

YESHIVA OF OCEAN



CATALOG
2024-2025

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TITLE IX

Yeshiva of Ocean prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at: [Information and Disclosures – Yeshiva of Ocean](#).

BOARD OF DIRECTORS

Mr. Simcha Bornstein, Chairman
Rabbi Osher Bornstein
Rabbi Eliezer Aron Gottlieb
Rabbi Binyomin Silberman
Rabbi Elimelech Tress

ADMINISTRATION

Rabbi Meir Yechiel Miller	Rosh Yeshiva/CEO
Mrs. Sarah Miller	Chief Administrative Officer
Mr. Simcha Bornstein	Chief Financial Officer
Mrs. Leah Hadassa Blobstein	Financial Aid Administrator
Rabbi Binyomin Bess	Registrar
Rabbi Eli Lang	Bookkeeper
Mrs. Rivka Brisk	Financial Aid Assistant
Rabbi Aaron Gobioff	Tuition Coordinator

FACULTY

Rabbi Meir Yechiel Miller	Rosh Yeshiva
Rabbi Binyomin Bess	Instructor
Rabbi Avrohom Yeshaya Grossman	Instructor
Rabbi Yekusiel Strauss	Instructor

SCHOOL CONTACT INFORMATION

Yeshiva of Ocean

7120 Highway 52
Greenfield Park, NY 12435
Phone: (845) 647-2601
Fax: (845) 647-2603
Email: yeshivaofocan@yeshivanet.com

HISTORY

Yeshiva of Ocean was founded by Rabbi Meir Yechiel Miller. Prior to this, Rabbi Miller first learned in Bais Medrash Govoha of Lakewood, and then in the elite Brisker Kollel of Monsey as part of a close-knit chaburah. After being offered a position in Yeshiva Gedolah Bais Yisroel of Flatbush by his father, the Rosh Yeshiva- Rabbi Shmuel Miller, Rabbi Meir Yechiel Miller began to deliver shiur.

This began two years of phenomenal success at this shiur level, in which he created a following of students who gravitated towards him. It was then that he began to entertain the thought of establishing his own yeshiva, away from the hustle and bustle of the city, so that talmidim could fully immerse themselves in the learning without distraction.

Encouraged by the positive responses he received from his father- Rabbi Shmuel Miller, the Rosh Yeshiva of Springfield- Rabbi Elya Meir Sorotzkin, and the Rosh Yeshiva of Riverdale- Rabbi Avrohom Ausband, Rabbi Miller went ahead with his plan. Thus, in the year 2000, the new Yeshiva of Ocean officially began in Ocean, New Jersey.

Rabbi Meir Yechiel Miller's experience as a talmid for four years in his father's yeshiva, where he forged close ties with his illustrious grandfather, the Mashgiach- Rabbi Avigdor Miller, had a large influence on the yeshiva's philosophy. For example, this influenced a decision to mirror the Yeshiva Gedolah Bais Yisroel mehalech, focusing on developing close caring personal relationships with talmidim, and approaching the learning in an in-depth, logical style of lomdus.

After implementing this derech in his own yeshiva for some time, however, Rabbi Miller developed a deviation- a unique mehalech of his own. His mehalech allows bochurim whose minds work in a systematic fashion, (and therefore cannot learn in the regular yeshiva system, which is mostly based on intuition) to actually be able to learn on the same level as their peers. Armed with this novel mehalech, the hanhala of the yeshiva has, in fact, been able to successfully imbue these students with a remarkable sense of motivation, confidence, and accomplishment.

Bochurim are attracted to Yeshiva of Ocean by the Rosh Yeshiva's positive attitude and his ability to understand each person's strengths and areas that need improvement. He works closely with each talmid on a personal level. If a talmid cannot follow the learning, the Rosh Yeshiva will work on techniques that enable that bochur to master the learning style of the yeshiva. In addition, unlike most yeshivas, the yeshiva's learning is not shiur-based, making it appealing for talmidim who are more independent thinkers and like to work out the subject matter on their own.

MISSION STATEMENT

The purpose of the yeshiva is to prepare the student to become a Talmudic scholar, and to lead a Torah true lifestyle. Hence, the student is taught many parts of the Talmud, and is trained in the skills of processing, organizing, retaining, analyzing, developing, and originating Talmudic wisdom. All of this is accomplished through utilizing a unique approach to the study of Talmud, which allows each student to reach his individual potential. In addition, there is a system for the study of mussar that complements the Talmud study to develop the students' character.

STATE AUTHORIZATION AND ACCREDITATION

New York State Disclaimer

Yeshiva of Ocean does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In Yeshiva of Ocean's opinion, its studies, although different in kind, are at least equivalent in duration, intensity, depth of knowledge, and quality of scholarship to degree programs approved by the Board of Regents. The credits offered by this institution measure a student's progress toward the rabbinical degree awarded by this institution. Under New York State law, a corporation formed for religious and educational purposes which does not confer academic degrees requiring program registration by the State Education Department requires no state approval or credential in order to exist or to perform its postsecondary education functions. Yeshiva of Ocean falls into this category and is therefore not subject to the evaluation of the New York Board of Regents.

Accreditation

Yeshiva of Ocean is accredited by the Association of Institutions of Jewish Studies (AIJS) and approved to offer a First Talmudic Degree, as well as a Classical 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.

Copies of the NY State Exemption Letter and Letter of Accreditation can be viewed in the office during regular business hours.

THE CAMPUS AND DORMITORY

Yeshiva of Ocean is located on a serene and scenic 30-acre property in the heart of the Catskill Mountains. Nestled among fields of luscious green grass, towering oaks, and acres of woods, are

the campus buildings. The 12,000 square foot main building houses the study hall and dining room along with 2 classrooms, 2 lobbies, an office, and utility room. The second story of this building is a 4,000 square foot apartment that serves as the residence for the Rosh Yeshiva and his family.

The dormitory facility is a 10,000 square foot building that houses the students. It is divided into 4 separate units with each unit having several bedrooms, bathrooms and lounges. A wraparound porch connects the units in the rear of the building and there is a central laundry room as well.

In addition, there is a 3 bedroom private house on campus, which is used as a residence for one of the faculty members that resides year round on campus. There is yet another house on the property that will be used for additional students as the yeshiva grows.

The yeshiva is located on the site of the former Tamarack Hotel and Resort, and grounds are spacious and well-kept with plenty of space for recreation and activity. There is a basketball court and tennis court where the students can play in their free time. There are also several hiking and jogging trails, picnic areas with breathtaking views of mountain ranges tens of miles away and plenty of space for leisurely strolls or power walks.

LIBRARY

The purpose of the library is to support the academic program of the yeshiva. The library's basic collection of print materials is continually increased with the acquisition of new volumes requested by students or faculty.

The library collection is conveniently located in the study hall itself, and is available for immediate reference at all times during the course of study. It contains the most relevant volumes necessary for reference and comprehension of the Talmudic Tractates studied, as well as the major Mussar and Halachic works. This enables a student studying a particular subject almost instantaneous access to a cross-reference or commentary that may illuminate the matter he is examining.

All the volumes are organized by topic. Unique to the library are the number of shelves that have a rotating selection of books, depending on which Tractate is being studied that semester. Thus, students can find the most relevant volumes directly at hand without having to search through many volumes for the correct one.

The standard reference and research volumes typically required in a yeshiva undergraduate program are present in the yeshiva's library. In addition to these standard works contained in postsecondary yeshiva libraries, the collection also includes works not directly related to the

texts studied in the curriculum, as well as the major Responsa literature, Bible commentaries and Halachic treatises. All of the yeshiva's library holdings are available at all times to students, and faculty members, subject to the library's rules and regulations. In addition, we have a digital library of over 40,000 rare and original publications.

At the end of the academic year, new books are donated or bought so that the library remains updated, with a specific focus on general suggestions and subject matter that coincides with new topics and curriculum to be studied in the upcoming zman.

TEXTBOOK INFORMATION

Yeshiva of Ocean 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 on their own.

Many students prefer to have their own Gemara and 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.

GENERAL INFORMATION

ADMISSIONS REQUIREMENTS

In order to initiate the application process, we encourage qualified students to contact the Yeshiva at:

Yeshiva of Ocean
7120 Highway 52
Greenfield Park, NY 12435
Phone: (845) 647-2601
Fax: (845) 647-2603
Email: yeshivaofocan@yeshivanet.com

Generally, students applying to Yeshiva of Ocean must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation
2. Have completed homeschooling at the secondary level as defined by state law and provide documentation of homeschooling

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

Yeshiva of Ocean does not utilize an Ability to Benefit test for admitting students.

Additionally, students must have:

- The academic ability to succeed in the program
- A commitment to develop in the personal growth of character traits, and ethical and moral obligations
- A commitment to the yeshiva's goals
- An interview and oral exam administered by the Rosh Yeshiva

The first step in the application process is to arrange for a personal interview with the Rosh Yeshiva. Before being granted an interview, applicants are carefully screened by contacting previous instructors and/or Rosh Yeshivas. If it is determined that the student is a good candidate for admission to the Yeshiva, he will be interviewed and tested. If accepted for enrollment, the applicant will then be asked to complete an admission form.

NON-DISCRIMINATION POLICY

Notice of Non-Discrimination

Qualified men of the Orthodox Jewish faith are eligible for admission to Yeshiva of Ocean. Yeshiva of Ocean does not discriminate on the basis of race, color, national origin, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Mrs. Sarah Miller
7120 Highway 52
Greenfield Park, NY 12435
(845) 647-2607

The institution is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1992.

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

As noted, the yeshiva's facilities are fully accessible to the handicapped student, and every effort will be made to accommodate any qualified handicapped student who is admitted to the institution.

Yeshiva of Ocean does not have a program for students with intellectual disabilities. Yeshiva of Ocean provides reasonable academic accommodations for students with intellectual disabilities.

ACADEMIC CALENDAR

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

ANNUAL COST OF ATTENDANCE

For the current schedule of cost of attendance, please refer to the yearly supplement of the catalog.

FINANCIAL AID

Yeshiva of Ocean utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers a variety of federal financial aid programs to its students. Higher Education Solutions oversees the administration of the programs.

Any student who has difficulty meeting his educational costs at Yeshiva of Ocean may contact Mrs. Leah H. Blobstein at the financial aid office. The office is open 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 scholarships. This package consists of the amount of federal aid and any scholarships that are offered to an eligible student by the institution to help pay for his education. The institution may also offer a deferred payment plan, which allows the student to spread out the cost of tuition over a period of time.

Federal grants are need based, and do not need to be repaid. Similar to grants, institutional scholarships are need based and do not need to be repaid. These programs are explained in detail below.

FEDERAL FINANCIAL AID

In order to qualify for federal financial aid programs, a 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 his federal tax information transferred directly into his 2024–25 *Free Application for Federal Student Aid* (FAFSA) form, if applying for aid for July 1, 2024, to June 30, 2025;
- sign the certification statement on the FAFSA form stating that he is not in default on a federal student loan, does not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show he is qualified to obtain a college or career school education by:
 - ❖ having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
 - ❖ completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
 - ❖ enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

APPLYING FOR FEDERAL FINANCIAL AID

To apply for financial aid, a prospective student should complete a FAFSA form, which is available at the financial aid office. The completed application should then be mailed to the designated address. Alternatively, the student can submit the application through FAFSA on the Web at <https://studentaid.gov/h/apply-for-aid/fafsa>.

In addition to the FAFSA form, the student may be required to supply additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, 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 application deadline, as noted below.

FEDERAL FINANCIAL AID NEED

Eligibility for Title IV federal programs is based on a process called need analysis. Need analysis is the process of assessing the amount of assistance a student will require to supplement the resources expected to be available from the student and his parents, if applicable.

The student's need is calculated based on the formulas developed by the Department of Education. Need is determined by subtracting the contributions expected from the student and his parents, if applicable, from the total cost of attendance (COA). The total financial aid awarded to a student usually cannot exceed the student's need.

To calculate need, a determination is first made as to whether the student is dependent or independent of his parents, as determined by the answers to specific questions on the FAFSA. The student is advised to read the FAFSA instructions carefully before answering any questions, and to consult with the institution's financial aid staff if needed.

Once dependency is determined, the student's contribution is assessed. For an independent student, the student's contribution is based on his (and his spouse's) income as reported on his tax return, and assets, as applicable. Certain allowances are allocated against his income, such as income protection allowance (IPA), which is a living allowance based on family size, taxes paid and other relevant factors.

For a dependent student, his contribution is based on his income, as reported on his tax return, and assets, as applicable. Certain allowances such as an IPA and other relevant factors, as previously described, are allocated against his income. A parental contribution is also assessed, based on his parents' income, as reported on their tax return, and their assets, as applicable. Allowances are allocated against his parents' income, as detailed above

The parental contribution, where applicable, is added to the student contribution, to yield the Student Aid Index (SAI).

The student's budget or cost of education is calculated based on the COA plus a standard allowance for living expenses, which depends on whether the student lives on campus, with his parents, or has other arrangements. The SAI is then subtracted from the student's total budget. The result is known as the student's "need".

Under certain circumstances, based on poverty guidelines, the student may automatically be eligible for a maximum or minimum Pell grant (max or min Pell).

Professional Judgment

In addition to the financial aid “need” process described above, there are additional circumstances that may be considered under a process known as professional judgment (PJ). There are two categories of PJ, special circumstances and unusual circumstances.

To initiate a PJ request for special circumstances, the student and/or his parent must submit documentation of these circumstances to the financial aid office. Among other changes that could impact the student’s ability to pay for college, special circumstances might 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 his household. These expenses can be taken into account by the financial aid staff to adjust the data elements in the COA or in the SAI calculation. This process can be initiated at the parent’s or student’s request after the student’s initial eligibility has been determined, and verification has been completed, if applicable.

The category of unusual circumstances refers to conditions that justify a financial aid administrator (FAA) adjusting a student’s dependency status based on a unique situation, more commonly referred to as a dependency override. Examples of unusual circumstances could include human trafficking, refugee or asylee status, parental abandonment or incarceration. If a student indicates they have unusual circumstances, the FAFSA Processing System (FPS) will consider the student to be provisionally independent and will allow them to fill out the FAFSA form as an independent student. The student will then submit any supporting documentation to the financial aid office for review. The FAA will assess the documentation and determine if the student’s circumstances make him eligible for a dependency override.

A student 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 2024-25 award year, a student is independent if, at any time on or after July 1, 2023, 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 his 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 his FAFSA he is unaccompanied and homeless, or at risk of being homeless (without a designation from a specified entity), the FPS will allow him to complete the form without parent 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.

If a student is determined to be independent due to his unaccompanied homeless youth status, the institution will presume him to be independent for each subsequent award year at the same institution, unless the student informs the school that his circumstances have changed, or the school has conflicting information.

FEDERAL APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2025, students may be required to submit their application earlier, 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. 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.

Only in specific situations may a student update or be required to update certain types of information that he has entered on his application, such as dependency status and household size. Any such changes should be discussed with the financial aid office.

FEDERAL AID PROGRAMS

Federal Pell Grant Program

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 \$7395 per award year, which is 100% of the

scheduled award. The amount that each student is eligible for is based on the SAI, which is generated by a federally mandated formula, as explained above.

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 other half during the second 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 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.

Students whose paperwork 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 can 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 in writing 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

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 various factors, including its size. The institution 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 initial packaging deadlines, (as posted in the 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 per award year.

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 other 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 there may be limited FSEOG funds available by that time. FSEOG must be packaged and disbursed while the student is enrolled. 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 nonfederal share requirement, the institution may choose not to provide the nonfederal match. Students will be informed of the expected amounts of these payments in writing, 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.

Students and their parents, if applicable, are expected to contribute towards the student's education, based upon their ability to pay, as determined by formulas explained above. Students who apply for other types of financial aid will automatically be considered for institutional scholarships. Students who do not apply for other financial aid programs may contact the financial aid office to apply for institutional scholarships.

WITHDRAWAL, INSTITUTIONAL REFUND, AND RETURN TO TITLE IV POLICIES

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

AVAILABILITY OF FULL TIME EMPLOYEE

Yeshiva of Ocean has designated Mrs. Sarah Miller, Chief Administrative Officer, 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. She can be reached in the office during regular business hours at (845) 647-2601.

ACADEMIC PROGRAM

DEGREE REQUIREMENTS

Yeshiva of Ocean offers a 120 credit, four-year undergraduate program of study leading to a First Talmudic Degree. At the completion of two years in the undergraduate program, those students who have earned 60 credits are awarded a Classical Talmudic Studies Degree. In order to graduate, students must achieve a minimum cumulative GPA of 2.0. There is only one major available, Talmud.

FREQUENCY OF COURSE OFFERINGS

The students enrolled at Yeshiva of Ocean 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. Course are offered with enough frequency to enable students to complete the course requirements and graduate within the expected time frames.

TEXTBOOK 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

The course code designations can be understood using the following system:

- The first letter refers to the Department of study, e.g. (T) Talmud; and (E) Ethics.
- The first digit refers to the year of study (1-4).
- The Talmud courses second digit indicates the intensity of the course: Intensive (1) or Research (2). The third and fourth digits designate the Tractate assigned to a particular course (01-17).
- The Ethics courses second and third digits are always 01 as the subject matter varies.
- The letters following the numbers indicates the semester, FA1 for the first Fall Module and FA2 for the second Fall Module. SP indicates the Spring Semester and SU indicates the Summer Semester.

DEPARTMENT OF TALMUD

The core of the academic program consists of the study of Talmud, comprising the bulk of the student's day. The study of Talmud is divided between Talmud Intensive and Talmud Research courses. The 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 course is slightly more rapid, and less nuanced than the Talmud Intensive course.

The Talmud is made up of a total of 63 Tractates, completion of the entire body of Talmudic text during the period of undergraduate study is obviously impossible. Indeed, the study of the entire Talmud at a fairly superficial level of one folio page per day would demand over seven years. Therefore, the goal of the undergraduate program is to give students the skills they will need to be able to independently approach and study any Tractate.

In order to facilitate greater interaction and the sharing of learning skills among the students, the entire yeshiva studies the same Tractate, with each year proceeding at the depth appropriate to its level and developing the skills needed to progress to the next level. The course of study is loosely cyclical, and revolves around one of the volumes selected for study at our yeshiva. Hence students entering the yeshiva at different years will study different tractates over the course of their four-year program. Despite the differences in material covered, the skills presented and acquired remain identical, and graduating students are expected to demonstrate mastery of all stated study objectives.

Notable skills 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 principals to unfamiliar areas. Most salient amongst the learning objectives include extensive mastery in the areas of logic and reasoning. Students are taught to analyze a statement; explore it for internal inconsistencies; find and apply contradicting statements found elsewhere in the Talmud; state a hypothesis resolving the inconsistency; gather supporting proof; and defend their thesis against the objections of peers and instructors.

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

It is most 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.

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. The Chavrusa (study partners) proceed at their own pace, engage in discussion, and review together all aspects of the subject under scrutiny. They amend, elaborate on, and crystallize each other's conclusions. In this way, one student's strengths complement the other, and the learning of both is enhanced by this methodology. Each semester, the Rosh Yeshiva makes certain every student has an appropriate Chavrusa, bearing in mind each student's academic level and abilities.

Text Listings

For the convenience of the reader unfamiliar with Talmudic study a brief summary of the subject matter of the Talmud courses is provided. However, it should be understood, these brief descriptions certainly 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) Shabbos - The Sabbath; related restrictions and their source, in depth study of all regulations regarding the Sabbath, including problems that emanate from changes in society and technological advances.

(02) Pesachim - Laws of Passover; leaven, the Seder, and Passover offering, concepts of ownership and relinquishment of rights, responsibilities for removal of leaven as related to status; tenant, landlord, head of household and watchman.

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

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

(05) Yevamos - Study of Levirate marriage and Chalitza, consanguinity. General anthropological structure of Jewish society, permitted marriage partners etc. Privileges and obligations of Kohanim. Legal procedures involved in determining the death of an individual; the Agunah.

(06) 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.

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

(08) 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.

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

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

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

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

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

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

(15) Avodah Zorah – Definitions of idolatry; and its consequences on the individual and community.

(16) Menachos – Various types of prescribed meal offerings associated with specific categories of Korbanos.

(17) Chullin – A detailed analysis of the dietary laws; injuries and diseases of an animal or bird which render it non-kosher; study of kosher animals' anatomy as well as correct methods of slaughtering.

(18) Eruvin - Laws of domains, and transferring from one domain to another.

(19) Brachos - Laws of Prayer, “Krias Shema”, Grace after Meals and blessings pertaining to foods, events, etc.

Talmud Intensive

The Talmud Intensive course is best characterized as the study of Talmud in-depth. The students explore the basic Talmudic text, colloquially known as Gemara, along with the commentaries of Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); Tosafos (predominant medieval Talmudists, commonly displayed in compendium format alongside the Mishnaic text); Rishonim (commentators of the medieval era); and select Acharonim (later commentators; circa 1500 to the present).

During the course, the students expend considerable effort in plumbing the depths of Talmudic analysis and reasoning. The students are taught the basics of Talmudic reasoning, constantly reflecting, comparing, and evaluating. They are further taught to focus on nuances in phraseology, propose hypotheses, and subject those hypotheses to intense scrutiny. Each word, phrase, and passage is analyzed both individually and in consonance with other Talmudic passages, in this Tractate and elsewhere.

Each day the students are given a source sheet listing the Rishonim and Achronim to expound on during the study session. The student will study with his Chavrusa (study partner) the assigned texts. Using the sources they are guided to study the general outline of the Sugya (Talmudic topic) on their own, in a systematic and organized fashion. They are also taught to structure the Sugya and use their ingenuity to create their own Chidush (original Talmudic thought).

Generally twice a week there is a Talmud Intensive lecture. The lecture may focus on the art of analyzing Talmudic law, or on the art of researching, recording and organizing Talmudic law topics. When the instructor delineates the method of properly understanding the assigned Sugya

(topic), the student is able to compare and contrast the instructor's presentation with his own understanding of the source materials.

The varying approaches of the commentators are compared, contrasted, investigated, and explored from every angle. Students and instructors alike exult in the pursuit of absolute truth, bolstered by airtight logic as evinced by the text. By modeling the thought processes inherent in Talmudic reasoning, the instructors provide the students with the stepping-stones necessary for reaching the goal of ultimate truth on their own.

More than likely the student will acknowledge the arguments of the instructor in his textual understanding and interpretation. However, he is always welcome and encouraged to challenge the instructor's lecture based on the texts studied. This method of give-and-take is a time-honored technique of Talmudic study, which results in a clearer and more analytic understanding of the Sugya (topic).

Talmud Intensive Course Descriptions

T11##FA1/T11##FA2 Introductory Talmud Intensive 3 credits each

The introductory course assists the student make the transition from high school to the post-secondary Beth Medrash. The students begin to independently study with a Chavrusa (study partner). Additionally the student begins to learn how to apply the methodology of Talmudic discourse and to properly understand the texts.

No prerequisites

T11##SP Introductory Talmud Intensive 6 credits

In this course the student continues to learn how to apply the methodology of Talmudic discourse to the texts and how to process the methodology necessary to properly understand the texts. Additionally there is a strong emphasis on the proper understanding of the language of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists).

Prerequisite: T11##FA2 Introductory Talmud Intensive

T11##SU Introductory Talmud Intensive 5 credits

In this course the student begins to build a mental collection of what will be a vast selection of case law. The method is to continue being taught to apply the methodology of Talmudic discourse to the texts. The emphasis is still on the proper understanding of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists).

Prerequisite: T11##SP Introductory Talmud Intensive

T21##FA1/T21##FA2 Beginning Talmud Intensive 3 credits each

On this level the students begin to delve into the “Sevarah” of the text. “Sevarah”, the underlying principle and primary logic of the law, is of paramount importance when analyzing a Talmudic discussion. However, generally the Talmud does not explain the reasoning behind the decisions given or positions taken. In this course the student begins to familiarize himself with the bibliography of Talmudic literature which explains the Sevarah behind the case law.

Prerequisite: T11##SU Introductory Talmud Intensive

T21##SP Beginning Talmud Intensive 6 credits

This course is a continuation of *T21##FA2*. In this course the student familiarizes himself with the entire Sugya (Talmudic topic). Using a list of references the students are trained to learn the breadth of the Sugya on their own, in a systematic and organized fashion.

Prerequisite: T21##FA2 Beginning Talmud Intensive

T21##SU Beginning Talmud Intensive 5 credits

This course is a continuation of *T21##SP*. With clarity of the breadth of the Sugya the students are now taught to divide the components of the Sevarah to derive further clarity. This trains the student to think through the Talmud text without taking any details for granted or assuming they are extra.

Prerequisite: T21##SP Beginning Talmud Intensive

T31##FA1/T31##FA2 Intermediate Talmud Intensive 3 credits each

On this level while continuing to develop their knowledge base of Talmudic case law, students begin to appreciate the creativity inherent in a deep understanding of the Talmud.

Prerequisite: T21##SU Beginning Talmud Intensive

T31##SP Intermediate Talmud Intensive 6 credits

This course is a continuation of *T31##FA2*. In this course the students begin to approach the Sugya on a deeper level of understanding known as “lumdus”. Lumdus in its basic form enters the sphere of reason that exists beyond the written teachings. Yeshiva of Ocean uses a ten-step methodical approach of Lumdus to study each Sugya.

Prerequisite: T31##FA2 Intermediate Talmud Intensive

T31##SU Intermediate Talmud Intensive 5 credits

This course is a continuation of *T31##SP*. In this course the students continue to study the Sugya using the ten-step methodical approach of Lumdus. In addition the students begin a very comprehensive “Chazara” or review program. This “Chazara” program includes all the material which was studied the entire academic year.

Prerequisite: T31##SP Intermediate Talmud Intensive

T41##FA1/T41##FA2 Senior Talmud Intensive 3 credits each

In this course the students delve deeper to a more complex level of understanding the “Sevrah”. The underlying principles and primary logic of the text is analyzed using the methodical style of Lumdus.

Prerequisite: T31##SU Intermediate Talmud Intensive

T41##SP Senior Talmud Intensive 6 credits

In this course the students are presented with a variety of opinions and must understand the intellectual basis for each one. The instructor will then demonstrate how this may be the opinion of another commentary and how to reconcile the difficulties.

Prerequisite: T41##FA2 Senior Talmud Intensive

T41##SU Senior Talmud Intensive 5 credits

In this course difficulties in Talmudic thought not addressed in earlier courses is dealt with, and the student’s capacity for creative thinking is further developed. In addition the students spend time studying and refining their individual approach, preparing for entry into graduate level Talmudic Academies.

Prerequisite: T41##SP Senior Talmud Intensive

Talmud Research

Yeshiva of Ocean offers a second sequence of companion courses in Talmud, which focus more on faculty-guided student study. 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 Talmud Research course is slightly more rapid, and less nuanced than the Talmud Intensive course. The course focuses on Gemara and Rashi, along with a basic review of Tosafos.

Rather than focusing on every nuance of a given passage, the Talmud Research course teaches students to gain a clear understanding of the questions, answers, and basic premises without becoming “bogged down” by intellectual challenges. Students identify paradoxes within the text; yet do not necessarily follow each one to its final conclusion. This skill is particularly important for the serious student of Talmud, who must at times acknowledge that a particular question may best be shelved until later on in his career, in order to allow for proper breadth of study.

Should the student need assistance there is always an instructor 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.

Talmud Research Course Descriptions

T12##FA1/T12##FA2 Introductory Talmud Research 2 credits each

The introductory course assists the student make the transition from high school to the post-secondary Beth Medrash. The students begin to study with a Chavrusa (study partner) in the study hall. In this course the student's study a different chapter in the Tractate then is studied during the morning session (Talmud Intensive). The course focuses on skill building and familiarity with the structure of the Talmud.

No prerequisites.

T12##SP Introductory Talmud Research 4 credits

In this course a continuation of *T12##FA2*, the focus is on another chapter in the Tractate which the Rosh Yeshiva feels is important to study. The learning takes place in a self-study format closely guided by the instructors. The learning is at a somewhat quicker pace and focuses on skill building and familiarity with the structure of the Talmud.

Prerequisite: T12##FA2 Introductory Talmud Research

T12##SU Introductory Talmud Research 3 credits

This course is a continuation of *T12##SP*. Focusing on another chapter in the Tractate than the Talmud Intensive courses. The objective of this course is to convey a sense of the subject matter and conceptual framework of the text. The learning is at a somewhat quicker pace and is in a self-study format closely guided by the instructors.

Prerequisite: T12##SP Introductory Talmud Research

T22##FA1/T22##FA2 Beginning Talmud Research 2 credits each

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

Prerequisite: T12##SU Introductory Talmud Research

T22##SP Beginning Talmud Research 4 credits

In this course a continuation of *T22##FA2* the student continues to expand his knowledge of Talmudic case law, while learning to focus his efforts on an in-depth understanding of the texts. Furthermore the students are expected to review various citations of the text and some of the major commentaries.

Prerequisite T22##FA2 Beginning Talmud Research

T22##SU Beginning Talmud Research 3 credits

This course is a continuation of *T22##SP*. With clarity of the breadth of the Sugya the students begin honing their analytic and textual skills. This trains the student to think through the Talmud text without taking any details for granted or assuming they are extra.

Prerequisite: T22##SP Beginning Talmud Research

T32##FA1/T32##FA2 Intermediate Talmud Research 2 credits each

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.

Prerequisite: T22##SU Beginning Talmud Research

T32##SP Intermediate Talmud Research 4 credits

In this course a continuation of *T32##FA2*, the student continues to consult the major commentaries regularly. The students learn to reconstruct the hypotheses rejected by the commentaries. Intellectual creativity is encouraged, and independent study leads to an understanding of the interactions between the texts and their commentators.

Prerequisite: T32##A Intermediate Talmud Research

T32##SU Intermediate Talmud Research 3 credits

This course is a continuation of *T32##SP*. Using intellectual creativity the students are encouraged to come up with their own Chidushim (original thought). In addition the students begin a very comprehensive “Chazara” or review program. This “Chazara” program includes all the material which was studied the entire academic year.

Prerequisite: T32##SP Intermediate Talmud Research

T42##FA1/T42##FA2 Senior Talmud Research 2 credits each

On this level the student is trained to summarize and organize the Sugya to attain clarity. This assists the students of coming up with original Chudishim (novel thoughts).

Prerequisite: T32##SU Intermediate Talmud Research

T42##SP Senior Talmud Research 4 credits

In this course a continuation of *T42##FA2*, the student becomes increasingly independent of faculty assistance. The student is now capable of coming up with original interpretations of his own. 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: T42##FA2 Senior Talmud Research

T42##SU**Senior Talmud Research****3 credits**

This course is a continuation of *T42##SP*. In this course the students study with minimal guidance and faculty assistance. The student's capacity for creative thinking is further developed. In addition the students spend time studying and refining their individual approach, preparing for entry into graduate level Talmudic Academies.

Prerequisite: T42##SP Senior Talmud Research

Other Talmud Study

In addition to the two main study sessions during the day the program also includes an evening session. This study session serves as a continuation of Talmud Intensive studies and a review of the lectures. Following the evening prayers, at about 10:00pm until 11:15pm there is a free study period, of any Talmud study. The Rosh Yeshiva is available to answers any queries the students may have. These two study periods are noncredit-bearing.

Chaburas

Another important element of the Yeshiva of Ocean's educational program is the Chabura, or student lecture. Once a week each student is given the opportunity to prepare and deliver a Chabura to his group. The weekly Chabura is generally under ten minutes and involves an original thought developed during the course of study. In addition, over the weekend a student may voluntarily prepare an original Talmudic thesis and with the approval of the Rosh Yeshiva present it to the entire student body.

The Chabura is an important pedagogic tool in developing the student's level of understanding of the Talmud. It challenges the student to study the Talmud text and relevant commentaries with care and detail. This assignment develops the students' skill in self-expression and delivery as well as provides him with a sense of accomplishment and positive reinforcement for further Talmud study.

DEPARTMENT OF ETHICS AND PHILOSOPHY (Mussar)

Primary to Yeshiva of Ocean's mission is the development of the student both in character and moral fiber. It is axiomatic to us that morality can only be defined in a spiritual framework. Otherwise the constant changing of society and values of the day would be considered morality. Therefore morality can only be based on values of a Higher being and it was given to us in the Holy Torah. Consequently Yeshiva of Ocean 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 and Jewish Philosophy is a core requirement in Yeshiva of Ocean.

The courses in the Department of Ethics and Jewish Philosophy are to train students in the basic tenets of Jewish faith and to develop their abilities of self-analysis and character improvement. 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.

In studying Mussar, the concepts of right and wrong, good and bad, in regards to human behaviors and traits, are challenged and evaluated. The study of Mussar is goal oriented, inspiring students to engage in self-evaluation and self-reflection, and act upon their conclusions.

The study of Ethics 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-analysis and 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 individually or with a partner, with the faculty always available for consultation. The focus is not to master the text, but on internalizing the concepts learned, in keeping with the objective of training students in personal growth and integrity.

The study of Jewish Philosophy is a series of mini lectures throughout the week primarily using the Chovos Halevovos (Duties of the Heart). This classic Jewish Philosophical work written by R. Bachya Ibn Pekuda (Saragossa, Spain early 11th century) presents the ethical and philosophical teachings of Judaism and its fundamental beliefs in a systematic pattern. In addition the Rosh Yeshiva delivers a weekly lecture which focuses on assorted topics, such as fear of G-d, prayer, kindness, service of G-d, character improvement, and interpersonal relationships.

The Ethical and Philosophical courses are periodically supplemented by lectures from visiting Roshei Yeshiva. Notably Rabbi Shmuel Miller, Rabbi Yizchok Sorotzkin and Rabbi Elya Ber Wachtfogel. They derive moral messages from biblical sources, illustrating their relevance to personal growth and modern day ethics. Often the lectures will examine the Torah perspective on concepts from the weekly Torah portion and general themes or current problems facing the Jewish Orthodox community.

Note: Ethics and Philosophy is graded as one combined course.

Text Listings

The following Mussar classics are studied as part of the Ethics and Jewish Philosophy courses at Yeshiva of Ocean. For the reader unfamiliar with these Mussar classics, a brief summary is provided.

Chovos Halevovos (Duties of the Heart) - by R. Bachya Ibn Pekuda (Saragossa, Spain early 11th century) presents the ethical teaching of Judaism and its fundamental beliefs in a systematic pattern.

Shaarei Teshuvah (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), is a classic of unknown authorship, dealing 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.

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

Chofetz 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.

Writings of Rabbi Yisrael Salanter and his disciples: A survey of the major writings of the father of modern Mussar movement and his disciples. Works include, “*Ohr Yisrael*”, *Kochvei Ohr*”, “*Chochma U’Mussar*”, and “*Das Chochma U’Mussar*”.

Course Descriptions

E101FA1/E101FA2 Introductory Ethics 1 credit each

The students begin their formal exposure to the study of Ethics and Philosophy. 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.

No prerequisites.

E101SP Introductory Ethics 2 credits

This course is a continuation of *E101FA2*. In this course the students continue to study the language and general subject matter of the texts. This assists the student to gain a general comprehension of the material. This is the foundation for the understanding of the philosophical topics discussed on the higher levels.

Prerequisite: E101FA2

Introductory Ethics

E101SU	Introductory Ethics	1 credit
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This course is a continuation *EI0ISP*. The students are now 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 some of the main ethical themes, and discuss common negative character traits and their positive counterparts.

Prerequisite: E101SP *Introductory Ethics*

E201FA1/E201FA2	Beginning Ethics	1 credit each
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On this level the students 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.

Prerequisite: E101SU *Introductory Ethics*

E201SP	Beginning Ethics	2 credits
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In this course the students continue to study the texts in greater depth. The discussions of the ideas with peers and teachers of the concepts are now on a deeper level of understanding and the focus is to further develop his character.

Prerequisites: E301FA2 *Beginning Ethics*

E201SU	Beginning Ethics	1 credit
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This course is a continuation of *E201SP*. The students are now expected to continue studying the texts with an eye towards beginning to incorporate the ideas into his personal level of conduct.

Prerequisites: E201SP *Beginning Ethics*

E301FA1/E301FA2	Intermediate Ethics	1 credit each
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On this level some of the deeper philosophical aspects of Mussar are studied, 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.

Prerequisite: E201SU *Beginning Ethics*

E301SP	Intermediate Ethics	2 credits
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This course is a continuation of *E301FA2*. In this course the students continue to study the classic Mussar treatises. The focus is on the deeper philosophical concepts of Mussar. The students are expected to have a widespread familiarity of the ideals expressed by the authors of the texts.

Prerequisite: E301FA2 *Intermediate Ethics*

In this course the students are expected to be fluent in the language of classic Ethics texts, and capable of studying them independently. The focus is on internalizing the concepts learned, and keeping to the objective of personal growth and integrity.

On this level the students should be fluent in the language of the classic Ethics texts, and capable of studying them independently. Students may study select contemporary Mussar works by some of the great expositors of Mussar in recent generations. This includes Rabbi Nosson Tzvi Finkel, Rabbi Yeruchem Levovitz, and Rabbi Eliyahu Dessler.

In this course the students study some of the writings of the early great Mussar masters. Such as the writings of Rabbi Yisrael Salanter and his disciples: “Ohr Yisrael”, Kochvei Ohr”, “Chochma U’Mussar”, and “Daas Chochma U’Mussar”.

As the students prepare to complete their undergraduate studies, they sharpen their skills of studying Mussar. The students have widespread familiarity with many of the concepts of character development and ethical conduct. The study of Mussar is a life-long pursuit; and the Mussar program of Yeshiva of Ocean serves the important function of laying the groundwork for a life of continuous spiritual development.

T1103FA1 Introductory Talmud Intensive	3 credits
T1203FA1 Introductory Talmud Research	2 credits
E101FA1 Introductory Ethics/Philosophy	1 credit

T1103FA2 Introductory Talmud Intensive	3 credits
T1203FA2 Introductory Talmud Research	2 credits
E101FA2 Introductory Ethics/Philosophy	1 credit

Spring Semester

T1106SP Introductory Talmud Intensive	6 credits
T1206SP Introductory Talmud Research	4 credits
E101SP Introductory Ethics/Philosophy	2 credits

Summer Semester

T1106SU Introductory Talmud Intensive	5 credits
T1206SU Introductory Talmud Research	3 credits
E101SU Introductory Ethics/Philosophy	1 credit

Year 2

Fall Semester Module 1

T2106FA1 Beginning Talmud Intensive	3 credits
T2206FA1 Beginning Talmud Research	2 credits
E201FA1 Beginning Ethics/Philosophy	1 credit

Fall Semester Module 2

T2106FA2 Beginning Talmud Intensive	3 credits
T2206FA2 Beginning Talmud Research	2 credits
E201FA2 Beginning Ethics/Philosophy	1 credit

Spring Semester

T2101SP Beginning Talmud Intensive	6 credits
T2201SP Beginning Talmud Research	4 credits
E201SP Beginning Ethics/Philosophy	2 credits

Summer Semester

T2101SU Beginning Talmud Intensive	5 credits
T2201SU Beginning Talmud Research	3 credits
E201SU Beginning Ethics/Philosophy	1 credit

Students will receive a Classical Talmudic Studies Degree at the successful completion of 60 credits.

Year 3

Fall Semester Module 1

T3104FA1 Intermediate Talmud Intensive	3 credits
T3204FA1 Intermediate Talmud Research	2 credits
E301FA1 Intermediate Ethics/Philosophy	1 credit

Fall Semester Module 2

T3104FA2 Intermediate Talmud Intensive	3 credits
T3204FA2 Intermediate Talmud Research	2 credits
E301FA2 Intermediate Ethics/Philosophy	1 credit

Spring Semester

T3108SP Intermediate Talmud Intensive	6 credits
T3208SP Intermediate Talmud Research	4 credits
E301SP Intermediate Ethics/Philosophy	2 credits

Summer Semester

T3108SU Intermediate Talmud Intensive	5 credits
T3208SU Intermediate Talmud Research	3 credits
E301SU Intermediate Ethics/Philosophy	1 credit

Year 4

Fall Semester Module 1

T4108FA1 Senior Talmud Intensive	3 credits
T4208FA1 Senior Talmud Research	2 credits
E401FA1 Senior Ethics/Philosophy	1 credit

Fall Semester Module 2

T4108FA2 Senior Talmud Intensive	3 credits
T4208FA2 Senior Talmud Research	2 credits
E401FA2 Senior Ethics/Philosophy	1 credit

Spring Semester

T4110SP Senior Talmud Intensive	6 credits
T4210SP Senior Talmud Research	4 credits
E401SP Senior Ethics/Philosophy	2 credits

Summer Semester

T4110SU Senior Talmud Intensive	5 credits
T4210SU Senior Talmud Research	3 credits
E401SU Senior Ethics/Philosophy	1 credit

First Talmudic Degree awarded for the successful completion of 120 credits.

ACADEMIC REGULATIONS

GRADING SYSTEM

The grading of academic performance followed at Yeshiva of Ocean is based on a combination of criteria. These include a careful evaluation by faculty of the student's growth in learning based on first hand interaction with the student, the student's participation and contribution to the Shiur, progress in Chavrusa study, oral exams and overall Hasmoda (Diligence).

The following letter grades are used in the yeshiva, even though the grades themselves are only a proxy measure of the student's quality of work:

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. If a student receives failing grades for all of his courses, the student will generally be considered as having unofficially withdrawn unless there is evidence that he 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
A	1 (credits)	x	4	= 4
	12 (credits)			41.4

Divided by 12 Credits for the Semester = 3.45 GPA

TRANSFER CREDIT POLICY

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

- The credits transferred must be based on course work similar in content, style and academic rigor to the one offered at the yeshiva.
- The student must have achieved a grade that would have enabled him to pass a similar course at the yeshiva.
- All credits must be properly documented.
- Transfer credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.
- A transfer student must be in academic residence at the yeshiva for a minimum of 30 credits in order to earn a First Talmudic Degree.

Knowledge, experiences and prior enrollment in courses related to the field of Talmudic Studies may be eligible for credit for prior learning experience and is assessed at the time the student is admitted to Yeshiva of Ocean.

Yeshiva of Ocean 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 of Ocean 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.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

All matriculated students pursuing an approved program at Yeshiva of Ocean are required to maintain satisfactory academic progress, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards are the same for all matriculated students, regardless of whether or not they are receiving Title IV federal financial aid. Satisfactory academic progress has two principal components: a qualitative standard and a quantitative standard. The institution will use standard

rounding procedures for evaluating both the qualitative and quantitative standards. Satisfactory academic progress is always evaluated on a cumulative basis.

At the end of each semester, both the qualitative and quantitative standards are reviewed. A report is then generated which indicates whether the student is meeting SAP requirements.

If a student is readmitted to the school, the student's academic file is evaluated to determine whether he is meeting satisfactory academic progress requirements.

A comprehensive explanation of the qualitative and quantitative standards at Yeshiva of Ocean is provided below.

- **Qualitative Standard**

A student must achieve 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 he is maintaining a minimum cumulative GPA of 2.0.

Grade point averages will be 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 affect 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 his courses, the student will generally be considered as having unofficially withdrawn unless there is evidence that he 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 67% of the cumulative credits he attempts. To assess progress, the student's cumulative credits earned are divided by the cumulative credits attempted. This calculation will determine if he is advancing 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 pace element.

WHEN SAP IS NOT MET

WARNING

If a student fails to meet the SAP standards, he will be notified, and granted a warning period which will last one semester. The student will also be notified that he 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 him in improving his academic performance. Additionally, the student may be provided with various student services including 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

If a student falls below the satisfactory progress standards, he will be notified, and granted a financial aid warning period of one semester, during which time he maintains federal financial aid eligibility. Additionally, the student will be notified that he has the option of appealing his lack of SAP to be granted a financial aid probationary period. During the warning period, the student may receive the academic counseling and student services described above. If satisfactory progress standards are still not met after this period, the student will be notified that he is no longer eligible for financial aid.

APPEALS PROCESS

A student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for an appeal include the death of a relative, an injury or illness of the student, or other special circumstances. 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 appeal, along with any applicable documentation, must be submitted in writing to the registrar's office. A senior faculty

member will consider all information provided by the student and consult with other faculty members, if necessary, to reach a decision.

If the appeal is accepted, the senior faculty member will determine whether 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, he will be placed on academic probation as described 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, he 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 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, academic probation with or without a study plan or denial of the appeal, will be conveyed to the student in writing.

ACADEMIC PROBATION

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that he can meet the standard SAP requirements after a probationary period, the student will be placed on academic probation. Academic probation is a one semester probation 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 he will not be able to meet the standard SAP requirements after a probationary period, he will be placed on academic probation with a study plan. This study plan will include customized SAP standards which will enable the student to meet the SAP requirements, as well as other academic provisions to assist him 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 a study plan in conjunction with the student and other faculty, as needed. A student on academic probation with a study plan will continue to be eligible for Federal Financial Aid.

A student must appeal to change his plan. He must explain what has happened to make the change necessary and how he will be able to make academic progress.

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 meeting the standard SAP requirements of the institution, or the satisfactory academic progress standards of his study plan, he will be considered to be meeting SAP.

If the student's academic performance fails to meet the academic progress standards of the institution, or the provisions of his study plan, the student will be notified that he no longer meets SAP standards. The student will be ineligible to receive Title IV aid, and he will be subject to academic discipline which may include expulsion or suspension from the institution.

REINSTATEMENT FOR FEDERAL FINANCIAL AID

A student who became ineligible for federal financial aid because he was not meeting satisfactory academic progress standards may reestablish eligibility by meeting institutional SAP standards. At the start of each semester, the financial aid office will receive notification of every student's status. If the student is meeting institutional SAP standards, he will also be notified that he is once again eligible to receive Title IV aid.

INCOMPLETES

A student who has not completed all the required course work for a particular course may have, at the discretion of the instructor, additional time (up to six months) to complete the work. A temporary grade of incomplete will then be assigned.

Courses with a grade of incomplete will be included in the student's number of credits attempted but not completed. As long as the incomplete grade remains on the transcript, the grade will not be included in the student's GPA. The incomplete grade will be replaced with the student's earned grade at the conclusion of the period of time given for the work to be completed. If the required work is not completed on time, the student will receive a grade based on the work previously completed.

WITHDRAWALS FROM A COURSE

A student who withdraws from a course will have the course grade recorded as withdrawn. A grade of withdrawn will not be included in his GPA, however, the course will be counted towards the 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 credits attempted and credits earned by the student.

REPETITIONS

All repeated courses are counted in the number of the student's attempted credits, and are included in the student's GPA, including failing grades. A student repeating a course must remain within the time frame required for SAP standards.

A repeated course in which the student has already received a passing grade is counted towards the student's enrollment status only the first time the course is retaken. A repeated course in which the student received a failing grade is always counted towards the student's enrollment, regardless of how many times he repeats that course in an attempt to pass.

CHANGE OF MAJOR

If a student switches his major, any credits and grades that are not applicable to the new major will not be considered in the determination of SAP.

REMEDIAL COURSES

Yeshiva of Ocean does not offer any ESL or remedial courses.

GROUND FOR DISMISSAL

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

Students who fail to adhere to the yeshiva's regulations may be placed on probation. If there is no improvement, the Rosh Yeshiva will advise the student that he may be dismissed from the school.

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

Note, dismissals of this type are extremely rare, inasmuch as every effort is made at the outset to admit only students of the highest character and diligence.

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 Meir Y. Miller. 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 he 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 Ocean will not assess the student any additional institutional charges or award the student any additional Title IV aid during this time period. Upon the student's return from the leave of absence, the student must resume his coursework at the same point in the academic program that he began prior to the leave of absence.

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

STUDENT SERVICES

Students are served three hot and wholesome meals, three times a day. In addition to regular mealtimes, students can avail themselves of the yeshiva snack machine that contains a full array of packaged baked goods, granola bars, packaged soup cups, hot cocoa, soda cans and a variety of sweets.

Aside from the infrequent off-Shabbos during Chanuka, immediately following Purim, and once during the summer, the bochurim spend Shabbos on-campus, with most also returning for Shmini Atzeres and Simchas Torah even though it is not obligatory. A highly positive and uplifting experience, Shabbos in yeshiva centers around a relaxed atmosphere amid camaraderie, singing, delicious food, cloth-table coverings, and fancier tableware that is distinguishable from the weekday.

HEALTH SERVICES

In the event of a minor medical situation, the bochurim know to approach Mrs. Miller who has access to an emergency kit that includes Tylenol, bandages, and other common medical supplies. Should a student require professional medical services, there is a doctor nearby who accepts the bochurim as patients. In addition, in the event of a sudden severe illness or accident, there is an active “Hatzalah” program of volunteer EMT services in the area, which responds to any medical emergency within minutes. They in turn can transfer an injured or ill student to Ellenville Hospital which is just five to seven minutes away from the yeshiva. Catskill Regional Medical Center as well as Orange Regional Medical Center is also not very far away. In such emergency situations, a member of the staff will assume responsibility for the students care until the parents take over. Routine medical visits may be scheduled for the student’s vacation time, ensuring a smooth flow of medical care.

COUNSELING AND ACADEMIC ADVISING

Counseling services are an important component of the student services offered at the yeshiva. The faculty is always available to listen to a student and to help him work out a personal or social issue. These services are intended to ensure the physical, emotional and spiritual needs of the students are fully addressed.

Although the faculty is available at all times to provide counseling services to the students, there may be circumstances that warrant professional intervention. Therefore in extenuating cases the Rosh Yeshiva or the Chief Administrative Officer will refer a student to a professional care provider for assistance.

Another important role of the faculty is to advise students on academic matters. For example, if a student would like to change his Chavrusa (study partner) or rearrange his schedule, he should discuss this carefully with his instructor inasmuch as the particular change may not be beneficial to his progress and academic growth.

TUTORING

Even with the screening that the yeshiva performs before admitting a student to yeshiva of Ocean, there may be times when it is necessary to provide some type of tutoring to assist a student. Sometimes this is necessary if the boy was out sick for an extended period of time.

In this instance, the student is paired up with a local tutor or stronger student as his chavrusa (learning partner) for one or more Sedorim until he has caught up to the rest of the Shiur.

STUDENT LIFE

The yeshiva believes in healthy outlets and encourages students to utilize its on-campus recreational facilities, including basketball/tennis courts, exercise bars and weights. Other extra-curricular activities that the students engage in include hiking and jogging in the mountains, creating winter ice sculptures, and woodworking to produce institutionally useful items, such as the student construction of a needed mechtza.

COMPLAINTS PROCEDURE

Internal Complaint Policy

Any student who has a complaint may submit it in writing to the Rosh Yeshiva, Rabbi Meir Y. Miller. 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

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.

PLACEMENT DISCLAIMER

Yeshiva of Ocean is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

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

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

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

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

Yeshiva of Ocean 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.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yeshiva of Ocean 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 Ocean 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)(I) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

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

COPYRIGHT INFRINGEMENT POLICY

As per 34 CFR 668.43(a)(10), students of Yeshiva of Ocean are hereby apprised that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the student to civil and criminal liabilities.

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

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

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

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

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

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

Students are reminded that using free content is not always copyright infringement, and purchased content can contain copyrighted work. Be sure that any content you purchase is from a legal and trustworthy source.

Unauthorized Peer-to-Peer Sharing

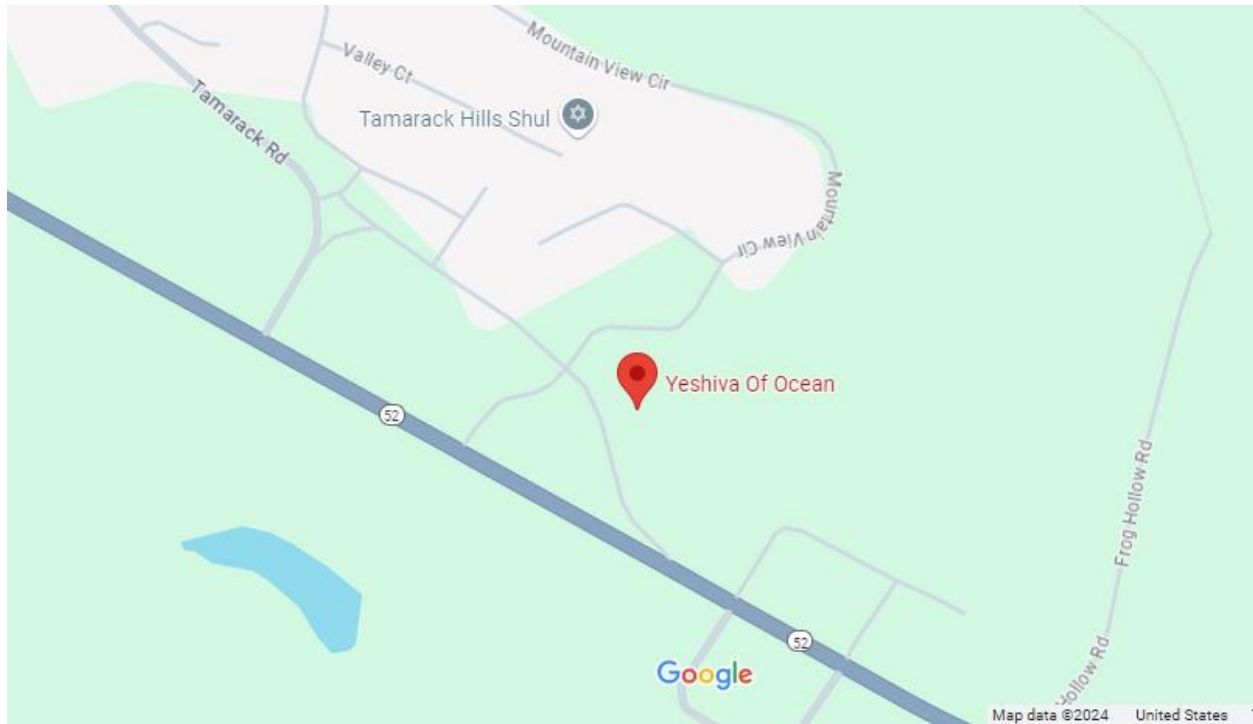
Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Yeshiva of Ocean. Yeshiva of Ocean does not have an institutional information technology system for the students' use.

MAP

YESHIVA OF OCEAN

7120 Highway 52

Greenfield Park, NY 12435



DIRECTIONS

Directions from Lakewood:

Take Garden State Parkway North for over an hour to I-87N. Take I-87 N to Exit 16- Harriman. After the toll, continue on NY-17 West until Exit 113- Ellenville. Make a right at stop sign onto Rte. 209 North. Continue for app. 12 miles into the town of Ellenville. Turn left by the traffic light in the center of town onto Rte. 52 W. Continue 6 miles to 7120 Highway 52

Directions from Monsey:

I-87N to Take exit 16- Harriman. After the toll, continue on NY-17 West until Exit 113- Ellenville. Make a right at stop sign onto Rte. 209 North. Continue for app. 12 miles into the town of Ellenville. Turn left by the traffic light in the center of town onto Rte. 52 W. Continue 6 miles to 7120 Highway 52

Directions from New York:

Take the George Washington Bridge to the Palisades Interstate parkway North. Continue to I-87N. Take I-87 N to exit 16- Harriman. After the toll continue on NY-17 West until Exit 113- Ellenville. Make a right at stop sign onto Rte. 209 North. Continue for app. 12 miles into the town of Ellenville. Turn left by the traffic light in the center of town onto Rte. 52 W. Continue 6 miles to 7120 Highway 52