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

YESHIVAT HECHAL SHEMUEL

SCHOOL CATALOG
2025-2026

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Title IX

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

Title IX Coordinator

Name: Rabbi Nissim Salem

Office Address: 1719 Avenue P, Brooklyn, NY 11229

Email Address: nsalem@hechalshemuel.com

Phone Number: 718 336 2702 x 103

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 Avenue P. 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 features a newly built, three-story structure. The first floor consists of a lobby area, spacious, attractive study hall, as well as a library and offices. There are classrooms and an office on the second floor, and a spacious dining room and kitchen in the basement. Restrooms are located on every floor.

Our recently completed building is furnished with many updated amenities, such a PA system, heating and air conditioning systems, bright lighting and security cameras throughout the building and outside.

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 Meanachem 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 $35 and $55 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below is the contact information for three local Judaica 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

STATE AUTHORIZATION AND ACCREDITATION

New York State Disclaimer

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

Accreditation

Yeshivat Hechal Shemuel is accredited by the Association of Institutions of Jewish Studies (AIJS) and is 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

Generally, 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. A GED certificate.
    b. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category).
    c. An associate's degree.
    d. The successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution.

e. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

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

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
1719 Avenue P
Brooklyn, NY 11229

SCHOOL CALENDAR

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

ANNUAL COST OF ATTENDANCE

For the current schedule of the cost of attendance, 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
Mr. Daniel Setton
Mr. Robert Terzi

FACULTY

Rabbi Menachem Haber, Rosh Yeshiva
Rabbi Rahamim Haber
Rabbi Dovid Baron
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 Camio, Bookkeeper
Mr. Yossi Marciano, Administrative Assistant
Mrs. Avigail Rosenblatt, Secretary

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

All matriculated students pursuing an approved program at Yeshivat Hechal Shemuel are required to maintain satisfactory academic progress, which is defined below by the institution.

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

Below is a comprehensive explanation of the qualitative and quantitative standards at Yeshivat Hechal Shemuel.

- **Qualitative Standard**

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

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

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

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

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

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

- **Pace of Completion**

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

When SAP Is Not Met

Warning

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

Federal Financial Aid Warning

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

Appeals Process

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

member will review the information provided by the student and, if necessary, consult with other faculty members, before reaching a decision.

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

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

Academic Probation

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

Academic Probation With a Study Plan

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

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

Reevaluation After a Probationary Period

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

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

Reestablishing Aid Eligibility

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

Incompletes

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

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

Withdrawals

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

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

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

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

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

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

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

FINANCIAL AID
Yeshivat Hechal Shemuel utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers a variety of federal and state financial aid programs to its students. Higher Education Solutions assists with their administration.

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

These options may include a financial aid package comprised of grants and tuition waivers. The package reflects the total amount of aid offered to eligible students by the institution to help pay

for their education. Additionally, the institution may offer a deferred payment plan, allowing students to spread out tuition payments over a period of time.

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

Title IV Federal Financial Aid

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

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress in college or career school;
- provide consent and approval to have their federal tax information transferred directly onto their Free Application for Federal Student Aid (FAFSA®) form;
- sign the certification statement on the FAFSA form stating that they are not in default on a federal student loan, do not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show they are qualified to obtain a college or career school education by:
    - having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
    - completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
    - enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

Applying for Title IV Aid

To apply for Title IV aid, prospective recipients should complete a FAFSA form, available at the financial aid office. The completed form can be completed online through FAFSA on the Web at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, the completed form can be mailed to the designated address.

In addition to completing the FAFSA form and providing consent, students may be required to submit additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

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

Title IV Aid Need

Eligibility for Title IV programs is determined through a process called need analysis, which assesses the amount of financial assistance a student requires to supplement the resources expected to be available from the student and, if applicable, their parents.

A student's financial need is calculated based on the formulas developed by the Department of Education. It is determined by subtracting the contributions expected from the student and, if applicable, their parents, from the total Cost of Attendance (COA). Generally, the total financial aid awarded to a student cannot exceed their financial need.

To calculate need, a student's dependency status - whether they are dependent or independent of their parents - is determined based on their answers to specific questions and other details provided on the FAFSA. Students should carefully review the instructions on the FAFSA form before answering any questions and consult with the institution's financial aid staff as needed.

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

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

The student's contribution is combined with the parental contribution, when applicable, to calculate the Student Aid Index (SAI). The student's COA includes tuition, fees, books, transportation, personal expenses, and a standard allowance for living expenses. The living expense allowance varies depending on whether the student lives on campus, off-campus or with their parents. The SAI is subtracted from the student's COA with the remaining amount known as the student's financial need.

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

Updated FAFSA Information

Students may update, or be required to update, certain information on their FAFSA application, such as dependency status or household size, only under specific circumstances. These updates should be discussed with the financial aid office.

Professional Judgment

In addition to the process used to calculate financial aid need, there are unique situations where the financial aid administrator (FAA) may use professional judgment (PJ) to modify data used to calculate the SAI, adjust the student's cost of attendance, and/or perform dependency overrides. Students may pursue a PJ adjustment based on special circumstances and unusual circumstances.

Professional Judgment for Special Circumstances

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

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

Professional Judgment During a Disaster, Emergency, or Economic Downturn

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

Professional Judgment for Unusual Circumstances

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

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

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

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

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

Unaccompanied Homeless Youth

For the 2025-2026 award year, a student is independent if, at any time on or after July 1, 2024, the student was determined to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless. A student may self-report their independence due to homelessness by indicating on the FAFSA form that they have a determination from one of the following entities:

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

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

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

Title IV Application Deadline

While FAFSA applications may be submitted until June 30, 2026, students should be aware that an earlier submission may be required as the application must be processed, and a valid SAI received, while the student is still enrolled. Students are urged to submit their applications as early as possible to avoid delays in processing. More importantly, some programs have limited funding and priority consideration is given to students who submit their applications earlier in the cycle.

Title IV Aid Programs

Federal Pell Grant Program

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

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

Financial aid disbursements under the Federal Pell Grant Program are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives half of their scheduled award during the first semester and the other half during the second semester. If the student qualifies for Additional Eligibility, an additional disbursement may be made at the beginning of the third semester. Students whose paperwork is completed during the second or third semester may be paid retroactively for previous semesters in the same academic year.

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

Federal Pell Grant payments are made either by applying a credit to the student's tuition account or by direct disbursement to the student. Students will be informed in writing of the expected amount of these payments. Tuition records may be reviewed by the student during regular business hours at the business office.

The Campus-Based Programs

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

- FSEOG - Federal Supplemental Educational Opportunity Grants

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

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

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

Generally, FSEOG funds are awarded on a 75% federal to 25% non-federal matching basis. However, if the institution receives a waiver of the non-federal share requirement for a given academic year, it may opt not to provide the non-federal match. Students will be notified in writing of the expected amounts of these payments, and may review their tuition records during regular hours at the business office.

NY State Tuition Assistance Program (TAP) Grants

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

To apply for a TAP grant, the student must fill out a FAFSA, generally followed by a separate TAP application (ETA). Both applications must be submitted by June 30, 2026.

To be eligible for an award the student must:

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

New York State DREAM Act

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

1. Their permanent home is in NYS, and they are or have one of the following:
    a. U-Visa
    b. T-Visa
    c. Temporary protected status, pursuant to the Federal Immigration Act of 1990
    d. Without lawful immigration status (including those with DACA status)
    e. AND they meet one of the following criteria:
        a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a

NYS college within *five* years of receiving their NYS high school diploma *OR*

b. Received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school equivalency diploma

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

AND they meet one of the following criteria:

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

b. Received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school equivalency diploma

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

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

The Alternate Eligibility Pathway

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

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

Once the student has submitted an application - either by completing the FAFSA and ETA, or through the NYS DREAM Act or Alternate Eligibility Path portal - it is their responsibility to monitor the status of the application and ensure it is complete. The student may track the status of their application submitted online after the application has been submitted and all required documentation has been uploaded. NYS DREAM Act applicants will be notified by email once a determination has been made regarding their eligibility, at which point they will accept the award.

TAP Award Amounts and Disbursements

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

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

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

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

Tuition Waivers

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

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

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.
- Students must remain in academic residency at the yeshiva for a minimum of two years before earning their First Talmudic Degree at the yeshiva.

Knowledg, experiences and prior enrollment in courses related to the field of Talmudic Studies may be eligible for transfer credits as prior learning experience. These credits are assessed at the time the student is admitted to Yeshivat Hechal Shemuel.

Yeshivat Hechal Shemuel does not have any articulation agreements regarding 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 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 firsthand 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	I (Incomplete)	not included in calculation of GPA
B-	2.7	W(Withdrawn)	not included in calculation of GPA
C+	2.3	F (Fail)	0.0

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

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

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

Divided by 12 Credits for the Semester = 3.45 GPA

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 OR PROSPECTIVE STUDENTS

Yeshivat Hechal Shemuel has designated Rabbi Rahamim Haber, Dean, as the full time employee available to assist enrolled or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46.. He 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

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

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

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

A student will only be granted a leave of absence if it can be reasonably expected that he will return from the leave of absence on time.The leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12 month period. Yeshivat Hechal Shemuel will not assess the student any additional institutional charges or award the student any additional Title IV aid during this time period. Upon the student's return from the leave of absence, the student

must resume his coursework at the same point in the academic program that he began prior to the leave of absence.

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

GROUNDS 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

Notice of Non-Discrimination

Qualified men/women of the Orthodox Jewish faith are eligible for admission to Yeshivat Hechal Shemuel. Yeshivat Hechal Shemuel does not discriminate on the basis of race, color, national origin, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rabbi Nissim Salem
1719 Avenue P
Brooklyn, NY 11229
718-755-5533

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

Beyond equal access, opportunity and accommodation, the Yeshiva is committed to the understanding, sensitivity, patience, encouragement and support 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.

The Yeshivat Hechal Shemuel campus is fully accessible to handicapped students.

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 who wishes to inspect their education record should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) 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 request that the school amend their education record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.

   If after reviewing the request, the school decides not to amend the record as requested, Yeshivat Hechal Shemuel 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 at that time.

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

   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 may include a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

   Upon request or when initiated by the student, Yeshivat Hechal Shemuel 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.

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

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

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

- To other school officials, including teachers, within 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)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To either parent of 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, enrollment status, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, , photos, videos, 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 THE NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

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

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

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

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

First Talmudic Degree Program

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

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

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

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

Waivers

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

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

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

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

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

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

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

COMPLAINT POLICY

Internal Complaint Policy

Any student who has a complaint may 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

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 the information below. This will ensure 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

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

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

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

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

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

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

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

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

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

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

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

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

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

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Yeshivat Hechal Shemuel. Yeshivat Hechal Shemuel does not have an institutional information technology system for the student use.

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. To graduate, students must achieve a minimum of a 2.0 cumulative GPA.

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 Talmud analysis courses are represented by a 4. 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 1500 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 the basic Babylonian Talmud, and its commentaries is a project that typically extends for two or more

decades of intensive study. 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. 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, jurisprudence, economics, law, biology, education, 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 as they were. 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 can 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 listed are 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 is 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, and 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 are 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) **PESOCHIM** - 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 can 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 Ia/Ib/II/III

T11FA1**	**3 credits**	**T11**FA2**	**3 credits**
T11SP**	**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 Ia/Ib/II/III

T21FA1**	**3 credits**	**T21**FA2**	**3 credits**
T21SP**	**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 Ia/Ib/II/III

T31FA1**	**3 credits**	**T31**FA2**	**3 credits**
T31SP**	**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 Ia/Ib/II/III

T41FA1**	**3 credits**	**T41**FA2**	**3 credits**
T41SP**	**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 Ia/Ib/II/III

T51FA1**	**3 credits**	**T51**FA2**	**3 credits**
T51SP**	**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 develops 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 student's 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 in his career, 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 Ia/Ib/II/III

T12FA1**	**2 credits**	**T12**FA2**	**2 credits**
T12SP**	**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 Ia/Ib/II/III

T22FA1**	**2 credits**	**T22**FA2**	**2 credits**
T22SP**	**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 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 Ia/Ib/II/III

T32FA1**	**2 credits**	**T32**FA2**	**2 credits**
T32SP**	**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 Ia/Ib/II/III

T42FA1**	**2 credits**	**T42**FA2**	**2 credits**
T42SP**	**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 Ia/Ib/II/III

T52FA1**	**2 credits**	**T52**FA2**	**2 credits**
T52SP**	**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 Hiddush, 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 Ia/Ib/II/III

T13FA1**	**1 credit**	**T13**FA2**	**1 credit**
T13SP**	**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 Ia/Ib/II/III

T23FA1**	**1 credit**	**T23**FA2**	**1 credit**
T23SP**	**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 Ia/Ib/II/III

T33FA1**	**1 credit**	**T33**FA2**	**1 credit**
T33SP**	**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 Ia/Ib/II/III

T43FA1**	**1 credit**	**T43**FA2**	**1 credit**
T43SP**	**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.

Talmud Analysis – Supplemental Courses

Yeshivat Hechal Shemuel offers an additional Talmud Analysis course. A student may earn up to nine credits in these courses.

Talmud Analysis Ia/Ib/II/III	**T4**FA1**	**1 credit**	**T4**FA2**	**2 credits**
	T4SP**	**3 credits**	**T4**SU**	**3 credits**

In the Talmud Analysis courses, the students study the Sevarah behind the case law. Sevarah is the underlying principle and primary logic of the law. Although it is important when analyzing a Talmudic discussion; generally, the Talmud does not explain the reasoning behind the decisions given or positions taken. The students familiarize themselves with the Rishonim (commentators of the medieval era) which explain the Sevarah. Some of the major commentaries used as the primary source material are the works of the Rif, the Rosh, and the Rashba. The students continue

to develop their knowledge base of Talmudic discourse and case law. They begin to appreciate the ingenuity inherent in a deep understanding of the Talmud.

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 Ia/Ib/II/III	**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 Ia	3 credits
T12**FA1 Introductory Talmud Research Ia	2 credits
T13**FA1 Introductory Talmud Survey Ia	1 credit

Module 2

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

Spring Semester

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

Summer Semester

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

Cumulative Total: 33 credits

Year 2

Fall Semester

Module 1

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

Module 2

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

Spring Semester

T21**SP Beginning Talmud Intensive II	6 credits

T22**SP Beginning Talmud Research II	4 credits
T23**SP Beginning Talmud Survey II	2 credits

Summer Semester

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

Cumulative Total: 66 credits

Year 3

Fall Semester

Module 1

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

Module 2

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

Spring Semester

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

Summer Semester

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

Cumulative Total: 99 credits

Year 4

Fall Semester

Module 1

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

Module 2

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

Spring Semester

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

Summer Semester

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

Cumulative Total: 132 credits

Year 5

Fall Semester

Module 1

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

Module 2

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

Spring Semester

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

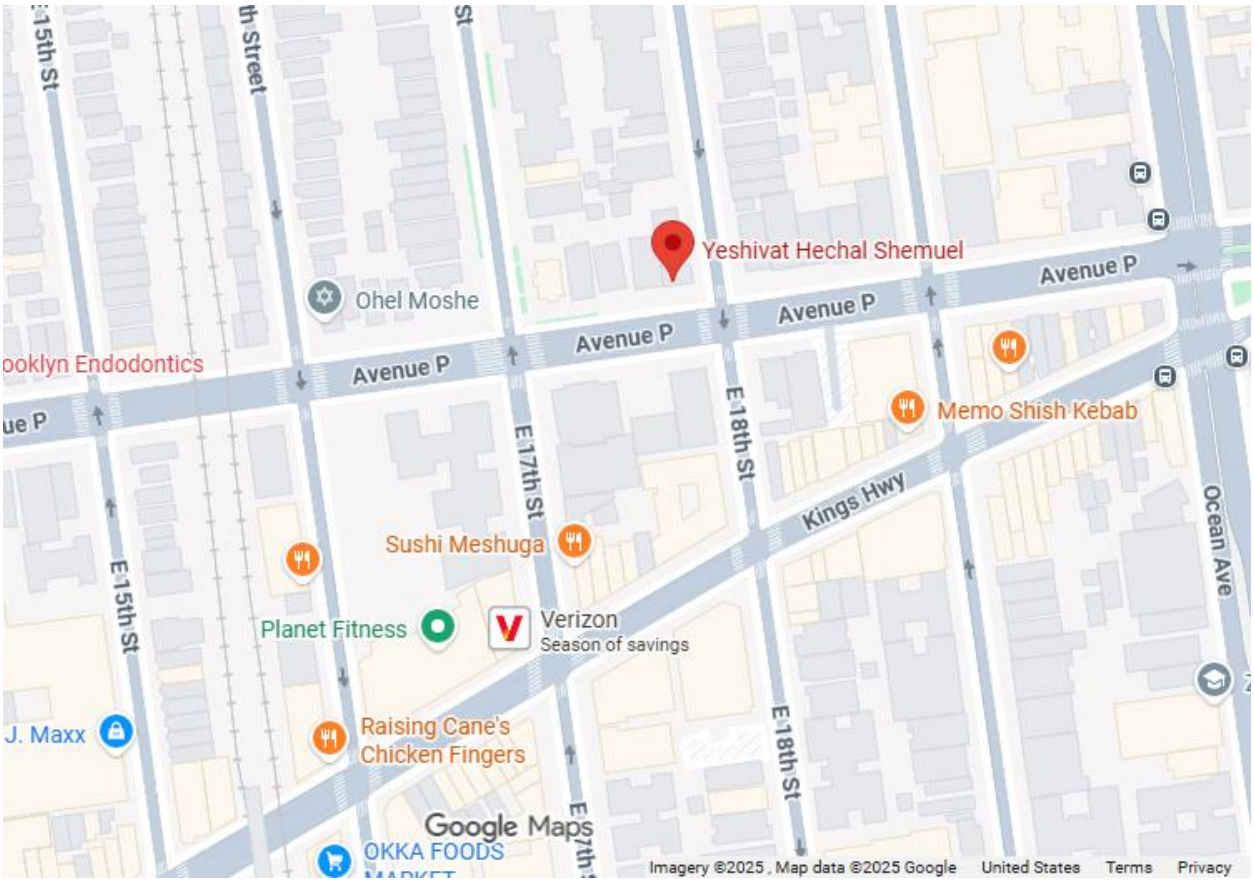
Summer Semester

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

Cumulative Total: 156 credits

MAP

Yeshivat Hechal Shemuel

1719 Avenue P

Brooklyn, NY 11229