



בית מדרש
אהלי תורה

TALMUDICAL SEMINARY

OHOLEI
TORAH

Catalog

2016-17

"EDUCATION IS AN ALL
ENCOMPASSING EXPERIENCE,
NOT LIMITED MERELY TO THE
ACCUMULATION OF KNOWLEDGE,
BUT RATHER A COMPREHENSIVE
PROCESS OF FORMING AND
DEVELOPING THE CHARACTER
AND PERSONALITY
OF THE INDIVIDUAL."

RABBI M. M. SCHNEERSON
Lubavitcher Rebbe

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INTRODUCTION

About Talmudical Seminary Oholei Torah

Talmudical Seminary Oholei Torah is a post secondary institution of Talmudic scholarship identifying with and incorporating the aims and methods of the Chabad Chassidic way of life. The seminary is patterned after the Talmudic seminaries which existed in pre-war Europe.

Aim and Mission of Talmudical Seminary Oholei Torah

The seminary seeks to develop scholars thoroughly trained in all aspects of advanced Jewish scholarship. It prepares its students for positions as rabbis, teachers and communal leaders, as well as for responsible, conscientious and intelligent lay membership in the community.

How the Seminary Accomplishes its Goals

Small classes, seminars, and individual consultation guide the student toward the realization on his full potential as a scholar. The seminary provides opportunities for original research and intensive advanced study. The students become thoroughly imbued with the ethical, philosophical, and spiritual teachings and values of Judaism with particular emphasis on the unique philosophy of the Chabad-Lubavitch Chassidic Movement.

HISTORICAL BACKGROUND

Founded in the early 1970s, Talmudical Seminary Oholei Torah has become a leading institution in the worldwide Lubavitch movement, particularly suitable for children raised in a Chabad-affiliated family. The student enrollment at all levels has been increasing significantly during the last fifteen years. Students flock to Oholei Torah from all across the United States, Canada and overseas.

The seminary was born out of an inspired parent body under whose determination the institution's elementary program was started in 1956. The unique venture was so successful that in 1967 the program was extended to incorporate a secondary level and also became an immediate success. Community demand for the creation of a college-level program resulted in the founding of a post-secondary institution in 1971. The

unique character of Talmudical Seminary Oholei Torah has been emulated during the past decade in the creation of similar schools. This fact, together with the considerable growth of the institute, has been a source of great satisfaction to Talmudical Seminary Oholei Torah's founders, who regard these indications of success as a fitting reward of their labors.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Talmudical Seminary Oholei Torah receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing both of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and

disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Talmudical Seminary Oholei Torah may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Talmudical Seminary Oholei Torah 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)(2) 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 for or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- 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))

Health and Safety Exemption Requirement

FERPA permits non-consensual disclosure of education records, or personally identifiable, non-directory information from education records, in connection with a health or safety emergency under § 99.31(a)(10) and § 99.36 of the FERPA regulations. In particular, § 99.36(a) and (c) provide that educational agencies and institutions may disclose information from an education record “to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals” and that the exception will be “strictly construed.” Congress’ intent that the applicability of this exception be limited is reflected in the Joint Statement in Explanation of Buckley/Pell Amendment, 120 Cong. Rec. S21489 (Dec. 13, 1974).

Accordingly, the Department consistently has limited the health and safety exception to a specific situation that presents imminent danger to a student, other students, or other members of the school community – or to a situation that requires the immediate need for information from education records in order to avert or diffuse serious threats to the safety or health of a student or other individuals. For example, the health or safety

exception would apply to nonconsensual disclosures to appropriate persons in the case of a small pox, anthrax or other bioterrorism attack. This exception also would apply to nonconsensual disclosures to appropriate persons in the case of another terrorist attack such as the September 11 attack. However, any release must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. As the legislative history indicates, this exception is temporally limited to the period of the emergency and generally will not allow for a blanket release of personally identifiable information from a student's education records.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Talmudical Seminary Oholei Torah concerning compliance with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

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

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 www.copyright.gov.

COMPLAINTS PROCEDURE

INTERNAL COMPLAINT POLICY:

Any student who has a complaint should submit it in writing to the Rosh Yeshiva. The complaint will be investigated, and the student will be informed in writing within 30 days of the resolution of his complaint. No person directly involved in the complaint issue will make the final determination.

AARTS COMPLAINT PROCEDURE:

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools at 11 Broadway, Suite 405, New York, NY 10004, with the title: Student Complaint – Talmudical Seminary Oholei Torah.

AARTS can also be contacted at Tel. (212) 363-1991 or Fax: (212) 533-5335.

NY STATE COMPLAINT POLICY:

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

The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. If the complaint is still not resolved, a student may contact the appropriate department below.

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 complaints 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

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.

All other complaints can be submitted to:
New York State Education Department
Office of College and University Evaluation
EBA Room 969
89 Washington Avenue Albany, NY 12234

GENERAL INFORMATION

STATEMENT OF ACCREDITATION

Talmudical Seminary Oholei Torah is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS), located at 11 Broadway Suite 405, New York, NY 10004. Their phone number is (212) 363-1991.

STATE OF NEW YORK NOTICE

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

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

ADMISSION REQUIREMENTS

Prospective applicants to Talmudical Seminary Oholei Torah must have a strong background in traditional Jewish studies, including classical studies in Bible, Talmud, History & Law Jurisprudence, and Philosophy/Ethics. Specific requirements include a thorough knowledge of the five books of the Bible and its commentaries, as well as a mastery of a minimum of 150 pages of Talmud. Previous exposure to Chassidic thought is an asset. These qualifications will be assessed orally at a personal interview with the Dean of Students, as well as through a standard written exam.

Applicants must be high school graduates, and should provide a copy of their high school transcript or diploma. Applicants must also demonstrate the interest, ability, and dedication necessary to pursue the rigorous program at Talmudical Seminary Oholei

Torah. Moreover, an advanced level of moral and ethical development, as well as the commitment to pursue the aims of the seminary and the Chabad Chassidic lifestyle will be evaluated at the interview.

Applicants who would like to apply to Talmudical Seminary Oholei Torah may call or write to the administrative office to arrange for personal interview. Letters of recommendation from previous teachers or principals should be presented to the admissions office.

Talmudical Seminary Oholei Torah's address is:
667 Eastern Parkway
Brooklyn, NY 11213

Applicants will be notified of his acceptance soon after his admission interview, whereupon if accepted, he will be required to complete an admission form. Currently, Talmudical Seminary Oholei Torah is accepting only full-time, degree-seeking students. Admission to Talmudical Seminary Oholei Torah is open to male members of the Jewish faith without regard to color, race, national origin, or physical handicap. The school is in full compliance with all federal and state laws pertaining to non-discrimination.

STATEMENT OF NON - DISCRIMINATION

Qualified men of the Orthodox Jewish faith are admitted to Talmudical Seminary Oholei Torah without regard to age, race, color, national origin or physical handicap. Talmudical Seminary Oholei Torah is 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 Americans with Disability Act of 1992.

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

While present facilities are not fully accessible to the handicapped student, every effort will be made to accommodate any handicapped student who is admitted to the institution.

PLACEMENT DISCLAIMER

Talmudical Seminary Oholei Torah is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

TRANSFER CREDITS

Talmudical Seminary Oholei Torah program is highly specialized and focused in the field of Talmudic studies and related disciplines. As such, courses taken at other institutions will not be considered for credit unless they are deemed to be substantially similar in content, scope and intensity to courses offered by Talmudical Seminary Oholei Torah. This determination is at the exclusive discretion of the Dean at Talmudical Seminary Oholei Torah.

Students who have earned credit at other post-secondary institutions may request to have their prior study evaluated for possible transfer of credit.

Potentially acceptable coursework for credit will generally have been completed at an AARTS Accredited institution, preferable affiliated with the Chabad network, whose academic program is substantially similar to that offered at Talmudical Seminary. Coursework completed with a minimum 'B' or 3.0 grade may be granted transfer credit.

A maximum of 30 credits may be to be granted for a full-time academic year of study.

A student who attended a non-accredited Chabad will not routinely be granted academic credit. Upon written request to the Dean, such academic coursework may be considered for credit if the student successfully undergoes a rigorous examination to ascertain the content, level, focus and intensity of the courses he took. At the discretion of the Dean, after testing and evaluation, credits may be granted by examination.

Upon written request, students who attended other post-secondary institutions, may petition for consideration of their past activities for academic credit, with the understanding that such work is generally not compatible with Talmudical Seminary Oholei Torah study and is rarely creditable to a degree at Talmudical Seminary Oholei Torah. For example, liberal arts, general education courses, and professional or career studies are not offered at Talmudical Seminary Oholei Torah are not considered

creditable. All such requests will be handled on a case-by-case basis, and will be decided at the on the sole discretion of the Dean.

Please note that decisions by the Dean, or his appointee, for any type of consideration of transfer credit are final and not subject to appeal.

CAMPUS AND FACILITIES

CAMPUS BUILDING 667 Eastern Parkway Brooklyn, NY 11213	ADMINISTRATIVE OFFICES 667 Eastern Parkway Brooklyn, NY 11213
DINING HALL 667 Eastern Parkway Brooklyn, NY 11213	DORMITORY 645 Eastern Parkway Brooklyn, NY 11213

Talmudical Seminary Oholei Torah is located in the heart of the Crown Heights section of Brooklyn, New York. Located in the thriving Chabad Chassidic community has proven beneficial to both the seminary and the community alike. Students are exposed to role models from within the community who put into practice the goals and ideals of a Chabad Chassidic lifestyle. Talmudical Seminary Oholei Torah's emphasis on community involvement has encouraged students to take leading roles within the community. The dormitory building is adjacent to the campus building. The dormitory houses 150 resident students and the dining hall can accommodate up to 300 students.

LIBRARY

The library in the main study hall of Talmudical Seminary Oholei Torah is comprised of over one thousand books on open stacks, which are frequently used by the students for study or reference. Students find that this collection meets all general needs of the seminary's curriculum. In addition, the Raitport Library, located on the second floor of the main campus building, is open during study hours and by request may be opened after hours. It holds a wide range of over 6,000 Torah works in Hebrew, Yiddish, and Aramaic. Two students serve as librarians of the library under the supervision of faculty members. The librarians ensure that all books are returned to the stacks after study sessions, arrange for worn books to be rebound, purchase new books, and update catalogue as necessary.

As a matter of course before the start of every school year, multiple copies of commentaries on the Talmud tractate to be studied that year are purchased along with the most recent Chabad publications. In consultation with faculty members, the librarians will also select and purchase books from the constant stream of new publications of Judaica. Students find that the study hall and library collections have all works needed both for regular studies and for most research purposes. In the rare case that some volume cannot be located in the seminary's libraries, it can usually be found in the Levi Yitzchok Library of the Lubavitch Youth Organization located at 305 Kingston Ave and is open to the public. The students of Talmudical Seminary Oholei Torah also have access to the voluminous library of the Central Yeshiva Tomchei Tmimim Lubavitch located at 770 Eastern Parkway

In addition, should these libraries not have specific works, students may request particular books at the newly constructed central research library of Agudas Chassidei Chabad at 768 Eastern Parkway which contains a vast collection of over 200,000 volumes in many languages on the entire spectrum of Jewish literature (including many manuscripts and incunabula). All three libraries are within a ten minute walk from the seminary.

TEXTBOOK INFORMATION

Talmudical Seminary Oholei Torah 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 local Judaic bookstores stores in the area. Many students prefer to have their own Gemarah which costs between \$20-\$50, depending on the publisher and addition, and a Kovetz Miforshim which costs between \$25 and \$45. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers. Below are the addresses of three local Judaica store:

Judaica World
329 Kingston Avenue
Brooklyn, NY 11213

Hamafitz Judaica and Gifts
361 Kingston Avenue
Brooklyn, NY 11213

STUDENT LIFE

Most Talmudical Seminary Oholei Torah students are from families of the Lubavitch community, the majority from North America, primarily from Brooklyn. Perhaps 20% are from other American cities (such as Detroit, Miami, Philadelphia, Pittsburgh, etc.) and about 5% from abroad (mostly from Israel). A third of the students (those not from Brooklyn) sleep in the dormitory. For the benefit of these and the overwhelming majority of students who remain after official hours to study, the Senior Professor of Chassidic Studies remains in the study hall until 10:30 PM during which time student can approach him for personal mentoring or to answer to their questions. After 10:00PM two senior students of the "770" graduate school arrive to supervise the dormitory. Through their relationship with the students they bring a refreshing spirit of enthusiasm, comradeship and the invaluable "elder-brother" role into the Yeshivah.

During the week, meals are provided for all students. Meals are available for dormitory students on weekends as well. All meals are served at the Seminary's dining facilities on Carroll Street.

Students wishing to exercise can utilize the swimming pool and gymnasium facilities at the Talmudical Seminary Oholei Torah Institute on 667 Eastern Parkway.

HEALTH SERVICES

Beyond the standard basic first-aid services, Talmudical seminary Oholei Torah does not have the facilities to deal with medical issues on premises. However, we do access three local doctors that have their medical practice within a ten block radius.

If acute emergency care is required, the students have a designated direct phone line to the very vibrant Hatzalah EMT organization that serves the area. Their fast response combined with the fact the Yeshiva is only minutes away from several large hospitals; including Kings county Medical Center, Downstate University Hospital and Methodist Hospital, assure the student will get the medical care he needs quickly.

COMMUNITY SERVICE

In accordance with the traditional Chabad emphasis on communal involvement and responsibility towards others, students are encouraged to spend a portion of their spare time on community services. This has been greatly intensified ever since the celebrated Ten Mitzva Campaigns was proclaimed by Rabbi M. M. Schneerson.

While the primary objective of these activities is to inspire awareness or connection to Judaism, another aim is to provide the students with opportunities for practice in public speaking and advancing feeling of communal responsibility. The response henceforth to these communal services has always been positive.

With this emphasis on communal involvement, in addition to academic study, Talmudical Seminary Oholei Torah students are well positioned for related jobs and careers.

The majority of graduates from Talmudical Seminary Oholei Torah become teachers, faculty members of Yeshivas, communal workers, Chabad House rabbis and so on. The ground work, and indeed, "appetite" for activities has been whetted through the student's extra-curricular activities while still in Yeshivah.

STUDENT PUBLICATIONS

Talmudical Seminary Oholei Torah has a large ongoing program of publications prepared on a regular basis by the students. These include:

1. Kovets Oholei Torah – Published annually, this publication includes the best of the student's research papers on Talmud and Chassidic philosophy.
2. Heoros Ubiurim – A weekly publication which contains articles on the entire spectrum of Judaism ranging from Talmud, codes, farbrengens and Chassidic topics.

FINANCIAL INFORMATION

TUITION & FEES

Tuition:	\$9,300
Room:	\$3,200
Board (Meals):	\$4,000

FINANCIAL AID

Talmudical Seminary Oholei Torah utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field of financial aid. Talmudical Seminary Oholei Torah offers a variety of federal and state financial aid programs to its students. Higher Education Compliance and Management oversees administration of the programs.

Any student who has difficulty in meeting his educational costs at Talmudical Seminary Oholei Torah should make an appointment with Rabbi Sholom Rosenfeld, Director of Financial Aid to learn about the options available to him, which may include grants, scholarships, work-study programs and deferred payment plans. The institution does not participate in student loan programs.

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

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

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

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

- Be enrolled in an eligible program
- Be a U.S. citizen, permanent resident of the U.S., or eligible non-citizen
- Utilize all assistance funds for education-related expenses
- Have fulfilled Selective Service registration requirements
- Maintain satisfactory progress toward completion of a program of study
- Be a high school graduate or the recognized equivalent

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

APPLYING FOR FINANCIAL AID

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

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

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

FINANCIAL AID NEED

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

First, a determination is made whether the student is independent or if he is dependent on his parents. There are several factors that are taken into account. Students should carefully read the FAFSA and its instructions. The Financial Aid Staff can explain further if the student has any questions about his status.

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

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

The Parental Contribution, where applicable, is added to the Student Contribution, to yield the Expected Family Contribution (EFC). Expenses beyond those listed above may be considered under a process known as Professional Judgment. This process can be initiated by parent or student request after the student's initial eligibility has been determined. Then, the student and/or parent submit documentation of tuition, medical expenses, or other unusual expenses. These circumstances can be taken into account by the Financial Aid Office to produce a different EFC.

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

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

APPLICATION DEADLINE

Applications for Pell Grants may be processed until June 30, 2017. However, students are urged to submit their applications as early as possible. Late submissions may delay the processing of a student's application. More important, the funds for some programs are limited and will be distributed with priority given to those students who submit their application in a timely fashion.

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

FEDERAL AID PROGRAMS

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an "entitlement" which means that each eligible student who attends an eligible institution and applies on time may receive a Federal Pell Grant. Grants may go up to \$5815 based on the EFC generated by a federally mandated formula.

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

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

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

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

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

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

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

Payments from the FSEOG program will be made by credit to the student's tuition account. The funds are matched 25% institutional funds to 75% federal funds. Students

will be informed of the expected amounts of these payments, and may inspect their tuition records during regular hours of the Business Office.

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

Federal Work Study disbursements are in the form of payrolls, distributed monthly during the duration of the student's work schedule. The institution pays a percentage of matching funds for each federal dollar of Work Study. The institutional portion may be paid to the student or may be credited to the student's tuition account. The funds are matched 25% institutional funds to 75% federal funds.

NY STATE TAP GRANTS – DESCRIPTION

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

To apply for the TAP grant a student must fill out a FAFSA, generally followed by an additional TAP application by June 30, 2017.

To be eligible for an award the student must:

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

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

The maximum yearly TAP award is \$5165. Award amounts are determined by:

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

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

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

INSTITUTIONAL SCHOLARSHIPS

Institutional scholarship funds are available for students who have exhausted all other avenues of assistance and are still unable to meet their cost of attendance.

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

While the institution does not guarantee the availability of funds, every effort is made to offer the student a package of federal and institutional aid which will cover the student's direct educational expenses.

ACADEMIC REGULATIONS

SATISFACTORY PROGRESS

In order to maintain eligibility for Title IV Aid programs, students must meet the following Satisfactory Progress standards.

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

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

- **Qualitative Standard**

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

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

A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.33	D	1.0
B	3.0	W	Withdrawal
B-	2.7	I	Incomplete
C+	2.3	F	0.0
C	2.0		

- **Quantitative Standard**

- **Maximum Timeframe**

A full time student must make sufficient progress through the academic program to complete the 128 credit, four-year undergraduate program, within a time period of not more than six years (twelve semesters).

A part time student must make sufficient progress through the academic program to complete the 128 credit, four-year undergraduate program, within a time period of not more than sixteen years (thirty-two semesters).

- **Pace of Completion**

Students must successfully complete 67% of their attempted per semester, with a maximum attempted credits ceiling of 192 credits. Below is a sample chart which illustrates how maximum time frame and pace of completion are applied for a full time student. The number of credits an individual student must earn may vary from what is depicted in the chart based on his enrollment schedule.

Semester	1	2	3	4	5	6	7	8	9	10	11	12
Credits	10	21	32	42	53	64	75	85	96	107	117	128
Max. Credits Attempted	16	32	48	64	80	96	112	128	144	160	176	192

At the end of each semester, students' academic files are evaluated to determine if the students are making satisfactory academic progress. As part of the evaluation the students earned credits are divided by the student's attempted credits to determine if the student is progressing through the four-year academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater and the student has earned at least the number of credits that appears in the chart above that corresponds to his semester of attendance, he is determined to be making satisfactory progress.

FEDERAL FINANCIAL AID WARNING AND ACADEMIC PROBATION

For continued eligibility for federal financial aid programs, if a student who had been making satisfactory progress, falls below the satisfactory progress standards, he will be given a financial aid warning during which time he maintains federal financial aid eligibility. The warning period will last for one semester. During the federal financial aid warning period, the Dean will counsel the student and attempt to improve the student's performance by providing various student services that might include special tutoring, a new study plan or a scheduling accommodation. If after this federal financial aid warning period satisfactory progress standards are still not met, the student will be notified that he will be terminated from financial aid. He will be notified that he has the option of appealing his lack of satisfactory academic progress. Procedures for filing an appeal are described in the section below. If the student successfully appeals the lack of satisfactory progress after the financial aid warning he will be placed on academic probation for one semester.

The Dean will monitor the student during the period of probation and will devise a study plan to enable the student to improve his academic standing. This may involve conferences with the student and his instructors. If during the probation period the student's academic performance improves and the student's progress is within satisfactory academic progress standards, the probationary status will terminate.

If after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, he will be subject to academic discipline which may include expulsion or suspension from the institution, and will be ineligible to receive Title IV federal financial aid.

REINSTATEMENT

When it is determined, by examining his progress for the semester, that a student who was not making satisfactory progress has improved his average and attained sufficient credits to bring his total to the appropriate number for the semesters completed, the student will be notified that he may once again receive aid from Title IV programs. The Dean will notify the financial aid office of each student's status at the start of each semester.

To re-establish good academic standing, students must consult with the Dean who will design a study plan to assist the student in raising his grades. The Dean will inform the financial aid office when he determines that the student successfully implementing the study plan. Such notifications will allow the student to again participate in the aid programs until the completion of the semester. Students who do not take advantage of the Dean's program shall continue to have their financial aid eligibility suspended until the time they can establish satisfactory progress.

INCOMPLETES AND WITHDRAWALS

If a student has not completed all required course work, he may have up to six months, at the discretion of the instructor, to complete the work. If it can be determined that, without passing this course, the student will be in compliance with Satisfactory Progress standards, the incomplete will not be considered to affect his average or his satisfactory progress in that interim. If it is determined that, without passing this course the student will not be in compliance with satisfactory progress standards, the student's faculty advisor will meet with the Dean to discuss the situation. If they are able to determine that the student is making efforts in good faith to complete the missing work, they may allow him to retain the status of satisfactory progress in the interim.

Students who withdraw or fail to complete a course, and obtain the Dean's approval for the withdrawal may have the course recorded as Withdrawn Without Penalty. This grade will not be counted in the student's GPA. However, the course(s) will be counted towards the student's number of credits attempted. Students who withdraw or fail to complete a course without the Dean's approval will receive a failing grade for the course and the grade will be counted in the student's GPA. The course credits will also be counted as credits attempted.

TRANSFER CREDITS AND SATISFACTORY PROGRESS

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

APPEALS PROCESS, MITIGATING CIRCUMSTANCES

A student who wishes to appeal a determination of probationary status, lack of satisfactory progress, or similar issues must submit an appeal in writing to the Dean. The Dean will consider all relevant information, i.e., mitigating circumstances such as illness or death in the immediate family or other unusual situations. The student must also explain how his situation has changed to allow him to make satisfactory progress. The Dean will consult with faculty members as appropriate.

The Dean's decision will be conveyed to the student in writing within ten days of receipt of the student's written appeal.

REPETITIONS

All repeated courses are counted in the number of student's attempted credits, but cannot be counted toward full time enrollment status for the semester in which the repeated course is taken, unless the student is retaking a course in which he received a failing grade.

Students will be allowed to repeat a course provided the student will then remain within the time frame required for satisfactory progress.

ESL/NONCREDIT REMEDIAL COURSES

Talmudic Seminary Oholei Torah does not offer any ESL or non-credit remedial courses.

ATTENDANCE

Although formal attendance is not taken at Talmudical Seminary Oholei Torah, students are expected to attend all classes regularly. Excessive unexcused absences may be grounds for dismissal.

LEAVE OF ABSENCE - FEDERAL POLICY

Under certain specialized circumstances, a student may be granted an approved leave of absence. In order to be granted a leave of absence a student must follow the procedures outlined below:

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

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

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

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

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

GOOD ACADEMIC STANDING FOR STATE GRANT PROGRAMS

To maintain eligibility for NY state aid grants (TAP), students must be in Good Academic Standing which is defined as accumulating a minimum number of credits and achieving a specified GPA each term. The requirements are based on the schools minimum requirements.

The chart below illustrates these minimum requirements:

Semester	1	2	3	4	5	6	7	8	9	10
Minimum Credits that student must have Earned	0	6	15	27	39	51	66	81	96	111
With at least a GPA of	0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

For NY state aid programs i.e. TAP there is no financial aid warning period. Students who do not meet satisfactory progress standards will lose their eligibility for state aid. There is a one-time waiver of good academic standing that may be used by students receiving state grants. This waiver is only issued in situations where there are extenuating circumstances that contributed to the drop in good academic standing i.e. illness of the student or death in the student's family. To apply for this waiver, the student must make a written request to the Rosh Yeshiva and supply third party documentation i.e. a doctor's note. There is also a C waiver for students who fail to meet the required GPA average. These waivers are handled on a case by case basis and a request for the waiver which includes supporting documentation must be provided to the Rosh Yeshiva.

REFUNDS AND RETURN TO TITLE IV

WITHDRAWAL POLICY

Any student who must leave school while the semester is in progress should inform the Dean, Rabbi Elchonon Lesches, during regular office hours, preferably in writing.

REFUND POLICY

For students who follow the official withdrawal procedure, refunds will be calculated on a monthly pro rata basis for the duration of the semester.

For example, if a student officially withdraws when 40% of the semester has been completed, the institution will retain 40% of the institutional charges for the semester.

RETURN TO TITLE IV

For all Title IV eligible students who withdraw during a semester, the institution determines the date of withdrawal to be used to perform a R2T4 calculation utilizing the Return to Title IV software provided by the U.S. Department of Education.

For a student who gives official notification, the date of withdrawal is the date that the student indicates in his notice or the date of notification, whichever is earlier.

Generally, if a student officially withdraws before 60% of the semester has passed, he will be able to retain a prorated portion of the financial aid award based on the number of days attended and the number of days in the semester. If he withdraws after 60% of the semester has passed he will most likely be able to retain all of the financial aid he has been awarded. Students who withdraw after the 60% point will still have a Return to Title IV calculation performed to determine if they qualify for post withdrawal disbursements.

For a student who withdraws without giving official notification, the date of withdrawal is the midpoint of the semester, and the student will be able to retain 50% of the Title IV funds disbursed or able to be disbursed. If there is a last documented date of attendance in class or at an academically related activity, the R2T4 will be calculated based on this date. This will enable the student to retain a prorated portion of the financial aid award based on the number of days he attended and the number of days in the semester.

Each semester, there is a one-time enrollment confirmation roster generated by the registrar's office and circulated to the faculty to be completed at the point in time when 60% of the semester has passed. This roster enables the school to determine whether or not the student who withdraws without giving official notification has attended 60% of the semester. A student who is not in attendance at that 60% point is determined to have withdrawn at the midpoint of the semester.

If the calculation on the U.S. Department of Education's R2T4 system results in the need to return funds to the Title IV programs, funds will be returned to the various federal financial aid programs according to the following order:

- (i) Unsubsidized Federal Direct Stafford loans
- (ii) Subsidized Federal Direct Stafford loans
- (iii) Federal Perkins loans
- (iv) Federal Direct PLUS received on behalf of the student

Any funds that need to be returned to a lender will be returned by the school on behalf of the student. If unearned funds remain to be returned after repayment of outstanding loan amounts, the remaining excess will be returned in the following order:

- (i) Federal Pell Grants.
- (ii) FSEOG

Refunds and returns of Title IV funds will be made within forty-five days of the date of determination that a student has withdrawn. Institutional charges that were previously paid by FSA funds might become a debit that the student will be responsible to pay.

GROUND FOR DISMISSAL

Students are expected to keep the hours of Talmudical Seminary Oholei Torah study schedule, and attend all required lectures. They must also submit to regular oral examinations.

Students not consistently adhering to school regulations may be placed on probation. If improvement is not seen, the Dean will give the student notification that dismissal is under consideration.

Further grounds for dismissal are if the student persistently violates yeshiva rules and discipline, or for a serious breach of character or moral conduct as defined by the Shulchan Oruch. It should be noted that dismissals are extremely rare as every effort is made to accept students of high character and diligence.

ACADEMIC PROGRAM

The degree requires the successful completion of the 128-credits academic program with the following components:

Introductory Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Legal Codes/Halach	1 credit	1 credit
Chassidus Eyun	3 credits	3 credits
Chassidus Bekius	2 credits	2 credits
Talmud Eyun	6 credits	6 credits
Talmud Bekius	4 credits	4 credits
Sub Total:	<u>16 credits</u>	<u>16 credits</u>
Total:	<u>16 credits</u>	<u>32 credits</u>

Beginning Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Legal Codes/Halach	1 credit	1 credit
Chassidus Eyun	3 credits	3 credits
Chassidus Bekius	2 credits	2 credits
Talmud Eyun	6 credits	6 credits
Talmud Bekius	4 credits	4 credits
Sub Total:	<u>16 credits</u>	<u>16 credits</u>
Total:	<u>48 credits</u>	<u>64 credits</u>

Intermediate Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Legal Codes/Halach	1 credit	1 credit
Chassidus Eyun	3 credits	3 credits
Chassidus Bekius	2 credits	2 credits
Talmud Eyun	6 credits	6 credits
Talmud Bekius	4 credits	4 credits
Sub Total:	<u>16 credits</u>	<u>16 credits</u>
Total:	<u>80 credits</u>	<u>96 credits</u>

Senior Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Legal Codes/Halach	1 credit	1 credit
Chassidus Eyun	3 credits	3 credits
Chassidus Bekius	2 credits	2 credits
Talmud Eyun	6 credits	6 credits
Talmud Bekius	4 credits	4 credits
Sub Total:	<u>16 credits</u>	<u>16 credits</u>
Total:	<u>112 credits</u>	<u>128 credits</u>

CURRICULUM

The study of Talmud, its commentaries, and related Halachic Codes and Responsa, are the primary focus of the curriculum. Complementing these studies is the study of classic Chassidic philosophy.

Study of all subjects (Talmud, Chassidus, and Jewish Law) is mostly done with a study partner called a *Chavrusah*. This is the time-tested method of Torah study that has proven to be the most successful method for bringing the subject to life, reaching depths of understanding and providing an excellent aid to mastery of subject matter. Often senior students are paired with weaker or younger students for part of the study day. This strengthens the weaker student's scholastic level and offers the more advanced student an excellent opportunity to crystallize his own understanding of the subject in a manner sufficiently clear to be comprehensible to others. This system also instills in the student a sense of responsibility and maturity.

Chavrusa study is supplemented by faculty lectures. The integration of both learning methods results in a very robust educational delivery system.

For courses in legal codes, rulings of Rambam, the Tur, the Shulchan Aruch, and many other Earlier and Later Commentators and codifiers, up to present day Halachic responsa bearing on a Sugya (Talmudic topic) are traced in history through the early writings to its Talmudic and even the Biblical source. This sort of analytical work is often complicated and painstaking, but greatly rewarding as it advances a student's level of scholarship.

EXPLANATION OF COURSE NUMBERING SYSTEM

Courses are given number designations which may be understood by the following system:

The first digit refers to the department, e.g. (T) Talmud; (L) Law; (P) Philosophy. The second digit refers to the year of study (1-4). The third digit will generally indicate whether a course is intensive (1) or survey (2). The fourth digit generally refers to subject matter being covered in the course, as listed under department heading (when there is no text specified the place is held with a zero). A and B refer to the semester.

FREQUENCY OF COURSE OFFERINGS

Students enrolled at Talmudical Seminary Oholei Torah generally take the maximum number of courses offered each term at their grade level and progress toward their degrees in the time frame outlined in the sample curriculum. Course offerings for each semester take into account the needs of the all students, and courses are offered with enough frequency to enable students to graduate within the normal 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.

COURSE LISTINGS

DEPARTMENT OF TALMUDIC STUDY

The study of the Oral Law, which includes the Mishna and Talmud, was originally transmitted by memorization from teacher to student. During the second century, due to the difficult conditions and foreign power subjugation, Rabbi Judah the Prince codified the Oral Law into the six books of the Mishna. In the academies, the forerunner of today's Yeshivas, the scholars of the day discussed and expounded upon the concise text of the Mishna.

With the continued dispersion of the Jewish people from the Middle East across the globe, the necessity of editing and publishing these expositions and discussions became apparent. Thus the transcripts of the proceedings from the various academies of Israel and Babylon (ancient Iraq, where the Jewish people were first exiled) were recorded in written form and became the basis for the Talmud. The final editing process was completed under the direction of Rabbi Yochanan and Rabbi Ashi and is thought to have been completed in the sixth century C.E.

At Talmudic Seminary Oholei Torah, the approach to the study of the Talmud is similar to the traditional approach used at the majority of contemporary Jewish Seminaries, with certain unique guidelines delineated by the Chabad leaders. As stated in detail in *Kuntres Eitz HaChayim*, by Rabbi Sholom ber Schneerson, the approach to Talmudic study has to be based first and foremost on a thoroughly objective and clear knowledge of the Talmud's statements, as elucidated by Rashi's commentary. Each opinion, question and answer in the Gemara (another name for the Talmud) must be so clearly understood and differentiated that the student can orally repeat the entire Talmudic discussion, demonstrating distinctly the various points of view involved. Once this has been achieved, he can proceed to study the commentary of Tosfos in a similar manner, and eventually the other Earlier and Later Commentaries.

In this method of study, Rabbi Sholom Ber emphasized, the utmost importance of not being satisfied with a superficial grasp of the subject. Review of the subject matter several times is essential. Likewise, the process of producing Torah novella involves thorough and methodical examination of the subject; delving deep beneath the surface. Since the core of the academic program lies in the area of Talmudic studies, a preponderant portion of the curriculum consists of the analysis of selected tractates of

the Talmud. These tractates are studied for both in-depth comprehension and broad-ranging scholarship. Style and content are the by words of the program.

Style refers to the acquisition of the aptitude for sophisticated Talmudic research. These include the skills of textual analysis, logical reasoning, and critical thinking, the ability to isolate, define, and clarify the key elements of a difficult Talmudic passage, to penetrate to the crux of the issue, and to crystallize and present the results of these deliberations. Also included in these skills is the ability to make comparisons and distinctions between the works of various commentators, to offer original insights into their novella, and to defend and justify the views of a commentator in light of the critique of his peers. These skills are the hallmark of the serious Talmudic scholar.

Content refers to the exposure to, and familiarity with, the entire spectrum of the Oral Law. The literature is voluminous and a mastery of even limited sections is the work of a lifetime. Yet, it is the goal of every scholar to acquaint himself with as large a cross section as possible of the Talmudic literature.

The Department of Talmud provides the majority of the academic program. The entire school studies the same tractate which varies from year to year following an established cycle of the eight tractates. This facilitates the sharing of ideas between students at various levels, with each year proceeding at the depth appropriate to its level and developing the skills to progress to the next level. (The schedule of tractates for the current academic year is available from the Office of the Dean of Students.)

This "spiral" approach means that a student will generally study a cycle of four tractates, according to the Seminary's schedule; another student entering a year later would study the tractates in a different sequence, although the level of study in each year would follow the same progress from introductory through intermediate and advanced levels of study.

A brief summary of the subject matter of the tractate is provided for the convenience of the reader unfamiliar with Talmudic study. It should be understood, however, that these short descriptions do not reflect the depth, detail and complexity of the study involved.

(I) SHABBOS- The Sabbath; related restrictions and their source, in depth study of all regulations regarding the Sabbath, including problems that emanate from changes in society and technological advances.

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

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

(4) KIDDUSHIN- Process of marriage and related regulations and obligations. Comparative study of modes of legal status employed elsewhere. Marriage by proxy and conditional marriage.

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

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

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

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

The lectures are all intended to afford the student additional insight into the profundity of the material and provide him with a correct approach to guide him in his own Talmudic study and research. There are, of course, differences in approach at each level.

T11*(a) Introductory Talmud Eyun- 6 credits

First course in study of Talmud in depth. Students are guided in making the transition from their high school training to independent study and preparation of the tractate

through lectures for 9 hours per week. The lecturer concentrates on presenting to the student a clear conception of the meaning of the text and its standard commentaries. Other commentaries are introduced only insofar as they assist in arriving at a straight forward understanding of the text.

No Prerequisites.

T11*(b) Introductory Talmud Eyun- 6 credits

First course in study of Talmud in depth. Students are guided in making the transition from their high school training to independent study and preparation of the tractate through lectures for 9 hours per week. The lecturer concentrates on presenting to the student a clear conception of the meaning of the text and its standard commentaries. Other commentaries are introduced only insofar as they assist in arriving at a straight forward understanding of the text.

Prerequisite: T11(b) Introductory Talmud Eyun*

T12* (a) Introductory Talmud Bekius- 4 credits

First Talmudic survey course. Students are assisted in approaching the tractate with an eye towards developing their breadth of scope. Broad general study of another chapter in the same tractate on a more superficial level is meant to provide them with a broader basis of knowledge on the subject matter of the tractate. The material is covered at the rate of approximately one folio page per day.

No Prerequisites.

T12* (b) Introductory Talmud Bekius- 4 credits

First Talmudic survey course. Students are assisted in approaching the tractate with an eye towards developing their breadth of scope. Broad general study of another chapter in the same tractate on a more superficial level is meant to provide them with a broader basis of knowledge on the subject matter of the tractate. The material is covered at the rate of approximately one folio page per day.

Prerequisite: T12 (a) Introductory Talmud Bekius*

T21* (a) Beginning Talmud Eyun - 6 credits

Students continue to develop their analytical abilities in preparation and review of the text, with guidance from their lecturer. Although still concentrating on plain meaning, the student is already far more deeply involved with other commentaries. At this level, the students are encouraged to do a certain degree of private research into various interpretations of the Talmud from Earlier and Later Commentaries.

Prerequisite: T11(b) Introductory Talmud Eyun*

T21* (b) Beginning Talmud Eyun - 6 credits

Students continue to develop their analytical abilities in preparation and review of the text, with guidance from their lecturer. Although still concentrating on plain meaning, the student is already far more deeply involved with other commentaries. At this level, the students are encouraged to do a certain degree of private research into various interpretations of the Talmud from Earlier and Later Commentaries.

Prerequisite: T21 (a) Beginning Talmud Eyun*

T22* (a) Beginning Talmud Bekius - 4 credits

The student is expected to choose at least one other tractate to study in order to increase his breadth of knowledge. Time for this study is allotted during scheduled study periods.

Prerequisite: T12 (b) Introductory Talmud Bekius*

T22* (b) Beginning Talmud Bekius - 4 credits

The student is expected to choose at least one other tractate to study in order to increase his breadth of knowledge. Time for this study is allotted during scheduled study periods.

Prerequisite: T22 (a) Beginning Talmud Bekius*

T31* (a) Intermediate Talmud Eyun - 6 credits

While this course still revolves around the text, it is, however, a profound in-depth treatment of the subject matter with strong emphasis on clarifying differences in the varying points of view and approaches of dozens of commentaries. The lessons are usually distributed on stenciled sheets so as to better facilitate review by the students. Students are expected to prepare both the Talmudic text and a considerable number of standard commentaries for this lecture.

Prerequisite: T21 (b) Beginning Talmud Eyun*

T31* (b) Intermediate Talmud Eyun - 6 credits

While this course still revolves around the text, it is, however, a profound in-depth treatment of the subject matter with strong emphasis on clarifying differences in the varying points of view and approaches of dozens of commentaries. The lessons are usually distributed on stenciled sheets so as to better facilitate review by the students. Students are expected to prepare both the Talmudic text and a considerable number of standard commentaries for this lecture.

Prerequisite: T31 (a) Intermediate Talmud Eyun*

T32* (a) Intermediate Talmud Bekius - 4 credits

The student is expected to choose at least one other tractate to study in order to increase his breadth of knowledge. Time for this study is allotted during scheduled study periods.

Prerequisite: T22 (b) Beginning Talmud Bekius*

T32* (b) Intermediate Talmud Bekius - 4 credits

The student is expected to choose at least one other tractate to study in order to increase his breadth of knowledge. Time for this study is allotted during scheduled study periods.

Prerequisite: Prerequisite: T22 (b) Beginning Talmud Bekius*

T41* (a) Advanced Talmud Eyun - 6 credits

The senior level student are on the way to becoming Talmudic scholars and this is reflected in the lower frequency of lectures, with more emphasis on independent study. Furthermore, there is a more profound approach to subject matter. The text itself is studied by the students on their own with all usual commentaries. The twice-weekly lecture in Talmudic logic is intended to afford a "bird's-eye" analysis of the entire subject matter. This includes its relationship to similar topics in this and other tractates, how its themes were developed in late Talmudic and Halachic works up to our own day, as well as flashes of insight into various complicated points. At this level, students can fully develop their own original insights on the Talmudic subjects studied which are an essential goal of the course.

Prerequisite: T31 (b) Intermediate Talmud Eyun*

T41* (b) Advanced Talmud Eyun - 6 credits

The senior level student are on the way to becoming Talmudic scholars and this is reflected in the lower frequency of lectures, with more emphasis on independent study. Furthermore, there is a more profound approach to subject matter. The text itself is studied by the students on their own with all usual commentaries. The twice-weekly lecture in Talmudic logic is intended to afford a "bird's-eye" analysis of the entire subject matter. This includes its relationship to similar topics in this and other tractates, how its themes were developed in late Talmudic and Halachic works up to our own day, as well as flashes of insight into various complicated points. At this level, students can fully develop their own original insights on the Talmudic subjects studied which are an essential goal of the course.

Prerequisite: T41 (a) Advanced Talmud Eyun*

T42* (a) Advanced Talmud Bekius - 4 credits

The student is expected to choose at least one other tractate to study in order to increase his breadth of knowledge. Time for this study is allotted during scheduled study periods.

Prerequisite: T32 (b) Intermediate Talmud Bekius*

T42* (b) Advanced Talmud Bekius - 4 credits

The student is expected to choose at least one other tractate to study in order to increase his breadth of knowledge. Time for this study is allotted during scheduled study periods.

Prerequisite: T42 (a) Advanced Talmud Bekius*

DEPARTMENT OF PHILOSOPHY AND ETHICS

The study of Chassidic Philosophy and Ethics is a position second only to Talmud in the total curriculum of the school. Designed primarily to help the student develop as a mature, responsible individual, the sequence of courses has resulted in far more: students develop patterns of logical and critical thinking as they draw upon the classic works of some of the greatest Jewish thinkers of the past. Moreover, there is an important historical perspective that emerges as students move from the distant past throughout the period of the medieval philosophers. As they study the philosophy of Chabad, students begin to appreciate the manner in which broad philosophical principles are applied to modern world problems.

The Maamorim and Sichos courses provide students with an appreciation of the manner in which philosophical concepts emanate from the Bible and from the Talmud as they examine the interaction between philosophy and Law. Chabad Chassidic philosophy began with Rabbi Shneur Zalman of Liadi, founder of the Chabad movement known to Chassidim as the Alter Rebbe. He based his philosophy on the teachings of his Master, Rabbi Dov Ber of Mezritch (successor of Rabbi Yisroel Baal Shem Tov as leader of the Chassidic movement). Chabad, as its name implies (Chabad - Chochmoh, Binah, Daas - wisdom, understanding and knowledge, the three aspects of the intellectual process), is the "intellectual" branch of that movement.

The general aim of Chassidim was to utilize the profound teachings of Jewish mysticism (Kabbalah) for inspiring all Jews to greater awareness of G-d and deeper feeling in prayer and Mitzvah observance. Chabad takes this aim one step further by explaining

numerous Kabalistic ideas in great depth, utilizing a profound philosophical approach which can be comprehended intellectually. The advantage of this approach is that as these ideas become absorbed intellectually, the student internalizes them to the extent that his feelings become permanently affected. Thus, although a somewhat revolutionary departure from previous practice for teenage youths to study Chassidic philosophy in depth several hours a day, this daring experiment was brilliantly vindicated during the years of trial and tribulation under the Bolshevik regime. At this time, the Lubavitcher Yeshiva's students and graduates held on determinedly to traditional Judaism, and were even highly active in spreading its practice and teachings to other Jews with a most courageous and resolute tenacity.

Likewise, at the present time, most Lubavitcher graduates dedicate their lives to Torah education and public service of various kinds, even in far-flung locations, often without the company of fellow scholars. The incentive for this is their intensive background in Chassidic study which produces a profound awareness of spiritual values and communal responsibility, combined with a deeply ingrained commitment to continuous advancement in personal Torah scholarship throughout their lives.

"Chassidus" (Philosophy and Ethics) courses grow progressively more complex, and each year the student becomes more capable of dealing with the abstract material. First year courses focus on the methodology of philosophical research and introduce the student to the terminology and fundamental concepts of philosophy. The role of the lecturer/mentor changes significantly with time. Students grow more and more facile with texts, and are eventually equipped to compose original insights and participate effectively in seminars.

Starting with Rabbi Shneur Zalman, whose magnum opus, the famous Sefer HaTanya or Likutei Amarim, is considered the "Bible" of Chabad, all seven leaders of Chabad-Lubavitch have produced numerous works of Chabad literature which were always widely distributed and studied among their Chassidim, usually in manuscript form (of the hundreds of works published to date, most have actually been published only in the past few decades, and many works are still studied in manuscript or mimeographed form).

All these works (which, taken together, form a comprehensive philosophical system), represent the subjects of study for the portion of the daily study schedule during which students study Chassidus. The duration of each class is about an hour (except where

otherwise indicated), and all four levels of study use at least two texts each in a structured program of study.

P110 (a) Introductory Chassidic Thought (Eyun) - 3 credits

Study of Derech Mitzvosecha, concentrating on its more involved discourses. The year begins with Shoresh Mitzvas HaTefila (The Root of the Obligation of Prayer), a classic in-depth introduction, fifty chapters long, to many of the most basic concepts in Chassidic thought. As the year progresses Mitzvas Haamonas Elokus and Mitzvas Achdus HaShem (Belief in the Deity, Unity of the Deity, from the same work) are studied.

No Prerequisites.

P110 (b) Introductory Chassidic Thought (Eyun) - 3 credits

Study of Derech Mitzvosecha, concentrating on its more involved discourses. The year begins with Shoresh Mitzvas HaTefila (The Root of the Obligation of Prayer), a classic in-depth introduction, fifty chapters long, to many of the most basic concepts in Chassidic thought. As the year progresses Mitzvas Haamonas Elokus and Mitzvas Achdus HaShem (Belief in the Deity, Unity of the Deity, from the same work) are studied.

Prerequisite: P110 (a) Introductory Chassidic Thought (Eyun)

P120 (a) Introductory Chassidic Thought (Bekius) - 2 credits

Study of Tanya, (Likutei Amarim) Part I. This is the basic text of the entire Chabad philosophical literature, written by Rabbi Shneur Zalman, founder of Chabad-Lubavitch.

No Prerequisites.

P120 (b) Introductory Chassidic Thought (Bekius) - 2 credits

Study of Tanya, (Likutei Amarim) Part I. This is the basic text of the entire Chabad philosophical literature, written by Rabbi Shneur Zalman, founder of Chabad-Lubavitch.

Prerequisite: P120 (a) Introductory Chassidic Thought (Bekius)

P210 (a) Beginner's Chassidic Thought (Eyun) - 3 credits

Lecture on Hemshech Rosh Hashana RaNaT, a series of eight discourses which were originally delivered by Rabbi Sholom Dov Ber, beginning from the New Year 5659. These discourses were delivered for the original first students of the Tomchei Tmimim Rabbinical College and were intended as an introduction into the profundity of Chassidic thought. This text provides an introduction into the world of the Rabbi Sholom Dov Ber's Hemshechim and Maamorim.

Prerequisite: P110 (b) Introductory Chassidic Thought (Eyun)

P210 (b) Beginner's Chassidic Thought (Eyun) - 3 credits

Lecture on Hemshech Rosh Hashana RaNaT, a series of eight discourses which were originally delivered by Rabbi Sholom Dov Ber, beginning from the New Year 5659. These discourses were delivered for the original first students of the Tomchei Tmimim Rabbinical College and were intended as an introduction into the profundity of Chassidic thought. This text provides an introduction into the world of the Rabbi Sholom Dov Ber's Hemshechim and Maamorim.

Prerequisite: P210 (b) Beginner's Chassidic Thought (Eyun)

P220 (a) Beginner's Chassidic Thought (Bekius) - 2 credits

Independent study of individual Maamorim (discourses of the Chabad leaders), chosen by the students in consultation with their teachers of Chassidus. Typical texts are Likutei Torah (by Rabbi Shneur Zalman), Derech Chaim (by Rabbi Dov Ber, second leader of Chabad), Kuntres Umayon (by Rabbi Sholom Dov Ber, fifth leader of Chabad), Sefer Maamorim Kuntresim (by Rabbi Yosef Yitzchak Schneerson, the previous Rebbe), Kuntres Maamorim (of the present Rebbe).

Prerequisite: P120 (b) Introductory Chassidic Thought (Bekius)

P220 (b) Beginner's Chassidic Thought (Bekius) - 2 credits

Independent study of individual Maamorim (discourses of the Chabad leaders), chosen by the students in consultation with their teachers of Chassidus. Typical texts are Likutei Torah (by Rabbi Shneur Zalman), Derech Chaim (by Rabbi Dov Ber, second leader of Chabad), Kuntres Umayon (by Rabbi Sholom Dov Ber, fifth leader of Chabad), Sefer Maamorim Kuntresim (by Rabbi Yosef Yitzchak Schneerson, the previous Rebbe), Kuntres Maamorim (of the present Rebbe).

Prerequisite: P220 (a) Beginner's Chassidic Thought (Bekius)

P310 (a) Intermediate Chassidic Thought (Eyun) - 3 credits

Lecture on Hemshech Rosh Hashana, a series of four discourses which were originally delivered by Rabbi Sholom Dov Ber, starting on the New Year 5661/64. These discourses were delivered for the new students of the Tomchei Tmimim Rabbinical College and were intended as an elaboration into the profundity of Chassidic thought.

Prerequisite: P210 (b) Beginner's Chassidic Thought (Eyun)

P310 (b) Intermediate Chassidic Thought (Eyun) - 3 credits

Lecture on Hemshech Rosh Hashana, a series of four discourses which were originally delivered by Rabbi Sholom Dov Ber, starting on the New Year 5661/64. These discourses

were delivered for the new students of the Tomchei Tmimim Rabbinical College and were intended as an elaboration into the profundity of Chassidic thought.

Prerequisite: P310 (a) Intermediate Chassidic Thought (Eyun)

P320 (a) Intermediate Chassidic Thought (Bekius) - 2 credits

Sefer Hamamorim 5700 (by Rabbi Yosef Yitzchak Schneerson) independent study with a partner.

Prerequisite: P220 (b) Beginner's Chassidic Thought (Bekius)

P320 (b) Intermediate Chassidic Thought (Bekius) - 2 credits

Sefer Hamamorim 5700 (by Rabbi Yosef Yitzchak Schneerson) independent study with a partner.

Prerequisite: P320 (a) Intermediate Chassidic Thought (Bekius)

P410 (a) Advanced Chassidic Thought (Eyun) - 3 credits

Study of the Hemshech 5666 (by Rabbi Sholom Dov Ber Schneerson).

Prerequisite: P310 (b) Intermediate Chassidic Thought (Eyun)

P410 (b) Advanced Chassidic Thought (Eyun) - 3 credits

Study of the Hemshech 5666 (by Rabbi Sholom Dov Ber Schneerson).

Prerequisite: P410 (a) Advanced Chassidic Thought (Eyun)

P420 (a) Advanced Chassidic Thought (Bekius) - 2 credits

Independent study of the Hemshech 5703 (by Rabbi Yosef Yitzchak Schneerson).

Prerequisite: P320 (b) Intermediate Chassidic Thought (Bekius)

P420 (b) Advanced Chassidic Thought (Bekius) - 2 credits

Independent study of the Hemshech 5703 (by Rabbi Yosef Yitzchak Schneerson).

Prerequisite: P420 (a) Advanced Chassidic Thought (Bekius)

DEPARTMENT OF LAW AND JURISPRUDENCE

The study of the classical codes of Jewish Law is essential in providing students with an appreciation of how these codes emanate from the Bible and Talmud, and their practical daily applications. In order for the students to grow socially and intellectually, knowledge of the codes is critical. The codes provide authoritative directives for moral and ethical conduct, as well as the basis for all conduct of Jewish Courts of Law, Halachic jurisprudence and Rabbinical decisions. The first two semesters introduce the student to

the classic legal works. While concentrating on daily and holiday procedures the student is taught to trace the development of the corpus of law from its source in the Mishna and Talmud.

L110 (a) Introductory Halacha - I credit

Study of Shulchan Aruch HaRav by Rabbi Shneur Zalman, Laws of Prayer and Blessings.
No Prerequisites.

L110 (b) Introductory Halacha - I credit

Study of Shulchan Aruch HaRav by Rabbi Shneur Zalman, Laws of Prayer and Blessings.
Prerequisite: L110 (a) Introductory Halacha

L210 (a) Beginning Halacha - 1 credit

Study of Shulchan Aruch HaRav by Rabbi Shneur Zalman, Laws of Shabbos.
Prerequisite: L110 (b) Introductory Halacha

L210 (b) Beginning Halacha - 1 credit

Study of Shulchan Aruch HaRav by Rabbi Shneur Zalman, Laws of Shabbos.
Prerequisite: L210 (a) Beginning Halacha

L310 (a) intermediate Halacha -I credit

Study of Shulchan Aruch HaRav by Rabbi Shneur Zalman, Laws of the Holidays.
Prerequisite: 210 (b) Beginning Halacha

L310 (b) intermediate Halacha -I credit

Study of Shulchan Aruch HaRav by Rabbi Shneur Zalman, Laws of the Holidays.
Prerequisite: L310 (a) intermediate Halacha

L410 (a) Advanced Halacha - I credit

Students choose topics in Jewish law for independent study, Tzemach Tzedek Responsa.
Prerequisite: L310 (b) intermediate Halacha

L410 (b) Advanced Halacha - I credit

Students choose topics in Jewish law for independent study, Tzemach Tzedek Responsa.
Prerequisite: L410 (a) Advanced Halacha

SAMPLE CURRICULUM

Level 1- Fall	L110A	Introductory Halacha	1 Credit
	P110A	Introductory Chassidus Eyun	3 Credits
	P120A	Introductory Chassidus Bekius	2 Credits
	T11*A	Introductory Talmud Eyun	6 Credits
	T12*A	Introductory Talmud Bekius	4 Credits
Level 1- Spring	L110B	Introductory Halacha	1 Credit
	P110B	Introductory Chassidus Eyun	3 Credits
	P120B	Introductory Chassidus Bekius	2 Credits
	T11*B	Introductory Talmud Eyun	6 Credits
	T12*B	Introductory Talmud Bekius	4 Credits
Level 2- Fall	L210A	Beginning Halacha	1 Credit
	P210A	Beginning Chassidus Eyun	3 Credits
	P220A	Beginning Chassidus Bekius	2 Credits
	T12*A	Beginning Talmud Eyun	6 Credits
	T22*A	Beginning Talmud Bekius	4 Credits
Level 2- Spring	L210B	Beginning Halacha	1 Credit
	P210B	Beginning Chassidus Eyun	3 Credits
	P220B	Beginning Chassidus Bekius	2 Credits
	T21*B	Beginning Talmud Eyun	6 Credits
	T22*B	Beginning Talmud Bekius	4 Credits
Level 3- Fall	L310A	Intermediate Halacha	1 Credit
	P310A	Intermediate Chassidus Eyun	3 Credits
	P320A	Intermediate Chassidus Bekius	2 Credits
	T31*A	Intermediate Talmud Eyun	6 Credits
	T32*A	Intermediate Talmud Bekius	4 Credits
Level U3- Spring	L310B	Intermediate Halacha	1 Credit
	P310B	Intermediate Chassidus Eyun	3 Credits
	P320B	Intermediate Chassidus Bekius	2 Credits
	T31*B	Intermediate Talmud Eyun	6 Credits
	T32*B	Intermediate Talmud Bekius	4 Credits

Level 4- Fall	L410A	Advanced Halacha	1 Credit
	P410A	Advanced Chassidus Eyun	3 Credits
	P420A	Advanced Chassidus Bekius	2 Credits
	T41*A	Advanced Talmud Eyun	6 Credits
	T42*A	Advanced Talmud Bekius	4 Credits
Level 4- Spring	L410B	Advanced Halacha	1 Credit
	P410B	Advanced Chassidus Eyun	3 Credits
	P420B	Advanced Chassidus Bekius	2 Credits
	T41*B	Advanced Talmud Eyun	6 Credits
	T42*B	Advanced Talmud Bekius	4 Credits

GRADE POINT SYSTEM

The grading system followed at Talmudical Seminary Oholei Torah is based on a combination of criteria. These include an evaluation by instructors of the student's classroom interaction, oral examinations and written tests. The grades are based on the descriptive titles below. However, for purposes of computing averages, a number the middle of a common range is used for calculations as follows:

A	Superior	4.0
A-	Excellent	3.7
B+	Very Good	3.3
B	Good	3.0
B-	Above Average	2.7
C+	Average	2.3
C	Fair	2.0
C-	Fair/Poor	1.7
D	Poor	1.0
F	Failing	0.0
I	Incomplete	
W	Withdrawn without Penalty	

The Grade Point Average (GPA) is calculated by dividing the total number of quality points earned for all courses by the number of credit hours attempted. Credit hours with a grade of Incomplete and Withdrawn Without Penalty are not included in the determination of the grade point average, although those hours with a grade of Fail are included.

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

FACULTY

Talmudical Seminary Oholei Torah students will find a carefully chosen and highly qualified faculty to serve their academic and personal needs. While faculty members are selected primarily on the basis of their knowledge of their subject, and their aptitude for teaching, a close secondary consideration is their ability to serve as role models of the Chassidic way of life.

All members of our faculty are scholars of finest rank who have spent many years studying at Chabad-affiliated undergraduate and post-graduate institutions, and are well established in the Lubavitch Chassidic community. Almost all are relatively young men with a deep understanding of the American student and the ability to relate to him.

COUNSELING

Counseling and student guidance are important functions of all faculty members, second in importance only to their function as teachers and scholars.

The staff of the Talmud Department are available to students during all Talmudic study sessions, except when lecturing. Students can thereby, clarify and resolve difficulties that arise in the course of study with the help of their teachers. The Dean of Chassidic Studies is available daily from 7:30-11:00 AM and from 8:00-9:30PM, except when he is lecturing. Students can come to him for both personal counseling and questions on Chassidic thought. Likewise, the Dean of Students is available throughout almost the entire learning day until 9:30PM. Both are deeply empathetic towards the students' personal needs.

The Dean of Students is available to meet with individual students during study periods to discuss problems and to provide encouragement and advice. Students often avail themselves of this opportunity on their own initiative.

Generally speaking, the entire faculty feels a deep sense of responsibility for all of their students, even after their graduation. This close relationship established in Oholei Torah often continues for many more years.

DEPARTMENT OF NIGLAH - TALMUDICAL, BIBLICAL AND HALACHIC STUDIES

HaRav Yisroel Friedman
Rabbi Shmuel Bluming
Rabbi Avrohom Gerlitzky
Rabbi Lipman Heller
Rabbi Avrohom Hertz
Rabbi Shlomo Horowitz
Rabbi Shlomo Kaplan
Rabbi Ephraim Fishel Oster
Rabbi Shlomo Segal
Rabbi Eli Stolik
Rabbi Menachem Wolvovsky

DEPARTMENT OF CHASSIDUS, PHILOSOPHY AND ETHICS

Rabbi Nachman Schapiro
Rabbi Sholom Charitonow
Rabbi Yekutiel Feldman
Rabbi Pinchus Korf
Rabbi Elchonon Lesches
Rabbi Levi Yitzchok Matusof
Rabbi Yosef Y. Pewzner
Rabbi Shmaryohu Roitblat
Rabbi Shmuel Shur
Rabbi Zalman Wilenkin
Rabbi Mayer Wilschanski
Rabbi Shlomo Wolvovsky

VISITING SCHOLARS

When scholars from sister academic post-secondary institutions in Montreal, Miami, Kfar Chabad, Brunoy (near Paris), Los Angeles and elsewhere, visit the New York area they are often invited to engage in learning activities with the students of Talmudical

Seminary Oholei Torah. This has proven to be a mutually rewarding experience, and students look forward to engaging in classic Talmudic and Chassidic discourses with outside well-known scholars.

BOARD OF DIRECTORS

Rabbi Yaakov Pinson – President
Rabbi Samuel Malamud – Vice President
Rabbi Chaim Grossbaum – Secretary
Rabbi Aaron Konikov
Rabbi Shlomo Majeski
Rabbi Joseph Rosenfeld
Rabbi Zusha Wilhelm

ADMINISTRATION

Rabbi Michael Teitelbaum (obm) – Founder
Rabbi Mendel Marsow – Honorary President
Rabbi Zalman Chein – President
Rabbi Joseph Rosenfeld – Chief Fiscal Officer
Rabbi Elchonon Lesches – Dean/ Director of Admissions
Rabbi Moshe Susskind – Business Office/Bookkeeper
Rabbi Sholom Rosenfeld – Director of Student Financial Aid
Rabbi Tzvi Altein- Assistant Director of Student Financial Aid
Rabbi Eliezer Gold – Director of Development
Rabbi Nosson Blumes – Director of Fundraising
Mrs. Rachel Bronchtain – Registrar
Mrs. Rivkah Baumgarten - Bursar
Mrs. Nechama Katz – Secretary
Dr. Robert Feldman and Dr. Eli Rosen – Medical Advisors

AVAILABILITY OF FULL TIME EMPLOYEE TO ASSIST ENROLLED AND PROSPECTIVE STUDENTS

Talmudical Seminary Oholei Torah has designated Rabbi Sholom Rosenfeld, Director of Financial Aid, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid, cost of attendance, retention

rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of the Code of Federal Regulations. He is available in the administrative offices during regular business hours or at 718-774-5050.

ACADEMIC CALENDAR

Fall Semester: October 27, 2016- February 23, 2017

Spring Semester: March 1, 2017- June 30, 2017

Sessions will not be held on the following days:

Pesach: April 3, 2017 – April 19, 2017

DIRECTIONS TO TALMUDICAL SEMINARY OHOLEI TORAH

From Manhattan

Brooklyn Bridge

1.3 mi

Continue onto Adams St

0.3 mi

Continue onto Boerum Pl

0.2 mi

Turn left onto Atlantic Ave

2.3 mi

Keep right to stay on Atlantic Ave

0.2 mi

Turn right onto Brooklyn Ave

0.6 mi

Turn right onto Eastern Pkwy

Destination will be on the right

377 ft

667 Eastern Pkwy, Brooklyn, NY 11213

From Manhattan

Continue onto Manhattan Bridge/Manhattan Bridge Lower Roadway

1.4 mi

Merge onto Flatbush Ave Ext

0.6 mi

Keep right to continue on Flatbush Ave

0.3 mi

Turn right onto 4th Ave

190 ft

Take the 1st left onto Atlantic Ave

1.6 mi

Keep right to stay on Atlantic Ave

0.2 mi

Turn right onto Brooklyn Ave

0.6 mi

Turn right onto Eastern Pkwy

Destination will be on the right

Map
TALMUDICAL SEMINARY OHOLEI TORAH
667 Eastern Parkway
Brooklyn, NY 11213
718-774-5050

