



ישיבת היכל שמואל
YESHIVAT HECHAL SHEMUEL
The Sam and Lucy Gabbay Torah Institute for Higher Learning

YESHIVAT HECHAL SHEMUEL



YESHIVAT HECHAL SHEMUEL

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SCHOOL CATALOG

2022-2023

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COVID-19

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

OVERVIEW

A few decades ago, the Sephardic community around the world experienced a resurgence of dedication to Torah study in an organized format, similar to the more established Litvishe-style Yeshivas. Young Sephardim, sustained by the example of scholars like Chacham Ezra Attiya and Rabbi Yehuda Ades, dedicated themselves not only to meticulous observance of the Mitzvot, but to be proud of their rich heritage and study the Torah in-depth with a passion for serious scholarship.

The movement reverberated across the wider community of Sephardim, including its secular and lay members. Sephardic synagogues, day-schools and community centers grew up virtually overnight around the world, creating a network which would become an incubator for the next generation of Sephardic scholars.

Still, there were only a few Sephardic institutions around the world that supported in-depth, rigorous Litvishe-style Torah study – where serious students who had made a lifetime commitment to learning and studying Torah could flourish. Except for one or two Yeshivot in the United States and several in Israel, there were few Yeshivot that were capable of supporting serious advanced scholarship at the post-secondary level. This contrasted strongly with the Litvish and Chasidic Yeshiva network with a few hundred of these institutions around the world in virtually every community where they settled.

The challenge was apparent; there were a growing number of serious students and only a few elite schools for advanced study, with most of them overseas. The next step for the Sephardic community was therefore, to emulate the Litvishe and Chasidishe communities and create small and accessible schools in the heart of the community that could service these students.

Yeshivat Hechal Shemuel was founded in 2012 by Rabbi Rahamim Haber and Rabbi Menachem Haber to accommodate the growing need in the Sephardic Community of Brooklyn, NY for a post-high school Beit Medrash faithful to its own well founded traditions; specifically, a Beit Medrash whose scholarship could compete with top Yeshivot around the world.

Following the model of classic Litvishe Yeshivot who strive to inculcate in their students the desire to become a “Ben Torah” – one whose very being revolves around Torah and mitzvos - Yeshivat Hechal Shemuel aims to expose students from the Sephardic community to this demanding and fulfilling lifestyle of committing oneself to Limud HaTorah and becoming a “Ben

Torah”. The Yeshiva has had remarkable success; its students have developed and shine as Bnei Torah, both inside and outside of the Beit Medrash walls.

The school was founded to service the young scholars of the Brooklyn Sephardic Community regardless of degree/ intensity of observance or familial associations; it was founded to be a Torah Center for any student with a commitment to studying Torah at an advanced level.

MISSION

Yeshivat Hechal Shemuel is committed to providing a Torah education in the Orthodox Jewish tradition to qualified students, irrespective of prior Talmudic experience or family background. At Hechal Shemuel, we are dedicated to generating and preserving Torah knowledge, molding students who are proficient at Talmudic learning on a sophisticated level. The Yeshiva is modeled in the tradition of the great European Yeshivot of prior generations (e.g., Volozhin, Mir, and Baranovich). Prayer, Halachah, Mussar and Chazarah, are arranged around a core of in-depth Talmud study (Iyun) and breadth of Talmud study (B’kiyus).

Our objectives at Hechal Shemuel are to:

- Serve as an advanced institution of higher education for the Sephardic community in Brooklyn, and a beacon of Torah for the wider Sephardic community.
- Mold serious Talmudic scholars who are well-versed in all areas of Talmud, Bible, Ethics and Jewish Law.
- Form responsible and considerate B’nei Torah who are well-equipped for the shifting ethical landscape of today’s world.
- Instruct the next generation of Sephardic scholars in the study of Talmud, Mussar, and Halacha.

CAMPUS AND FACILITIES

Yeshivat Hechal Shemuel is located in the heart of the Flatbush section of Brooklyn New York, on East Tenth Street. This neighborhood is known for its large Syrian Sephardic Jewish presence and due to its numerous synagogue and community services, it is ideal for our students’ development.

Our site includes a three-story structure, consisting of a study hall and library on the first floor, offices and classrooms on the second floor, and a spacious dining room and kitchen in the basement.

Because of Yeshivat Hechal Shemuel’s close proximity to many local Jewish congregations, our students are given rewarding opportunities to enhance their understanding and knowledge. In particular, the neighboring synagogue, Congregation B’nai Yosef, offers prayer service at all hours of the day and night, while the nearby Ahi-Ezer Congregation, equipped with an English library

and a men's Mikveh, holds the distinction of being the main synagogue of the Damascus Jews. The famous Mirrer Yeshiva, located nearby, presents myriad resources for scholarship.

STUDENT LIFE AND SERVICES

Our Yeshiva provides its students with three nutritious and wholesome daily meals that are served in the lunchroom. Students may also avail themselves of the snack room and kitchen stocked with food items, tea, coffee and more, open 24-hours a day.

Our students also enjoy full use of the gym, basketball court and schoolyard facilities located at a neighboring school on Avenue P.

Of everything that the Yeshiva imparts, we can say with pride that our most important service is to provide a close interpersonal relationship between Rebbi and student and foster an environment in which this rapport can develop and thrive. The Rebbi's concern for the overall welfare of the student, his personal growth, and his intellectual and spiritual development enriches the overall learning process and enhances its outcome.

In addition to interaction with the Rebbi, we encourage each student to have a connection to our revered Rosh Yeshiva, Rabbi Menachem Haber, and Dean, Rabbi Rahamim Haber. Both Rabbis make themselves available to all the students, and aim to speak to each student personally at least once a semester. Aside from the regular channels in making an appointment, students can facilitate meetings with the Rosh Yeshiva or Dean when they see them in the Bet Medrash. Indeed, with a recognized reputation in assisting many students and their families by providing answers and solutions to the full spectrum of life's tough questions and problems, Rabbi Menachem Haber and Rabbi Rahamim Haber never refuse a request for counseling.

Another integral part of a student's development is Shabbat. Shabbat prayers are held every week in our Bet Medrash and our students are encouraged to attend. Every few months an in-Shabbat is held where students listen to stimulating guest speakers, attend study sessions, and meet informally with their fellow students and Rebbi. The purpose of an in-Shabbat is to increase the ruah (spirited atmosphere) of our Yeshiva, as well as to provide a warm, exciting Shabbat experience for all participants. Aside from the Shabbat program, the yeshiva marks all Jewish Holidays and special Yeshiva events with a mesiba, where students and Rebbis celebrate with inspiring talks, dancing, music, and delicious catered meals.

Our students are in a unique position to maximize their yeshiva experience. We are located in a vibrant Jewish community, with all types of Jews from all around the world. Students are encouraged to apply their knowledge immediately in the real world by becoming involved in learning and teaching in our community. This has resulted in many becoming a successful part of the various learning programs throughout our community.

At Yeshivat Hechal Shemuel, students become part of an atmosphere that will enable them to grow and thrive spiritually and personally, while playing a significant role in the betterment of the broader communities.

LIBRARY

Our main library is housed in open stacks within the Yeshiva study hall. Equipped with an excellent collection of resources in an accessible layout, it provides curriculum and research support for both students and faculty. Although the library is primarily dedicated to our students and faculty, members of the public are also invited to visit and make use of the library. In addition to the main library, another reference library is located in a quiet area. This area contains books reserved for advanced reference and not used on a daily basis. The library contains approximately 1,500 volumes in all areas of Torah study, such as the Bible and its commentaries, ethics and philosophy, the Talmud and its commentaries, legal codes, and responsa. The Yeshiva also has a computer with the Otzar Hachochma software, which gives the students the ability to do research using thousands of reference texts and advanced search tools.

We consider our library to be of paramount importance to the educational goals of our students, and pride ourselves in our up-to-date collection, available to our students and members of the community at large.

TEXTBOOK INFORMATION

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

Many students prefer to have their own Gemarah, Kovetz Miforshim, and Mishna Berura which cost between \$20 and \$50 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below are the addresses of three local Judaica bookstores:

Mekor Hasfarim

1987 Coney Island Ave
Brooklyn, NY 11223
(718) 627-4385

Tehilat Yitzchak Ltd.

551 Kings Highway
New York, NY 11223
(718) 633-7000

Z. Berman Books-Flatbush

1586 Coney Island Ave
Brooklyn, NY 11230
(718) 258-1955

ACCREDITATION AND STATE AUTHORIZATION

New York State Disclaimer

Yeshivat Hechal Shemuel does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In Yeshivat Hechal Shemuel'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. Yeshivat Hechal Shemuel falls into this category and is therefore not subject to the evaluation of the New York Board of Regents.

ACCREDITATION

Yeshivat Hechal Shemuel 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.

ADMISSION REQUIREMENTS

Admission to Yeshivat Hechal Shemuel is open to male members of the orthodox Jewish faith without regard to race, color, national origin, or handicap.

Students applying to Yeshivat Hechal Shemuel 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.

Yeshivat Hechal Shemuel does not utilize an Ability to Benefit test for admitting students.

Students wishing to attend Yeshivat Hechal Shemuel must provide transcripts of previous Jewish, Talmudic and academic studies. Our admission staff will then schedule a personal interview. Applicants will be selected based on institutional availability, academic preparedness, and personal and ethical development. Upon acceptance, students will be required to complete an admission form.

In order to initiate the application process, we encourage qualified students to write to the Dean, Rabbi Rahamim Haber at:

Yeshivat Hechal Shemuel
1532 East 10 Street
Brooklyn, NY 11230

SCHOOL CALENDAR

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

ANNUAL TUITION AND FEES

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

WITHDRAWAL AND REFUND POLICIES

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

BOARD MEMBERS

Rabbi Rahamim Haber, Chairman

Mr. David Ani, Secretary

Mr. Ezra Levy, Treasurer

Mr. Eddie Ash

Mr. Shimon Haber

Mr. Jack Hazan

FACULTY

Rabbi Menachem Haber, Rosh Yeshiva

Rabbi Rahamim Haber

Rabbi Dovid Baron

Rabbi Yehuda Haber

Rabbi Meir Rudy

Rabbi Nissim Salem

Rabbi Mordechai Semah

Rabbi Yaakov Tebele

Rabbi Menashe Witkin

ADMINISTRATION

Rabbi Rahamim Haber, Dean

Mr. Nissim Salem, Financial Aid Administrator

Mr. Edgar Hazan, Registrar

Mr. David Anteby, Bookkeeper

Mrs. Avigail Rosenblatt, Secretary

ACADEMIC REGULATIONS

All matriculated students pursuing an approved program at Yeshivat Hechal Shemuel are required to maintain satisfactory academic progress toward graduation, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards required for students receiving Title IV federal financial aid are the same for all matriculated students at Yeshivat Hechal Shemuel. Satisfactory academic progress at Yeshivat Hechal Shemuel has two principal components: a qualitative standard and a quantitative standard:

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

- **Qualitative Standard**

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

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

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

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

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

- **Quantitative Standard**

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

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

- **Pace of Completion**

A student must earn 67% of his cumulative attempted credits. The student’s cumulative earned credits are divided by the student’s cumulative attempted credits to determine if the student is progressing through the academic program at a pace sufficient to complete the program within the

maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he is determined to be meeting the quantitative standard.

WHEN SAP IS NOT MET

WARNING

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

FEDERAL FINANCIAL AID WARNING

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

APPEALS PROCESS, MITIGATING CIRCUMSTANCES

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

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

ACADEMIC PROBATION

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

ACADEMIC PROBATION WITH A STUDY PLAN

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

REEVALUATION AFTER A PROBATIONARY PERIOD

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

REINSTATEMENT FOR FEDERAL FINANCIAL AID

A student who became ineligible for federal financial aid because he was not meeting satisfactory academic progress standards, has the opportunity to reestablish eligibility. Eligibility is

reestablished by meeting institutional SAP standards. The financial aid office will receive notification of each student's status at the start of each semester, and the student will be notified that he may once again receive aid from the Title IV programs.

INCOMPLETES

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

WITHDRAWALS FROM A COURSE

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

TRANSFER CREDITS AND SATISFACTORY PROGRESS

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

REPETITIONS

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

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

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

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

CHANGE OF MAJOR

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

ESL/NONCREDIT REMEDIAL COURSES

Yeshivat Hechal Shemuel does not offer any ESL or non-credit remedial courses.

FINANCIAL AID

Yeshivat Hechal Shemuel utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field. Yeshivat Hechal Shemuel offers a variety of federal financial aid programs to its students. Higher Education Compliance and Management oversees administration of the programs.

Any student who has difficulty in meeting his educational costs at Yeshivat Hechal Shemuel should make an appointment with Mr. Samuel Nissim Salem to learn about the options available to him. These may include grants, scholarships, and deferred payment plans.

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

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

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

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

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

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

APPLYING FOR FINANCIAL AID

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

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

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

FINANCIAL AID NEED

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

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

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

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

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

siblings, or medical expenses. These expenses can be taken into account by the financial aid staff to produce an adjusted EFC.

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

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

APPLICATION DEADLINE

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

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

FEDERAL AID PROGRAMS

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

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

With the availability of Year-Round Pell, students can receive Federal Pell Grant funds for up to 150% of their Pell Grant Scheduled Award for an award year. An eligible student may now receive a Federal Pell Grant for the summer semester, even if he received 100% of his scheduled

Federal Pell Grant award during the fall and spring semesters. To be eligible for the additional Pell Grant funds, the student must meet all general eligibility requirements to receive financial aid for the payment period and must be enrolled at least half time (six credits) in the payment period.

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

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

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

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

- FSEOG - Federal Supplemental Educational Opportunity Grants
- FWS - Federal Work Study

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

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

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

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

The Federal Work Study Program is an employment program. Funds are allocated to schools as part of the campus-based programs as explained above. Eligible students are offered part-time employment. The financial aid office, in consultation with the faculty, determines if a student is eligible for employment, based on his ability to fulfill his academic responsibilities with the added burden of employment. Employment is also contingent on student qualifications for the positions available.

Federal Work Study disbursements are in the form of payrolls, distributed monthly during the duration of the student's work schedule. The institution pays a percentage of matching funds per federal Work Study funds. The institutional portion may be paid to the student or may be credited to the student's tuition account. Generally, the funds are matched 25% institutional funds to 75% federal funds. However, if in a particular academic year the institution is granted a waiver of the institutional share requirement, the institution may choose not to provide the institutional match.

NY STATE TAP GRANTS – DESCRIPTION

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

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

To be eligible for an award the student must:

- meet one of the United States citizenship requirements;
- meet New York State residency requirements;
- enroll as a full-time undergraduate student;
- enroll in an approved program of study in an eligible New York State postsecondary institution;
- be matriculated;
- be in good academic standing; have at least a cumulative "C" average after receipt of two annual payments;

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

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

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

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

AND you meet one of the following criteria:

- a. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within five years of receiving your NYS high school diploma OR
 - b. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within ten years of receiving your NYS high school diploma OR
 - c. You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within five years of receiving your NYS high school equivalency diploma
2. Your permanent home is outside of NYS and you are or have one of the following:
 - A. U.S. citizen
 - B. Permanent lawful resident
 - C. Of a class of refugees paroled by the attorney general under his or her parole authority pertaining to the admission of aliens to the U.S.
 - D. U-Visa
 - E. T-Visa
 - F. Temporary protected status, pursuant to the Federal Immigration Act of 1990

G. Without lawful immigration status (including those with DACA status)

AND you meet one of the following criteria:

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

Students meeting the NYS Dream Act eligibility criteria can apply for TAP by accessing the Dream Act Application online at <https://nysdream.applyists.net/Account/LogOn?ReturnUrl=%2f>. The application is simple and straightforward, and all information provided will be used only for determining eligibility for and administering awards. Applicants without lawful immigration status will not be asked for their home address and will not have to upload financial records.

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

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

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

Yeshivat Hechal Shemuel will disburse any TAP funds due to the student as soon as possible, but not more than 45 days after the institution has credited the award to the student's account.

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

INSTITUTIONAL SCHOLARSHIPS

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

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

TRANSFER CREDIT POLICY

Students who previously attended other institutions that offer similar programs in Talmud study may submit their transcripts for evaluation and consideration of transfer credits.

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

- The credits were earned at an accredited Talmudic institution.
- The student or previous school provides documentation i.e. transcript, to Yeshivat Hechal Shemuel.
- The courses were similar in content, style and academic rigor to the courses offered at Yeshivat Hechal Shemuel.
- The student must have achieved a minimum of a grade of C or its equivalent.
- At the discretion of Yeshivat Hechal Shemuel, students who demonstrate mastery of course material may be granted credit by examination for study at accredited institutions.
- Students must remain in academic residency at the yeshiva for a minimum of two years before earning their First Talmudic Degree at the yeshiva.

All decisions regarding transfer credits are subject to the same appeal procedure described above.

Note: Yeshivat Hechal Shemuel does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions nor with regard to whether other

institutions accept the Yeshiva's credits. Before enrolling in the institution, students should be sure that their attendance will help them reach their educational goals.

Please be advised that the transferability of credits and acceptance of the degrees earned at Yeshivat Hechal Shemuel 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.

GRADING SYSTEM

The grading of academic performance followed at Yeshivat Hechal Shemuel 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 (lecture), progress in Chavrusa study, oral or written exams, dissertations 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	W	Withdrawn
B-	2.7	I	Incomplete
C+	2.3	F	Fail

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

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

Sample GPA Calculation:

A-	6 (credits)	x	3.7	= 22.2
B+	4 (credits)	x	3.3	= 13.2
C	1 (credits)	x	2.0	= 2.0
A	1 (credits)	x	4.0	= 4.0
	12 (credits)			41.4

Divided by 12 Credits for the Semester = 3.45 GPA

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

COUNSELING

Counseling services are an important component of the student services offered at the Yeshiva. The faculty members serve as mentors, counselors, advisors, and advocates, guiding students through every stage of their personal and academic development. The faculty will always make time to listen to a student and to help him work out a personal or social issue. These services are intended to ensure that the physical, emotional and spiritual needs of the students are fully addressed.

Although the Yeshiva does not employ a formal counselor or mental health professional, the Rosh Yeshiva will provide referrals to competent mental health professionals, should the need arise.

TUTORING ASSISTANCE

If the faculty notices a student that is in need of academic assistance, they are directed to help the student by giving personal attention, often recommending a graduate student to act as a tutor. Members of our Kollel program are required to assist younger students in their studies. Additionally, the faculty will recommend a personalized study plan for the student to maintain his academic progress.

AVAILABILITY OF FULL TIME EMPLOYEE TO ASSIST ENROLLED AND PROSPECTIVE STUDENTS

Yeshivat Hechal Shemuel has designated Rabbi Rahamim Haber, Dean, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid, cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of

Title 34 of the Code of Federal Regulations. He is available in the administrative offices during regular business hours or by calling 732.814.1548.

ATTENDANCE REQUIREMENTS

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

LEAVE OF ABSENCE-FEDERAL POLICY

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

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

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

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

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

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

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 improvement is not seen, the Rosh Yeshiva will notify the student that he may be dismissed from the Yeshiva.

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.

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

PLACEMENT DISCLAIMER

Yeshivat Hechal Shemuel is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

NON-DISCRIMINATION POLICY

Qualified men of the Orthodox Jewish faith are eligible for admission to Yeshivat Hechal Shemuel without regard to age, race, color, national origin or physical handicap. The Yeshiva 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 that are essential in guaranteeing to all qualified students the same educational experience and environment as well as the equal opportunity to learn and study at the institution.

While the Yeshivat Hechal Shemuel campus is not fully accessible to handicapped students, Yeshivat Hechal Shemuel will make special arrangements, within reason, to accommodate any qualified handicapped student.

Yeshivat Hechal Shemuel does not have a program for students with intellectual disabilities. Yeshivat Hechal Shemuel provides reasonable academic accommodations for students with intellectual disabilities.

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

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

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

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

Yeshivat Hechal Shemuel discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs

an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yeshivat Hechal Shemuel to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

- To other school officials, including teachers, within Yeshivat Hechal Shemuel 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 parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- The information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

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

the school's rules or policies with respect to the allegation made against him. (§ 99.31(a)(14))

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

GOOD ACADEMIC STANDING FOR STATE GRANT PROGRAMS

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

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

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

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

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

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

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

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

COMPLAINT POLICY

Internal Complaint Policy

Any student who has a complaint should submit it in writing to the Rosh Yeshiva, Rabbi Menachem Haber. 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:

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

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

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

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

- The Office does not intervene in matters that are or have been in litigation.

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

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

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

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

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

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

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

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

Or with:

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

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

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

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

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

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

HEALTH SERVICES

Beyond the standard first-aid services, Yeshivat Hechal Shemuel does not possess facilities to deal with medical issues. If acute emergency care is required, the students call upon the Hatzalah EMT organization that serves the area. Hatzalah's tracked immediate response, combined with the school's proximity to several large hospitals including Coney Island Hospital and Maimonides Medical Center, guarantees rapid and appropriate professional treatment when necessary.

COPYRIGHT INFRINGEMENT POLICY

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

Legal alternatives to obtain copyrighted material include:

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

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

ACADEMIC PROGRAM

Yeshivat Hechal Shemuel offers a 150 credit undergraduate program of study leading to a First Talmudic Degree. Those students who have earned 60 credits are awarded a Classical Talmudic Studies Degree. There is one major available, Talmud. The bulk of the curriculum is the study of Talmud divided into three departments: Talmud Intensive, Talmud Research and Talmud Survey. On the advanced level there is a mandatory Halacha (Jewish Legal Codes) course.

Frequency of Course Offerings

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

Textbooks and Required Materials

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

Explanation of the Course Code

The course code uses the following system: the letter T represents the Talmud courses, and the first digit refers to the year of study (1-5). The second digit indicates the intensity of the course intensive (1), research (2), or survey (3), and the third and fourth digits refer to the Tractate being studied. The letters following the numbers indicate 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. The Halacha/Jewish Legal Codes courses are always C501 followed by the semester letters.

Introduction to Talmud

The Talmud comprises the central facet of the oral tradition passed down for generations amongst Jews since the year 1312 BCE. The Babylonian sages completed the Babylonian Talmud over

2000 years ago. Famed for its esoteric style, the Talmud is designed to provide the ultimate challenge for its students. Over the centuries, thousands of companion volumes have been authored, to elucidate and elaborate upon the basic text.

The study of Talmud is a complex and demanding task and a great deal of time must be devoted to fully appreciate its complexity and sophisticated levels. The Talmudic scholar, known as a Talmid Haham, is an expert in the entire Babylonian Talmud including the text and its commentaries. The goal of becoming a Talmid Haham is a lifelong endeavor, avidly pursued by serious students for decades. Serious Talmudic scholars dedicated to master all of the basic Babylonian Talmud and its commentaries is a project that typically extends for two or more decades of intensive study. since The Talmud itself is comprised of 63 Tractates- each one with its own unique set of laws. They also often differ greatly in language and style.

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

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

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

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

encompasses a wide-ranging, almost encyclopedic treatment of a variety of subjects, including history, philosophy, sociology, jurisprudence, psychology, economics, law, biology, education, politics, and survey of Jewish Literature.

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

The Talmud curriculum focuses on three different methods of Talmudic study; Talmud Intensive, Talmud Research and Talmud Survey. 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 and focuses on Gemara and Rashi, along with a basic review of Tosafos. The Talmud Survey course known as “Be’kiut” is a rapid course of study in which students become familiar with Talmudic Studies in greater breadth.

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

For the convenience of the reader not familiar with the Talmud a brief summary of the subject matter of the tractates is provided. It should be understood, however, that these short descriptions do not reflect the depth, detail, and complexity of the study involved. Generally, the Yeshiva follows a rotation of these Tractates, although at times the Rosh Yeshiva may decide to add or remove one of them from the cycle. The Tractates are listed in their Talmudic sequence and not necessarily in the order of study.

Text Listings

(01) **SHABBAT** - The Sabbath; restrictions related to proscribed work efforts and their source, in depth study of all regulations regarding the Sabbath, including extension to problems that emanate from changes in society and technological advances.

(02) **SUCCAH** - Laws of the Festival of Booths, construction of Booths and their requirements. The four symbolic species (Lulav, Etrog, Hadasim, Aravot).

(03) **YEBAMOT** - Study of Levirate marriage and Halitza; consanguinity. General anthropological structure of Jewish society, permitted marriage partners etc. Privileges and obligations of Kohanim. Procedures involved in ascertaining death of an individual; the Agunah.

(04) **KETUBOT** - The marriage contract; obligations, rights and commitments incurred therein, specifically in relation to financial considerations and promises: Pre-nuptial, Family structure; the status, role, and rights of women in society.

(05) **NEDARIM** - Laws of object-related vows and resultant obligations, annulment of vows, jurisdiction of parent and spouse over person making vow.

(06) **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 on such documents; related regulations.

(07) **KIDDUSHIN** - Procedures whereby women become betrothed and related regulations and obligations. Comparative study of modes of acquisition employed elsewhere. Marriage by proxy and conditional betrothal.

(08) **BAVA KAMMA** - Talmudic Civil Law, Part I. Compensation for injury or loss, redress and liability through injury or misappropriation, damages by the defendant, personally or by any chattels or agencies. Misappropriation also reviewed in its broad sense, whether through violence or theft.

(09) **BAVA METZIA** - Talmudic Civil Law, Part II. Claims relating 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.

(10) **BAVA BATRA** - 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.

(11) **MAKKOS** - Judicial corporal punishment and transgressions resulting therein. Contradictory witnesses, cities of refuge for involuntary manslaughter.

(12) **SHEVUOS** - Laws of personal vows, oaths before the court, the status of single witness, partial admittance of responsibility, Shomrim-those responsible for guarding another's property.

Laws of a ritually unclean person who entered the Temple unlawfully, the increasing and decreasing sacrifice.

(13) **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.

The Tractates listed above form the framework for the main course of study in the Yeshiva. However because they are widely considered to be “universal Tractates,” given the fact they are liberally referenced throughout the Talmud, lines of inquiry initiated on their pages launch students into further study of conceptually related texts in other Tractates as well.

Talmud Intensive

As noted the Talmud Intensive courses are characterized as “intensive”, since they focus on intense analysis and in-depth understanding of the text of the Talmud. The first focus is on the principal Talmudic commentaries, published on each page of the Talmud, by the medieval scholar Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary) and the authors of Tosefos. This is supplemented by other scholarly commentaries, referred to as Rishonim (lit. the “early” commentaries) and Achronim (lit. the “later” commentaries).

The student prepares with his Habruta, (study partner), all assigned texts prior to the daily lecture. Once the instructor delineates in the course of the lecture the concepts needed to properly understand the assigned text, the student is able to compare and contrast the instructor’s presentation with his own understanding of the original and secondary source materials.

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

Course Descriptions

Introductory Talmud Intensive	T11**FA1	3 credits	T11**FA2	3 credits
	T11**SP	6 credits	T11**SU	5 credits

During the introductory year the student learns the process and methodology necessary to properly understand the Talmudic texts. A strong emphasis is placed upon proper understanding of the language of the two major commentaries, written by Rashi and the Tosefos (medieval commentaries on the Talmud). The student begins to build an intellectual structure consisting of concepts and principles found in the Gemara, Rashi and Tosefos.

Beginning Talmud Intensive	T21**FA1	3 credits	T21**FA2	3 credits
	T21**SP	6 credits	T21**SU	5 credits

Once the students master the basic tools for textual analysis, they can then start studying at a greater depth, using additional commentaries. The students should be capable of preparing the basic Talmud text along with the commentaries of Rashi and Tosafos on their own. During the lecture, the instructors compare and contrast the various approaches of the commentators, following the thread of logic that runs through each one. The students are taught to achieve greater clarity within their own thought processes. This leads the student to have a better understanding of the commentaries and how it can be applied and integrated within the text. This helps the students gain increased confidence in their understanding of the Talmudic text.

Intermediate Talmud Intensive	T31**FA1	3 credits	T31**FA2	3 credits
	T31**SP	6 credits	T31**SU	5 credits

During the third year, the students continue to develop and solidify their knowledge base of Talmudic discourse and case law. The students begin to expand their capacity toward independence and development to understanding the Talmud on a deeper level. The daily lecture teaches the students to analyze the commentaries and begin to reconstruct the hypotheses of why some commentaries reject the hypotheses of other commentaries.

Senior Talmud Intensive	T41**FA1	3 credits	T41**FA2	3 credits
	T41**SP	6 credits	T41**SU	5 credits

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

Advanced Talmud Intensive	T51**FA1	3 credits	T51**FA2	3 credits
	T51**SP	6 credits	T51**SU	5 credits

Fifth-year students are presented with a variety of opinions and are capable of understanding the intellectual basis of each independently. Identifying and researching appropriate commentaries relevant to the passage being studied further develop the student's capacity for creative thinking. The fifth year also focuses on preparing the students for the transition to higher-level academic programs.

Talmud Research

The second sequence of Talmud courses focuses on faculty-guided student study. The students study in the study hall using the traditional Habruta method. 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 a faculty member available who may help the students with any questions. Generally, the faculty member will direct the student to one or more commentaries that discuss the question or difficulty posed by the student. In this way, the student not only obtains an answer to his query, but equally important, he becomes exposed to the vast bibliography of Talmudic commentary and literature, while learning how to access knowledge and information from the Talmud and its commentaries.

Course Descriptions

Introductory Talmud Research	T12**FA1	2 credits	T12**FA2	2 credits
	T12**SP	4 credits	T12**SU	3 credits

In this course, the students' study a different chapter in the Tractate than is studied during the Talmud Intensive courses. The course is at a somewhat quicker pace and focuses on skill building and familiarity with the structure of the Talmud. The objective is to convey a sense of the subject matter and conceptual framework of the text and takes place in a self-study format closely guided by the instructors.

Beginning Talmud Research	T22**FA1	2 credits	T22**FA2	2 credits
	T22**SP	4 credits	T22**SU	3 credits

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

Intermediate Talmud Research	T32**FA1	2 credits	T32**FA2	2 credits
	T32**SP	4 credits	T32**SU	3 credits

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

Senior Talmud Research	T42**FA1	2 credits	T42**FA2	2 credits
	T42**SP	4 credits	T42**SU	3 credits

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

Advanced Talmud Research	T52**FA1	2 credits	T52**FA2	2 credits
	T52**SP	4 credits	T52**SU	3 credits

The student is increasingly independent of faculty assistance, and is 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 the Chiddush, or novel interpretation, is developed.

Talmud Survey

As noted, Talmud Survey (known as "Be'kiut") is another method of studying the Talmud. The mode of study is quick-paced, and the students will typically be assigned one of the other chapters of the Tractate than is studied in the other courses. The students – studying in Habruta pairs – focus on the text of the Talmud and the principal Talmudic commentary of Rashi, covering as much material as possible. The goal of the Talmud Survey courses is to give the students a broad background in Talmud. This is helpful both when comparing texts and when applying Talmudic sources in related fields.

It should be noted while the Talmud Survey course affords students the opportunity of covering a greater breadth of Talmudic learning than is possible in the Intensive and Research sessions, clearly the principal emphasis in the Yeshiva's curriculum is on the intensive, or in-depth, study of the Talmud.

Course Descriptions

Introductory Talmud Survey	T13**FA1	1 credit	T13**FA2	1 credit
	T13**SP	2 credits	T13**SU	1 credit

This course focuses on skill building and familiarity with the structure of the Talmud. The Rosh Yeshiva and the faculty decide on a chapter in the Tractate they feel is important to study. This is a different chapter than is being studied in the other courses. The students study the material at a faster pace using only the commentary of Rashi.

Beginning Talmud Survey	T23**FA1	1 credit	T23**FA2	1 credit
	T23**SP	2 credits	T23**SU	1 credit

The students continue studying a different chapter of the Tractate being studied, with Rashi, increasing their breadth of Talmud knowledge. The students also review the chapter being studied thus enriching their Talmudic vocabulary and knowledge. This also improves the students' familiarity of the Talmud's logical give-and-take.

Intermediate Talmud Survey	T33**FA1	1 credit	T33**FA2	1 credit
	T33**SP	2 credits	T32**SU	1 credit

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

Senior Talmud Survey	T43**FA1	1 credit	T43**FA2	1 credit
	T43**SP	2 credits	T43**SU	1 credit

The students are expected to have developed a broad knowledge base of Talmudic case law. The focus is to develop an incipient independent scholar, who will lead a lifetime of learning, and potentially to master significant sections of the Talmud. The breadth of study provides the student with a sense of accomplishment and positive reinforcement for further Talmud study.

Haburas (Student Mini-Lectures)

Another important element of the Yeshiva's educational program is the Habura, or student lecture, which is directed by members of the faculty. The students are divided into small groups and once every few weeks each student in the group is given the opportunity to prepare and deliver a mini-lecture to his group.

This type of assignment challenges the student to study the Talmud text and relevant commentaries thoroughly with attention to detail. He then presents his own insights and innovative thoughts on the subject. This is an important pedagogic tool in developing the student's level of concentration and analytical thinking as well as honing his skills in self-expression and delivery.

Halacha (Jewish Legal Codes)

As noted, on the advanced level, the students study Halacha or Jewish Legal Codes.

Codes	C501FA1	1 credit	C501FA2	1 credit
	C501SP	2 credits	C501SU	1 credit

Jewish Legal Codes, referred to as Halacha, constitutes the final culmination of Talmudic debate epitomized in legal decisions. The principal text used for the Legal Codes courses is from the six-volume Mishnah Berurah, which is a commentary on Shulchan Aruch. A classic work on Jewish law, it includes the basics of the laws, and simple and contemporary explanatory remarks and references. An important goal is for the students to incorporate the laws into their actual daily living; the laws are therefore studied with an emphasis on practical application.

In the Halacha courses, the students study the laws of daily conduct including morning blessings, morning prayers, saying grace after meals, afternoon and evening prayers, and the laws of Sabbath. The Halacha courses are not necessarily sequential, and with the approach of each festival the laws pertaining to the festival are studied.

The laws of the following subjects may be covered in the Halacha curriculum:

- The High Holy Days
- Yom Kippor
- The laws of Sukkos
- The four minim and their selection
- The holiday of Chanukah
- The holiday of Purim
- The laws of Passover
- Shavuos

Sample Curriculum

Year 1

Fall Semester

Module 1

T11**FA1 Introductory Talmud Intensive	3 credits
T12**FA1 Introductory Talmud Research	2 credits
T13**FA1 Introductory Talmud Survey	1 credit

Module 2

T11**FA2 Introductory Talmud Intensive	3 credits
T12**FA2 Introductory Talmud Research	2 credits
T13**FA2 Introductory Talmud Survey	1 credit

Spring Semester

T11**SP Introductory Talmud Intensive	6 credits
T12**SP Introductory Talmud Research	4 credits
T13**SP Introductory Talmud Survey	2 credits

Summer Semester

T11**SU Introductory Talmud Intensive	5 credits
T12**SU Introductory Talmud Research	3 credits
T13**SU Introductory Talmud Survey	1 credit

Year 2

Fall Semester

Module 1

T21**FA1 Beginning Talmud Intensive	3 credits
T22**FA1 Beginning Talmud Research	2 credits
T23**FA1 Beginning Talmud Survey	1 credit

Module 2

T21**FA2 Beginning Talmud Intensive	3 credits
T22**FA2 Beginning Talmud Research	2 credits
T23**FA2 Beginning Talmud Survey	1 credit

Spring Semester

T21**SP Beginning Talmud Intensive	6 credits
T22**SP Beginning Talmud Research	4 credits
T23**SP Beginning Talmud Survey	2 credits

Summer Semester

T21**SU Beginning Talmud Intensive	5 credits
T22**SU Beginning Talmud Research	3 credits
T23**SU Beginning Talmud Survey	1 credit

Year 3

Fall Semester

Module 1

T31**FA1 Intermediate Talmud Intensive	3 credits
T32**FA1 Intermediate Talmud Research	2 credits
T33**FA1 Intermediate Talmud Survey	1 credit

Module 2

T31**FA2 Intermediate Talmud Intensive	3 credits
T32**FA2 Intermediate Talmud Research	2 credits
T33**FA2 Intermediate Talmud Survey	1 credit

Spring Semester

T31**SP Intermediate Talmud Intensive	6 credits
T32**SP Intermediate Talmud Research	4 credits
T33**SP Intermediate Talmud Survey	2 credits

Summer Semester

T31**SU Intermediate Talmud Intensive	5 credits
T32**SU Intermediate Talmud Research	3 credits
T33**SU Intermediate Talmud Survey	1 credit

Year 4

Fall Semester

Module 1

T41**FA1 Senior Talmud Intensive	3 credits
T42**FA1 Senior Talmud Research	2 credits
T43**FA1 Senior Talmud Survey	1 credit

Module 2

T41**FA2 Senior Talmud Intensive	3 credits
T42**FA2 Senior Talmud Research	2 credits
T43**FA2 Senior Talmud Survey	1 credit

Spring Semester

T41**SP Senior Talmud Intensive	6 credits
T42**SP Senior Talmud Research	4 credits
T43**SP Senior Talmud Survey	2 credits

Summer Semester

T41**SU Senior Talmud Intensive	5 credits
T42**SU Senior Talmud Research	3 credits
T43**SU Senior Talmud Survey	1 credit

Year 5

Fall Semester

Module 1

T51**FA1 Advanced Talmud Intensive	3 credits
T52**FA1 Advanced Talmud Research	2 credits
C501FA1 Advanced Legal Codes	1 credit

Module 2

T51**FA2 Advanced Talmud Intensive	3 credits
T52**FA2 Advanced Talmud Research	2 credits
C501FA2 Advanced Legal Codes	1 credit

Spring Semester

T51**SP Advanced Talmud Intensive	6 credits
T52**SP Advanced Talmud Research	4 credits
C501SP Advanced Legal Codes	2 credits

Summer Semester

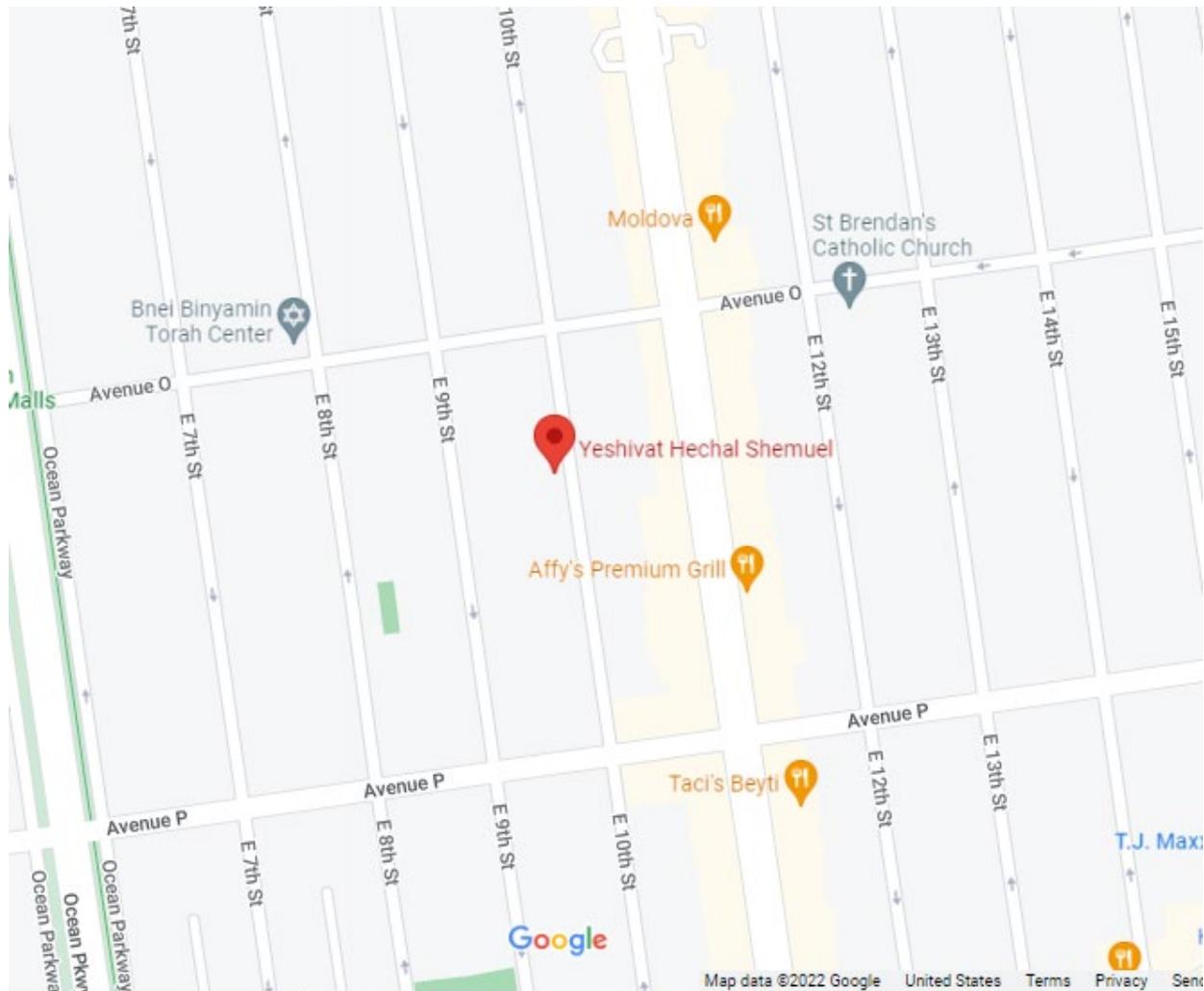
T51**SU Advanced Talmud Intensive	5 credits
T52**SU Advanced Talmud Research	3 credits
C501SU Advanced Legal Codes	1 credit

MAP AND DIRECTIONS

Yeshivat Hechal Shemuel

1532 East 10 Street

Brooklyn, NY 11230



From Lakewood:

Take the Garden State Parkway North until exit 127. Follow signs toward Staten Island-NJ-440 N. Take the Interstate 278 E/Staten Island Expwy E/NY-440 E exit toward Verrazano Br. Merge onto Belt Pkwy. Take exit 7 toward Ocean Pkwy. Take Ocean Pkwy to E 10th St.

From Monsey:

Take Palisades Interstate Pkwy S. to Interstate 95 N/G Washington Br exit toward New York. Take exit 2 for Harlem Riv Dr toward FDR Dr/Manhattan. Take exit 2 for Battery Tunnel/Brooklyn/Interstate 278. Continue onto I-478. Merge onto I-278 W. take exit 24 for Prospect Expy/NY-27 E. Continue onto NY-27/Prospect Expy. Continue on Ocean Pkwy to E 10th St.