, Rabbi Azriel Taub to learn about the options available to him. These may include grants, scholarships, and deferred payment plans.

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

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

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

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

- be enrolled in an eligible program;
- be a U.S. citizen, permanent resident of the U.S., or eligible non-citizen;
- utilize all assistance funds for education-related expenses;
- maintain satisfactory progress toward completion of a program of study;
- be a high school graduate or the recognized equivalent;

- sign the certification statement that he does not owe a refund to any Title IV program, and is not in default on any Title IV loan. This certification is located in step seven of the FAFSA.

Applying For Financial Aid

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

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

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

Financial Aid Need

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

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

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

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

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

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

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

Application Deadline

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

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

Federal Aid Programs

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

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

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

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

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

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

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

- FSEOG - Federal Supplemental Educational Opportunity Grants

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

The Federal Supplemental Education Opportunity Grant is a Campus-Based grant program available to undergraduate students. Awards, when available, can range from \$100 to \$4,000.

Financial aid disbursements in the FSEOG Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives one half of his scheduled award during the first semester and the second half during the second semester. Students who complete their paperwork during the second semester may be paid retroactively for the first semester. However, students should

keep in mind the strong likelihood that all FSEOG funds will have been allocated by that time.

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

Institutional Scholarships

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

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

Academic Program

Yeshiva Gedola Tiferes Yaakov Yitzchok offers a 120 credit undergraduate program of study leading to a Bachelors of Talmudic Studies Degree. Those students who have earned 60 credits are awarded an Associate of Talmudic Studies Degree. There is only one major available, Talmud. The curriculum is divided into two Talmud departments: Talmud Intensive and Talmud Research. In addition to the Talmud departments there is also a mandatory Ethics (Mussar) course. The students study one of the classic Mussar texts (listed below) to further strengthen his character and moral fiber.

Frequency of Course Offerings

Students enrolled at Yeshiva Gedola Tiferes Yaakov Yitzchok 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. However, 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 refers to the department, e.g. (T) Talmud; (E) Ethics. The first digit refers to the year of study (1-4). In the Talmud courses the second digit indicates the intensity of the course (1) intensive, or (2) research, the third and fourth digits refer to the Tractate being studied. In the Ethics courses the second and third digits are always 01. The letters following the numbers indicate the semester, FA - fall semester, SP - spring semester and SU - summer semester.

Department of Talmud

The Talmud comprises the central facet of the oral tradition passed down for generations amongst Jews. The Babylonian sages completed the Babylonian Talmud, over 2000 years ago. Famed for its esoteric style, the Talmud is designed to provide the ultimate challenge for its students. Over the centuries, thousands of companion volumes have been authored, to elucidate and elaborate upon the basic text.

The study of Talmud is a complex and demanding task and a great deal of time must be devoted to fully appreciate its complexity and sophisticated levels. Serious Talmudic

scholars dedicated to master all of the basic Babylonian Talmud and its commentaries is a project that typically extends for two or more decades of intensive study, since the Talmud itself is comprised of 63 Tractates, and each one consists of its own unique set of laws, they also often differ greatly in language and style.

Obviously, it's impossible to cover the entire Talmud within a four-year undergraduate program. Therefore the goal of the undergraduate program is to give students the skills and tools they need for a lifetime of independent higher-level study of the Talmud. Either one or two Tractates will be studied per academic year depending on the length and complexity of the particular Tractate. In order to facilitate greater interaction and the sharing of learning skills among the students, the entire student body studies the same Tractate. Each year, classes on all levels revolve around one of the volumes selected for study at our Yeshiva. The course of study is cyclical; so students entering the Yeshiva at different years will study different Tractates over the course of their program.

Despite the differences in material covered, the skills presented and acquired are essentially similar, and graduating students are expected to demonstrate a specified level of achievement in the Tractate. The student will acquire over the four-year program a strong information base of Talmudic concepts as well as a wide content knowledge of the numerous subjects and/or case studies that drive the discourse in each of the Tractates covered in the curriculum.

Among the subject areas to which the student will be exposed are the languages of Hebrew, and Aramaic, in oral and written uses, as well as general communication skills such as are used in the organization of, participation in, presentation and defense of dissertations of original thought and interpretations. Important study skills developed include the ability to analyze texts, facility in library research and literature search, the interrelation of different areas of knowledge, and the application of general principles to unfamiliar areas.

In the area of logic and reasoning, students master the analysis of statements, learn to check for internal consistency in a system of ideas, practice problem solving skills, and

develop the ability to formulate hypotheses. In addition they learn how to penetrate to the crux of an issue, to isolate, define and clarify difficult concepts and contents, and to develop inquisitive skills. It is important to note that the Talmud encompasses a wide-ranging, almost encyclopedic treatment of a variety of subjects, including history, philosophy, sociology, jurisprudence, psychology, economics, law, biology, education, politics, and survey of Jewish Literature.

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

While lectures are an important element in the curriculum, they are not the sole element in Talmudic study. Throughout the millennia, the Talmud has been traditionally studied utilizing the Chavrusa (study partner) system. Under the Chavrusa system, students are able to match wits and hone each other's intellectual capabilities as they delve into the core of the Tractate. In this way, one student's strengths complement the other, and the learning of both is enhanced by this methodology. Each semester, the students are paired with an appropriate Chavrusa, bearing in mind each student's academic level and abilities.

As noted the Talmud curriculum focuses on two different methods of Talmudic study; Talmud Intensive and Talmud Research. The lecture based Talmud Intensive course is an in-depth analysis of each portion of text, with the study of Earlier (10th through 15th century) and Later (16th century through contemporary) commentaries. The Talmud Research courses are studied in a self-study guided format and complement the Talmud Intensive courses.

Text Listings

For the convenience of the reader not familiar with the Talmud a brief summary of the subject matter of the tractates is provided. It should be understood, however, these short descriptions do not reflect the depth, detail, and complexity of the study involved. The Tractates are listed in their Talmudic sequence and not necessarily in the order of study.

01. Succah - Laws of the Festival of Booths, construction of Booths and their requirements. The four symbolic species (Lulov, Esrog, Hadassim, Arovos).

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

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

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

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

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

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

08. Makkos – Severe judicial punishments and transgressions resulting therein. False and contradictory testimony and the treatment of affected witnesses in such proceedings. Incarceration in Arei Miklat for involuntary manslaughter.

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

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 scholar Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary) and the authors of Tosefos. This is supplemented by other scholarly commentaries, referred to as Rishonim (lit. the “early” commentaries) and Achronim (lit. the “later” commentaries; circa 1500 to the present).

The student prepares with his Chavrusa, (study partner), all assigned texts prior to the daily lecture. At the start of each session, instructors provide the students with a list of commentaries to focus on; subsequently the lecture will elaborate on them. Once the instructor delineates in the course of the lecture the concepts needed to properly understand the assigned text, the student is able to compare and contrast the instructor’s presentation with his own understanding of the original and secondary source materials.

In most instances, the student will accept the reasoning advanced by the instructor in his interpretation of the Talmud text and commentaries. However, he is always welcome and encouraged to challenge the instructor’s line of reasoning based on his own understanding of the texts studied. This method of give-and-take is a time-honored technique of Talmudic study and generally results in a much clearer and deeper understanding of the assigned readings.

Course Descriptions

Introductory Talmud Intensive

T11FA 6 credits T11**SP 6 credits T11**SU 5 credits**

On the introductory level students are guided in making the transition from their high school training to independent study. The students begin to learn the process and methodology necessary to properly understand the Talmudic texts. They start building an intellectual structure consisting of concepts and principles found in the Gemara, including the back and forth of the Talmudic discussions.

Beginning Talmud Intensive

T21FA 6 credits T21**SP 6 credits T21**SU 5 credits**

On this level, the students master the basic tools for textual analysis; they then start studying at a greater depth. The students should be capable of preparing the basic Talmud text along with the commentaries of Rashi and Tosafos on their own. During the lecture, the instructors compare and contrast the various approaches of the Rashi and Tosafos. The students are taught to achieve greater clarity within their own thought processes. This leads the student to have a better understanding of the commentaries and how it can be applied and integrated within the text.

Intermediate Talmud Intensive

T31FA 6 credits T31**SP 6 credits T31**SU 5 credits**

During the third year, the students continue to develop and solidify their knowledge base of Talmudic discourse and case law. The students begin to expand their capacity toward independence and development to understanding the Talmud, the Rashi and Tosfos on a deeper level. The daily lecture teaches the students to analyze the commentaries of the Rishonim such as the Rambam, Rashbah, Ramban, Ritvah, and other Rishonim. They also move on to study some of the Achronim as well.

Senior Talmud Intensive

T41FA 6 credits T41**SP 6 credits T41**SU 5 credits**

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

Talmud Research

The Talmud Research courses focus on another chapter in the tractate than is being studied in the Talmud Intensive courses. The basic difference in methodology between the two approaches to Talmud study lies in the fact that the learning is taking place in a guided self-study format. The students study in the study hall using the traditional Chavrusa method, the collective experience of hundreds of years of Talmudic institutions has shown this system is successful in enabling students to fine-tune their study skills and to incorporate new ideas expressed by others.

The skills necessary for "learning how to learn" are imparted mainly during the Talmud Intensive classes. The purpose of the Talmud Research course is to hone the analytic and textual skills the student acquired in the Talmud Intensive sessions. In this sense, the two Talmud classes are complementary in nature.

Should the student need assistance, there is always a faculty member available who may help the students with any questions. Generally, the faculty member will direct the student to one or more commentaries that discuss the question or difficulty posed by the student. In this way, the student not only obtains an answer to his query, but equally important, he becomes exposed to the vast bibliography of Talmudic commentary and literature, while learning how to access knowledge and information from the Talmud and its commentaries.

Course Descriptions

Introductory Talmud Research

T12FA 5 credits T12**SP 5 credits T12**SU 3 credits**

In this course the student's study a different chapter in the Tractate then is studied during the morning session (Talmud Intensive). The objective is to convey a sense of the subject matter and conceptual framework of the text and takes place in a self-study format closely guided by the instructors.

Beginning Talmud Research

T22FA 5 credits T22**SP 5 credits T22**SU 3 credits**

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

Intermediate Talmud Research

T32FA 5 credits T32**SP 5 credits T32**SU 3 credits**

The student expands his knowledge of Talmudic discourse and case law, while learning to focus his efforts on an in-depth understanding of the texts. The student learns to avoid superficiality during the intellectual give-and-take of Chavrusa study.

Senior Talmud Research

T42FA 5 credits T42**SP 5 credits T42**SU 3 credits**

The student becomes increasingly familiar with the major commentaries, and consults them regularly. Intellectual creativity is encouraged, and independent study leads to an understanding of the interactions between the texts and their commentators.

Other Talmud Study

Yeshiva Gedola Tiferes Yaakov Yitzchok offers a non-credit auxiliary Survey-type Talmud course. Talmud Survey known as "Be'kius" is a rapid course of study in which students become familiar with Talmudic Studies in greater breadth. In addition before the evening

prayers, there is an hour long study period devoted to “Chazora”, or review, of the daily lecture.

Department of Ethics/Mussar

Yeshiva Gedola Tiferes Yaakov Yitzchok aims to produce not only knowledgeable students, but also individuals with a strong commitment to high ethical standards. To achieve this goal, the study of Ethics is a core requirement in Yeshiva Gedola Tiferes Yaakov Yitzchok. The study of Ethics and Jewish Philosophy is commonly known as Mussar study. The purpose of studying Mussar is to instill the desire and ability to develop good character traits and inspire personal growth. The courses in the Department of Ethics are offered, to train students in the basic tenets of Jewish faith and to develop their abilities of character improvement.

The course focuses on character building, with an emphasis on interpersonal relationships. The topics studied address modern day issues, and prepare students for real-life ethical dilemmas and moral questions. Practical application of self-evaluation is stressed with an eye toward the development of concern for others, as well as the growth of self-confidence. Students study the texts in small groups with a faculty member. The focus is not just to master the text, but on internalizing the concepts learned, in keeping with the objective of training students in personal growth and integrity.

There is a weekly Ethics lecture given by one of the Roshei Yeshiva on a rotating basis. In these addresses the Roshei Yeshiva derive moral messages from concepts in the weekly Torah portion illustrating their relevance to personal growth and modern day ethics. The foundations for moral development are discussed, with a focus on practical life lessons. The students are encouraged to set personal goals and to strive to constantly improve their character. In addition there are occasional guest speakers who address timely topics affecting the Orthodox Jewish community.

Text Listings

Chovos Halevovos (Duties of the Heart) by R. Bachya Ibn Pakudah (Saragossa, Spain, early eleventh century), Presents the ethical teachings of Judaism and its fundamental beliefs in a systematic pattern, emphasizing the importance of the commandments relating to belief and providence.

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

Orchos Tzaddikim (ways of the Pious), a classic of unknown authorship, from the era following the Ramban (Rabbi Moshe Ben Nachman), it deals with the refinement of character traits and the ways of penitence.

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

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

Chafetz Chaim (Who Wants Life) by Rabbi Yisrael Meir Kagan (d.1933). Essays on topics ranging from the laws of gossip and slander to the weekly Bible portions.

Course Descriptions

Introductory Ethics E101FA E101SP E101SU 1 credit each

The students begin their formal exposure to the study of Ethics. The students are introduced to the language and general subject matter of the texts and are expected to study the text to gain a general comprehension of the material.

Beginning Ethics E201FA E201SP E201SU 1 credit each

At this level the students are expected to be more fluent in the language of the classic Ethics texts. Using these classic works of Mussar, the student starts to identify and understand

main ethical themes, and discuss common negative character traits and their positive counterparts.

Intermediate Ethics E301FA E301SP E301SU 1 credit each

On this level the students now analyze central ethical moral issues in the classical works of Mussar, and their conceptual underpinnings and implications. In addition the students now study the texts in greater depth and discuss the ideas contained within with peers and teachers in order to further develop his character.

Senior Ethics E401FA E401SP E401SU 1 credit each

On this level some of the deeper philosophical aspects of Mussar are studied, again with the focus on the classic Mussar treatises. The students are expected to have widespread familiarity with many of the concepts and ideals expressed by the authors of the texts.

Legal Codes (Halacha)

Following Shachris (morning prayers) the students of Yeshiva Gedola Tiferes Yaakov Yitzchok study Legal Codes, referred to, as Halacha. While the study of Halachic Law is a specialty requiring extensive study in specialized institutions, Yeshiva Gedola Tiferes Yaakov Yitzchok's Halacha program exposes students to the basic texts at the undergraduate level. This will enable them to better participate in the day-to-day laws and practices of our community.

The principal text used is the six-volume Mishnah Berurah, which is a commentary on Shulchan Aruch Orach Chaim. The Mishnah Berurah a 20th century classic written by Harav Yisroel Meir Kagan of Radun (also known as the Chofetz Chaim, for the widely acclaimed treatise he authored by that title) is a brilliant compendium of the major Halachic literature of the last 200 years. The focus is mainly on practical Halacha as applied to daily life, daily prayers, the Sabbath and the Jewish Holidays, etc.

Although Halacha is studied as part of the curriculum the students don't receive credits for the study of Halacha.

Sample Curriculum

Year 1

Fall

T1104FA	Introductory Talmud Intensive	6 Credits
T1204FA	Introductory Talmud Research	5 Credits
E101FA	Introductory Ethics	1 Credit

Spring

T1104SP	Introductory Talmud Intensive	6 Credits
T1204SP	Introductory Talmud Research	5 Credits
E101SP	Introductory Ethics	1 Credit

Summer

T1104SU	Introductory Talmud Intensive	5 Credits
T1204SU	Introductory Talmud Research	3 Credits
E101SU	Introductory Ethics	1 Credit

Year 2

Fall

T2102FA	Beginning Talmud Intensive	6 Credits
T2202FA	Beginning Talmud Research	5 Credits
E201FA	Beginning Ethics	1 Credit

Spring

T2102SP	Beginning Talmud Intensive	6 Credits
T2202SP	Beginning Talmud Research	5 Credits
E201SP	Beginning Ethics	1 Credit

Summer

T2102SU	Beginning Talmud Intensive	5 Credits
T2202SU	Beginning Talmud Research	3 Credits
E201SU	Beginning Ethics	1 Credit

Year 3**Fall**

T3105FA	Intermediate Talmud Intensive	6 Credits
T3205FA	Intermediate Talmud Research	5 Credits
E301FA	Intermediate Ethics	1 Credit

Spring

T3105SP	Intermediate Talmud Intensive	6 Credits
T3205SP	Intermediate Talmud Research	5 Credits
E301SP	Intermediate Ethics	1 Credit

Summer

T3105SU	Intermediate Talmud Intensive	5 Credits
T3205SU	Intermediate Talmud Research	3 Credits
E301SU	Intermediate Ethics	1 Credit

Year 4**Fall**

T4106FA	Senior Talmud Intensive	6 Credits
T4206FA	Senior Talmud Research	5 Credits
E101FA	Senior Ethics	1 Credit

Spring

T4106SP	Senior Talmud Intensive	6 Credits
T4206SP	Senior Talmud Research	5 Credits
E101SP	Senior Ethics	1 Credit

Summer

T4106SU	Senior Talmud Intensive	5 Credits
T4206SU	Senior Talmud Research	3 Credits
E101SU	Senior Ethics	1 Credit

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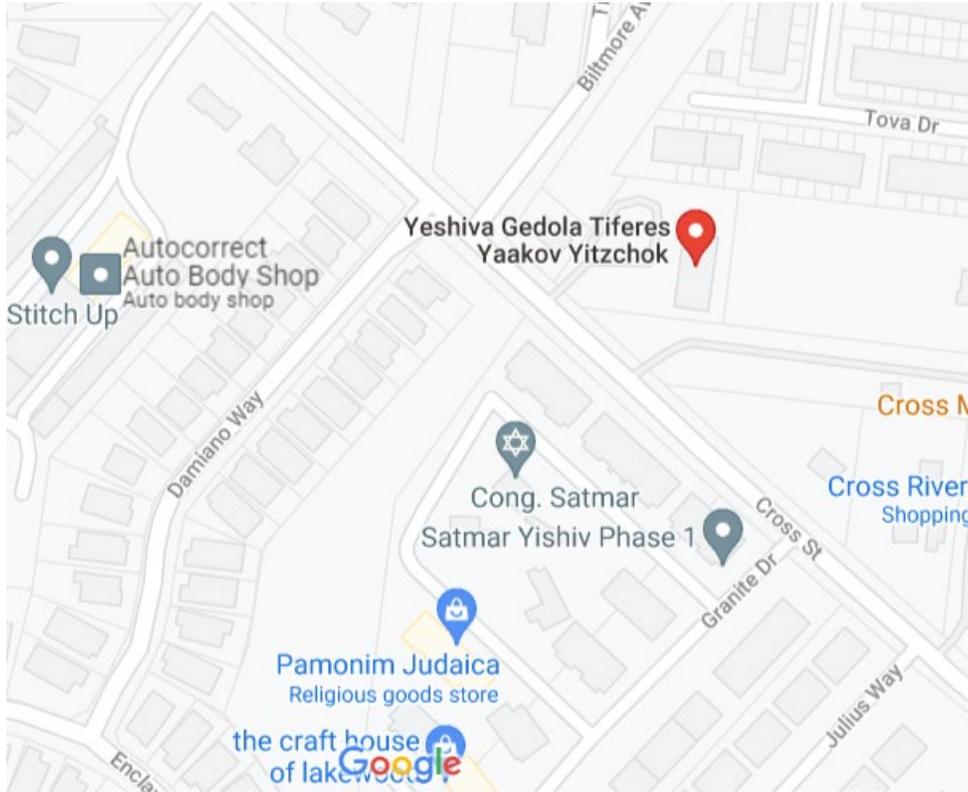
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Map and Directions

Yeshiva Gedola Tiferes Yaakov Yitzchok

65 Cross Street

Lakewood, NJ, 08701



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From North:

1. Head south on Garden State Pkwy
2. Take exit 98 to I- 95
3. Take exit 31A from I-195 W to Lakewood Farmingdale Rd
4. Turn right on E. County Line Rd
5. Turn left onto US 9
6. Turn right on Cross St

From South:

1. Take U.S. 9 South
2. Turn right on Cross St