בית מדרש
אהלי תורה

TALMUDICAL SEMINARY
OHOLEI
TORAH

Catalog

2026-2027

"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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TITLE IX

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

Title IX Coordinator

Name: Rabbi Yosef Gerlitzky

Office Address: 667 Eastern Parkway, Brooklyn, NY 11213

Email Address: rabbiygerlitzky@oholeitorah.com

Phone Number: (718)774-5050

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. An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Talmudical Seminary Oholei Torah receives a request for access.

   A student who wishes to inspect their education record should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

   A student who wishes to request that the school amend their education record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.

   If, after reviewing the request, the school decides not to amend the record as requested, Talmudical Seminary Oholei Torah will notify the student in writing of the decision and of the student’s right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the student at that time.
After the hearing, if the decision is upheld not to amend the record, the student has a right to insert a statement into the record.

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.

   A student must provide a signed and dated written consent. The consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

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

   Upon request or when initiated by the student, Talmudical Seminary Oholei Torah also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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

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

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

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

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

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To either parent of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- To a caseworker or representative of a State or local child welfare agency or tribal organization legally responsible for the care and protection of a student placed in foster care, pursuant to the Uninterrupted Scholars Act (20 U.S.C. § 1232g(b)(1)(L)).
- The information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, enrollment status, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, videos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include

the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))

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

COPYRIGHT INFRINGEMENT POLICY

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

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

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

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more

information, please see the website of the U.S. Copyright Office at https://copyright.gov.

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

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

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

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Talmudical Seminary Oholei Torah. The school does not have an institutional information technology system for student use.

COMPLAINT POLICIES

Internal Complaint Policy

Any student who has a complaint may 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 Policy

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), the agency that accredits Talmudical Seminary Oholei Torah, by writing to 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, with the title: Student Complaint – Talmudical Seminary Oholei Torah. AARTS can also be contacted by phone at (212) 363-1991 or via email at office@aarts.org.

NY State Complaint Policy

For all types of complaints concerning colleges and universities in New York State, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of College and University

Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please note: Every New York State college and university is required to establish, publish, and enforce explicit policies related to redress of grievances.

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

The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted below.

- The Office does not handle anonymous complaints.
- The Office does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.

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

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

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

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

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

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

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

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

  Or with:
  NYS Division of Human Rights
  https://dhr.ny.gov/complaint

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

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

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

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

STATE AUTHORIZATION AND ACCREDITATION

NY State Disclaimer

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

Accreditation

Talmudical Seminary Oholei Torah is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS) and approved to offer a First Talmudic Degree.

The AARTS Handbook is available upon request by contacting the organization via mail: 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, email: office@aarts.org, or telephone: (212) 363-1991.

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

ADMISSION POLICIES AND PROCEDURES

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. Previous exposure to Chassidic thought is an asset. These qualifications will be assessed orally at a personal interview with the Dean, as well as through a standard written exam.

Generally, students applying to Talmudical Seminary Oholei Torah must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation
2. Have completed homeschooling in a secondary school education setting that either (1) meets the state's definition of secondary level homeschooling, or (2) qualifies the student for an exemption from compulsory attendance requirements in a state that does not issue or require a homeschool credential.
3. Meet one of the recognized equivalents. Recognized equivalents include:

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

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

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.

Talmudical Seminary Oholei Torah does not utilize an Ability to Benefit test for admitting students.

Applicants to Talmudical Seminary Oholei Torah must also meet the following minimum qualifications.

Talmud: Completion of at least 150 folio pages of the Talmud.
Bible: Competence in the Pentateuch and Commentaries.
Language: The ability to read and write classical Hebrew; a working knowledge of the Aramaic language of the Talmud.
Code of Law: Demonstrate competence in the laws and customs in the Code of Law (Orach Chaim) and personal commitment to their observance. [EY1.1]

The first step in the application process is arranging a personal interview with the Yeshiva. Prior to granting an interview, applicants undergo an initial screening, which includes contacting previous instructors and/or Roshei Yeshiva. If the applicant is determined to be a strong candidate for admission, they will be invited for an interview and appropriate testing. Upon acceptance, the student will be asked to complete an admission form.

In order to initiate the application process, we encourage qualified students to contact Talmudical Seminary Oholei Torah at:

www.tsot.edu
(718) 774-5050

An applicant 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.

NON-DISCRIMINATION POLICY

Qualified men of the Orthodox Jewish faith are eligible for admission to Talmudical Seminary Oholei Torah. The institution does not discriminate on the basis of race, color, national origin (including shared ancestry or ethnic characteristics), disability, or age in its programs and activities.

Rabbi Tzvi Altein has been designated as the point of contact for all non-discrimination inquiries. He can be reached at 718) 774-5050 x 1154.

The institution is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Beyond equal access, opportunity and accommodation, the institution 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.

Although Talmudical Seminary Oholei Torah's campus is not fully accessible, the institution will make special arrangements, within reason, to accommodate qualified individuals with disabilities.

While the institution does not offer a specialized program for individuals with intellectual disabilities, the institution provides reasonable academic accommodations as appropriate.

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 CREDIT POLICY

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. In addition, the student must have achieved a grade that would have enabled them to pass a similar course at the institution and the credits transferred must be properly documented.

Transfer credits accepted are counted toward both the number of credits attempted and the number of credits earned by the student.

Credit by evaluation may be granted to a student, who attended other post-secondary institutions, based on the evaluation that the Dean administers. Potentially acceptable coursework for credit will generally have been completed at an accredited institution, preferably affiliated with the Chabad network, whose academic program is substantially similar to that offered at Talmudical Seminary Oholei Torah. The credits granted will be documented, and the student will be placed at the appropriate academic level.

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.

Talmudical Seminary Oholei Torah will grant a maximum of 84 transfer credits towards Talmudical Seminary Oholei Torah's First Talmudic Degree, for transfer coursework submitted.

To earn a First Talmudic Degree at Talmudical Seminary Oholei Torah, students must fulfill a minimum academic residency requirement of 36 credits earned at Talmudical Seminary Oholei Torah.

Talmudical Seminary Oholei Torah does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions nor whether regard to whether other institutions will accept the Yeshiva's credits. Before enrolling in the institution, students should be sure that their attendance will help them reach their educational goals.

Please be advised that the transferability of credits and acceptance of the degree earned at Talmudical Seminary Oholei Torah are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degree earned at this institution are not accepted at the institution to which a student seeks to transfer, he may be required to repeat some or all of the coursework at that institution.

CAMPUS AND FACILITIES

CAMPUS BUILDING
667 Eastern Parkway
Brooklyn, NY 11213

ADMINISTRATIVE OFFICES
667 Eastern Parkway
Brooklyn, NY 11213

DORMITORIES
639 and 645 Eastern Parkway, and 1327 President Street
Brooklyn, NY 11213

Talmudical Seminary Oholei Torah is located in the heart of the Crown Heights section of Brooklyn, New York. Being 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 recently renovated Bais Medrosh, located on the fourth floor, is an impressive study hall, filled with tables at which Chavrusas sit facing each other on comfortable chairs at separate tables for every student pair. The massive room is bathed in natural sunlight from huge Gothic style windows along with a large skylight and modern indoor lighting. Also on this floor are the Menahelim's office, teachers' room and copy room. There is also the refreshment room that adjoins the study hall, as well as a set of student cubbies so they can store their *tfilin* for the duration of their sedorim.

The third level of the building has a new Bais Medrosh for the U1 and U2 level students. This floor also has seven lecture rooms, a coatroom, and washroom facilities. There are student lockers in the hallway. Lining the walls of one of the shiur rooms is the personal collection of seforim of our late rosh yeshiva, Rabbi Yisroel Friedman, ztl. This floor also has a freestanding library.

The two kitchens and dining area are on the second floor. The kitchens have separate meat and milk sections, each with large, walk-in refrigerators and freezers, and ultra-modern appliances. The large dining area is used for both EIOT and TSOT students on a staggered basis.

TSOT students have their own entrance annex at the building's eastern end. This dedicated staircase leads to the dining hall and to the floor which has TSOT's lecture rooms, library, lockers, etc. From there students can access the fourth floor study hall. There is also elevator access to these floors for faculty and handicapped students who are given keys to the elevator for their exclusive use.

The lower story holds advanced recreational facilities with a full workout gym, basketball courts and a large swimming pool.

All floors of the building have modern lighting, central heating and air-conditioning, and surveillance cameras for security, which are monitored from the dean's office.

DORMITORIES

Both the 645 and 639 Eastern Parkway sister buildings are within a few steps of the academic center. They are stolid pre-war apartment buildings that have been converted to student residences. Each building has 24 apartments. At 645 all of the units have been converted to dorm use and at 639 there are still five units to be converted. The former apartments have either three or four room suites with a kitchen, toilet, shower and bedrooms. Each bedroom holds up to four students. They are outfitted in dorm style with beds, closets, desks, chairs and little else.

Just a five-minute walk from the Eastern Parkway dorms, 1327 President Street currently houses 12 of its 18 units as additional dorm space for TSOT.

There are sprinklers and smoke alarms throughout the building; the doors are kept securely locked; and a security guard is on duty all night in the lobby. CCTV cameras cover the entrance, hallways and also the student suites.

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 third 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. One student serves as a librarian 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.

Another powerful research tool claiming pride of place in the Bais Medrash is the dedicated *Otzar Hachochma* computer. The computer stand is located on one side of the study hall and is a very popular tool for students and faculty as well. There is a linked printer, so users do not need to linger at the screen. They can print out their results and take them to their desks for further study and analysis.

Lining the walls of one of the shiur rooms is the personal collection of seforim of our late rosh yeshiva, Rabbi Yisroel Friedman, ztl, who left his library as a legacy for his beloved students. This collection of close to 8,000 volumes spans the entire range of traditional Jewish knowledge.

In addition, 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 Judaic bookstores stores in the area.

Many students prefer to have their own Gemara, Kovetz Miforshim, Shulchan Aruch HaRav, Maamarim Rebbe Rashab, and Sefer Maamarim Melukat which cost between $35 and $55 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below is the contact information for two local Judaica stores:

Judaica World
329 Kingston Avenue
Brooklyn, NY 11213
(718)604-1020

Hamafitz Judaica and Gifts
361 Kingston Avenue
Brooklyn, NY 11213
(718)774-0900

STUDENT LIFE

Most Talmudical Seminary Oholei Torah students are from families of the Lubavitch community, the majority from North America, primarily from Brooklyn. Approximately 35% are from other American cities (such as Detroit, Miami, Philadelphia, Pittsburgh, etc.) and about 22% from abroad, representing 18 countries and territories. Around 500 of the students 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 students can approach him for personal mentoring or to answer to their questions. After 10:00 PM 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.

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 have access to 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 groundwork, 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.

COST OF ATTENDANCE

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

FINANCIAL AID

Talmudical Seminary Oholei Torah utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers federal and state financial aid programs to its students and Higher Education Solutions (HES) assists with their administration.

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

These options may include a financial aid package comprised of grants, tuition waivers and work-study programs. The package reflects the total amount of aid offered to eligible students by the institution to help pay for their education. Additionally, the institution may offer a deferred payment plan, allowing students to spread out tuition payments over a period of time.

Federal and State grants are need based and do not require repayment. Similarly, institutional tuition waivers provide financial aid based on need and do not need to be repaid. The Federal Work-Study Program funds part-time employment for eligible students. Detailed information on these programs can be found below.

TITLE IV FEDERAL FINANCIAL AID

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

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress in college or career school;
- provide consent and approval to have their federal tax information transferred directly onto their Free Application for Federal Student Aid (FAFSA®) form;
- sign the certification statement on the FAFSA form stating that they are not in default on a federal student loan, do not owe money on a federal student grant, and will only use federal student aid for educational purposes; and

- show they are qualified to obtain a college or career school education by:
  - having a high school diploma or a state-recognized equivalent such as a General Educational Development (GED) certificate;
  - completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
  - enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

APPLYING FOR TITLE IV AID

To apply for Title IV aid, students should complete the FAFSA online at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, a paper FAFSA may be obtained online from https://studentaid.gov/sites/default/files/2026-27-fafsa-form.pdf or the financial aid office, completed, and then submitted by mail to the designated address.

In addition to completing the FAFSA form and providing consent for the IRS to share federal tax information with the U.S. Department of Education, students may be required to submit additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

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

TITLE IV AID NEED

Eligibility for Title IV programs is determined through a process called need analysis, which assesses how much financial assistance a student is eligible to receive based on the resources expected to be available from the student and, if applicable, their parents.

A student's financial need is calculated based on the formulas developed by the Department of Education. It is determined by subtracting the contributions expected from the student and, if applicable, their parents, from the student's Cost of Attendance (COA). The student's COA includes tuition, fees, books, transportation, personal expenses, and a standard allowance for living expenses. The living expense allowance

varies depending on whether the student lives on campus, off-campus or with their parents. The total financial aid awarded to a student cannot exceed their financial need.

A student's dependency status- whether they are considered dependent or independent of their parents-is determined by their responses to specific questions and other information provided on the FAFSA. This status is used in calculating financial need. Students are encouraged to review the FAFSA instructions thoroughly and consult financial aid staff for guidance as needed.

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

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

The student's contribution is combined with the parental contribution, when applicable, to calculate the Student Aid Index (SAI). The SAI is subtracted from the student's COA with the remaining amount known as the student's financial need.

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

A student with an SAI equal to or greater than twice the maximum Pell Grant award amount for the award year is ineligible for a Pell Grant. This limit does not apply to students who qualify for a Pell Grant under the Special Rule (dependents of certain deceased servicemembers and Public Safety Officers).

Updated FAFSA Information

Students may update, or be required to update, certain information on their FAFSA application, such as dependency status or household size, only under specific circumstances. Students who have a change in circumstances that affects any of these areas should contact the financial aid office.

Professional Judgment

In addition to the process used to calculate financial aid need, there are unique situations where the financial aid administrator may use professional judgment (PJ) on a case-by-case basis to adjust the components of a student's COA, or the data used to determine their Pell Grant eligibility or calculate their SAI, and/or perform dependency overrides. Students may pursue a PJ adjustment based on the categories of special circumstances and unusual circumstances, as described below.

Professional Judgment for Special Circumstances

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

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

Professional Judgment During a Disaster, Emergency, or Economic Downturn

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

Professional Judgment for Unusual Circumstances

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

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

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

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

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

Unaccompanied Homeless Youth

For the 2026-2027 award year, a student is independent if, at any time on or after July 1, 2025, the student was determined to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless. A student may self-report their independence due to homelessness by indicating on the FAFSA form that they have a determination from one of the following entities:

- a local educational agency homeless liaison (or designee), as designated by the *McKinney-Vento Homeless Assistance Act* (42 U.S.C. 11432(g)(1)(J)(ii));

- the director (or designee) of an emergency or transitional shelter, street outreach program, homeless youth drop-in center, or other program serving individuals who are experiencing homelessness;
- the director (or designee) of a Federal TRIO program or a Gaining Early Awareness and Readiness for Undergraduate program (GEAR UP) grant; or
- an FAA at another institution who documented the student's circumstance in the same or a prior award year.

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

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

TITLE IV APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2027, students should be aware that an earlier submission may be required as the application must be processed, and a valid SAI received, while the student is still enrolled. Students are urged to submit their applications as early as possible to avoid processing delays. More importantly, some programs have limited funding, and priority consideration is given to students who submit their applications earlier in the cycle.

TITLE IV AID PROGRAMS

Federal Pell Grant Program

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

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

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

Federal Pell Grant payments are made either by applying a credit to the student's tuition account or by direct disbursement to the student. If the student provides a voluntary written authorization, the school will hold the excess funds on account. Students will be informed in writing of the expected amount of these payments. Tuition records may be reviewed by the student during regular business hours at the business office.

The Campus-Based Programs

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

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

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

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

FSEOG disbursements are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives one half of their scheduled award during the first semester and the other half during the second semester. Students who complete their paperwork during the second semester may be eligible for retroactive payment for the first semester. However, they should be aware

of the strong likelihood that FSEOG funds for these semesters may be limited or no longer available at that time. FSEOG must be packaged and disbursed while the student is enrolled. Payments are applied as a credit to the student's tuition account. The institution reserves funds for students who are admitted for the Summer term and awards FSEOG to these students, if they apply on time and demonstrate need, as applicable.

Students will be notified in writing of the expected amounts of these payments, and may review their tuition records during regular hours at the business office.

Generally, FSEOG funds are awarded on a 75% federal to 25% non-federal matching basis. However, if the institution receives a waiver of the non-federal share requirement for a given academic year, it may opt not to provide the non-federal match.

The Federal Work Study Program is a need based employment program funded through the campus-based aid allocation described above. Eligible students are offered part-time employment, which is generally scheduled outside of school hours. The financial aid office, in consultation with the faculty, as appropriate, determines a student's eligibility for employment based on their financial need, academic standing, and ability to balance work with academic responsibilities. Final placement also depends on the student's qualifications and the availability of suitable positions.

Disbursements from the FWS program are issued as monthly payroll payments. These payments are distributed according to the student's work schedule and are paid directly to the student no more than 30 days after the end of the payroll period. Students who wish to apply their FWS earnings towards educational expenses may complete an authorization form at the financial aid office.

Typically, FWS funds are awarded on a 75% federal to 25% non-federal matching basis. However, as with FSEOG funds, if the institution is granted a waiver of the nonfederal share requirement for a particular academic year, it may choose not to provide the nonfederal match.

NY STATE TUITION ASSISTANCE PROGRAM (TAP) GRANTS

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

To apply for a TAP Grant, the student must fill out a FAFSA, generally followed by a separate TAP application (ETA). Both applications must be submitted by June 30, 2027.

To be eligible for an award the student must:

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

New York State DREAM Act

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

1. Their permanent home is in NYS, and they are or have one of the following:
    a. U-Visa
    b. T-Visa
    c. Temporary protected status, pursuant to the Federal Immigration Act of 1990
    d. Without lawful immigration status (including those with DACA status)

    AND they meet one of the following criteria:
        a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school diploma *OR*

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

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

   AND they meet one of the following criteria:
   a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school diploma *OR*
   b. Received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving their NYS high school equivalency diploma

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

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

The Alternate Eligibility Pathway

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

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

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

TAP Award Amounts and Disbursements

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

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

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

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

TUITION WAIVERS

Tuition waivers may be available to students who have exhausted all other forms of assistance and are still unable to pay their direct educational charges. Students and, if applicable, their parents are expected to contribute toward the cost of education, based upon their ability to pay, as determined by formulas described above.

There is an application for tuition waivers which must be completed and submitted for consideration of tuition waivers.

ACADEMIC REGULATIONS

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

All matriculated students pursuing an approved program at Talmudical Seminary Oholei Torah are required to maintain satisfactory academic progress, which is defined below by the institution.

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

Below is a comprehensive explanation of the qualitative and quantitative standards at Talmudical Seminary Oholei Torah.

- **Qualitative Standard**

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

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

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

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

- **Quantitative Standard**

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

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

  - **Pace of Completion**

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

WHEN SAP IS NOT MET

Warning

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

be subject to academic discipline which may include suspension, or expulsion from the institution.

Federal Financial Aid Warning

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

Appeals Process

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

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

If the appeal is not accepted, the student will be subject to academic discipline, which may include suspension or expulsion from the institution. They will also be ineligible for federal financial aid until they reestablish eligibility, as described below in the section

entitled “Reestablishing Aid Eligibility”. The final decision - academic probation with or without a study plan, or denial of the appeal - will be conveyed to the student by mail or email.

Academic Probation

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

Academic Probation With a Study Plan

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

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

Reevaluation After a Probationary Period

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

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

Reestablishing Aid Eligibility

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

Incompletes

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

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

Withdrawals

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

Transfer Credits

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

Repetitions

All repeated courses are counted in the number of the student's attempted credits, and are included in the student's GPA, including failing grades. For SAP pace calculations, only one passing attempt of a repeated course may be counted as credits completed, even if the student passes the course more than once. A student repeating a course must remain within the time frame required for SAP standards.

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

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

Change of Major

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

Remedial Courses

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

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.

Rather than deriving grades from a precise numerical average, the institution utilizes a grading system commonly used in higher education. Essentially, this system provides for the following course grades:

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

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

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

Sample GPA Calculation:

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

Divided by 12 Credits for the Semester = 3.45 GPA

ATTENDANCE

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

LEAVE OF ABSENCE

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

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

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

A student will only be granted a leave of absence if it can be reasonably expected that they will return from the leave of absence on time. The leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12 month period. Talmudical Seminary Oholei Torah will not assess the student any additional institutional charges or award the student any additional Title IV aid during this time period. Upon the student's return from the leave of absence, the student must resume their coursework at the same point in the academic program that they began prior to the leave of absence. A student returning from an LOA must complete the term to be eligible to receive a second or subsequent disbursement.

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

GOOD ACADEMIC STANDING FOR THE NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

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

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

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

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

First Talmudic Degree Program

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

Good academic standing is assessed each term. Students must meet both Pursuit of Program and Satisfactory Academic Progress requirements for that term to be

considered in good academic standing. Students who lose good academic standing in a term when they received a TAP grant are not eligible for an award for the next term.

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

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

Waivers

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

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

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

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

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

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

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

WITHDRAWAL, INSTITUTIONAL REFUND, AND RETURN TO TITLE IV POLICIES

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

ACADEMIC CALENDAR

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

GROUNDS 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

Talmudical Seminary Oholei Torah offers a 120-credit undergraduate-level program of study leading to a First Talmudic Degree. In order to graduate, students must achieve a minimum of a 2.0 cumulative GPA. There is only one major available, Talmud.

COURSE MAP

Beginning Level

	Fall Semester	Spring Semester	Summer Term
Talmud Eyun	5 credits	5 credits	5 credits
Talmud Bekius	3 credits	3 credits	3 credits
Chassidus Eyun	2 credits	2 credits	2 credits
Chassidus Bekius	1 credit	1 credit	1 credit
Halacha	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	12 credits	24 credits	36 credits

Intermediate Level

	Fall Semester	Spring Semester	Summer Term
Talmud Eyun	5 credits	5 credits	5 credits
Talmud Bekius	3 credits	3 credits	3 credits
Chassidus Eyun	2 credits	2 credits	2 credits
Chassidus Bekius	1 credit	1 credit	1 credit
Halacha	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	48 credits	60 credits	72 credits

Senior Level

	Fall Semester	Spring Semester	Summer Term
Talmud Eyun	5 credits	5 credits	5 credits
Talmud Bekius	1 credit	1 credit	1 credit
Chassidus Eyun	3 credits	3 credits	3 credits
Chassidus Bekius	2 credit	2 credit	2 credit
Halacha	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	84 credits	96 credits	108 credits

Advanced Level

	Fall Semester
Talmud Eyun	5 credits
Talmud Bekius	1 credits
Chassidus Eyun	3 credits
Chassidus Bekius	2 credit
Halacha	1 credit
Sub Total:	12 credits
Total:	120 credits

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

CURRICULUM

The study of Talmud, its commentaries, and related Halachic Codes; and the study of classic Chassidic philosophy are the primary focus of the curriculum.

The study of all courses, both in Talmud and Chassidus 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 the courses in Halacha, the rulings of the Rambam, the Tur, the Shulchan Aruch, and many other Earlier and Later Commentators and codifiers, up to present day Halachic responsum 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 THE COURSE NUMBERING SYSTEM

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

- The first 2 letters refer to the department of study, e.g. (TE) Talmud Eyun, (TB) Talmud Bekius, (CE) Chassidus Eyun, (CB) Chassidus Bekius and (HA) Halacha.
- The first digit refers to the year of study (1-4).
- In the Talmud courses the second digit refers to the subject matter being covered in the course.
- In the Chassidus and Halacha departments the second digit is always zero.
- The letters following the numbers indicate the semester or term of study: FA indicates the Fall semester; SP indicates the Spring Semester and SU indicates the Summer Term.

CREDIT HOURS AND COURSE STRUCTURE

Credits are assigned in accordance with the federal definition of a credit hour, which is defined as an amount of student work that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or at least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and takes into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Due to the Talmudical Seminary Oholei Torah's extended daily schedule, actual hours of study significantly exceed this requirement. An academic calendar can be found in the supplement to the catalog.

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. Courses are offered with enough frequency to enable students to complete the course requirements and graduate within the expected time frames.

TEXTBOOKS AND REQUIRED MATERIALS

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

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 under the direction of Rebbi (Rabbi) Yochanan and Mar bar Rav Ashi was completed in the fifth century.

At Talmudical 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 must 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.

As noted, the Department of Talmud provides the majority of the academic program. The entire seminary studies the same tractate which varies from year to year following

an established cycle of 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.)

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 beginning through intermediate, senior 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.

(1) 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 is 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, and 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 are 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.

Talmud Eyun Course Descriptions

TE 1#FA Beginning Talmud Eyun I- 5 credits
In the beginning courses of in-depth Talmud study; the 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.
No Prerequisites.

TE 1#SP Beginning Talmud Eyun II- 5 credits
In this course 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 straightforward understanding of the text.
Prerequisite: TE 1#FA Beginning Talmud Eyun I

TE 1#SU Beginning Talmud Eyun III - 5 credits
In this course the 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.
Prerequisite: TE 1#SP Beginning Talmud Eyun II

TE 2#FA Intermediate Talmud Eyun I - 5 credits

On this level the courses still revolve around the text with 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.

Prerequisite: TE 1#SU Beginning Talmud Eyun III

TE 2#SP Intermediate Talmud Eyun II - 5 credits

In this course the student's capacity for creative thinking is further developed by studying different opinions of the Rishonim and explaining the intellectual bases for each one. They study the contrasts between each opinion and offer their own hypotheses on how to address the difficulties.

Prerequisite: TE 2#FA Intermediate Talmud Eyun I

TE 2#SU Intermediate Talmud Eyun III - 5 credits

In this course while continuing to develop their knowledge base of Talmudic case law, students begin to appreciate the creativity inherent in a deep understanding of the Talmud. They begin to reconstruct the hypotheses rejected by the commentaries and understand why they were dismissed.

Prerequisite: TE 2#SP Intermediate Talmud Eyun II

TE 3#FA Senior Talmud Eyun I - 5 credits

On the senior level students 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 the subject matter. The text itself is studied by the students on their own with all usual commentaries.

Prerequisite: TE 2#SU Intermediate Talmud Eyun III

TE 3#SP Senior Talmud Eyun II - 5 credits

In this course special review sheets are distributed to better facilitate review by the students. The students are expected to prepare both the Talmudic text and a considerable number of standard commentaries for the lecture. The twice-weekly lecture in Talmudic logic is intended to afford a "bird's-eye" analysis of the entire subject matter.

Prerequisite: TE 3#FA Senior Talmud Eyun I

TE 3#SU Senior Talmud Eyun III - 5 credits

In this course the relationship to similar topics in this and other tractates is studied. This includes how its themes were developed in later 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: TE 3#SP Senior Talmud Eyun II

TE 4#FA Advanced Talmud Eyun I - 5 credits

On 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: TE3#SU Senior Talmud Eyun III

TE 4#SP Advanced Talmud Eyun II - 5 credits

In this course students are expected to offer at least one seminar during the term, and to stand for examination to establish their ability to engage in independent Talmudic research. The student will be judged based on originality as well as facility with the tractate.

Prerequisite: TE4#FA Senior Talmud Eyun I

TE 4#SU Advanced Talmud Eyun III - 5 credits

Students are now expected to be capable of studying entirely on their own. Lectures and interaction with the faculty are designed to prepare the student for graduate work in Talmud. Group seminars meet weekly, giving the student the opportunity to present and defend his conclusion.

Prerequisite: TE4#SP Senior Talmud Eyun II

Talmud Bekius Course Descriptions

TB 1#FA Beginning Talmud Bekius I- 3 credits

In the beginning course, the students are guided in making the transition from their high school training to the post-secondary level. This course is an introductory course in basic textual reading. The material is covered at the rate of approximately one folio page per day.

No Prerequisites.

TB 1#SP **Beginning Talmud Bekius II** - 3 credits

In this course the students are assisted in approaching the tractate with an eye towards developing their breadth of scope. A 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.

Prerequisite: TB 1#FA Beginning Talmud Bekius I

TB 1#SU **Beginning Talmud Bekius III** - 3 credits

In this course the students focus on skill building and familiarity with the structure of the Talmud. Thus, it solidifies the skills building and familiarity with the structure of the Talmud.

Prerequisite: TB 1#SP Beginning Talmud Bekius II

TB 2#FA **Intermediate Talmud Bekius I** - 3 credits

On this level the students continue to increase their breadth of Talmud knowledge. They study the Talmud text with the basic commentary of Rashi. This improves the students' familiarity of the Talmud's logical give-and-take.

Prerequisite: TB 1#SU Beginning Talmud Bekius III

TB 2#SP **Intermediate Talmud Bekius II** – 3 credits

In this course the students further enrich their Talmudic vocabulary and knowledge by continuously reviewing the chapter being studied. The course further builds the students' knowledge of a variety of sugyas (topics) from at least one other tractate.

Prerequisite: TB 2#FA Intermediate Talmud Bekius I

TB 2#SU **Intermediate Talmud Bekius III** - 3 credits

In this course while the student studies another tractate the emphasis is on surveying the text and through practice, honing the required thinking skills.

Prerequisite: TB 2#SP Intermediate Talmud Bekius II

TB 3#FA **Senior Talmud Bekius I** - 1 credit

On this level the students are expected to have developed a broad knowledge base of Talmudic case law and the skills needed to independently study Talmudic texts. As such they maintain their own pace and aim to cover as much of the other Tractate as possible within the limitations of the semester.

Prerequisite: TB 2#SU Intermediate Talmud Bekius III

TB 3#SP Senior Talmud Bekius II - 1 credit

In this course the student becomes increasingly independent of faculty assistance and can come up with original interpretations of his own. The breadth of study provides the student with a sense of accomplishment and positive reinforcement for further Talmud study.

Prerequisite: TB 3#FA Senior Talmud Bekius I

TB 3#SU Senior Talmud Bekius III - 1 credit

In this course the students are expected to have developed the skills needed to independently learn Talmudic texts. Thus, the Chavrusa study is now with minimal faculty guidance and assistance. The pace is significantly faster, and the text is studied with greater depth.

Prerequisite: TB 3#SP Senior Talmud Bekius II

TB 4#FA Advanced Talmud Bekius I - 1 credit

At this level the students are expected to choose at least one other tractate to study and cover significant amounts of text with various commentaries. This will broaden their knowledge and prepare them to continue survey study of the complete Talmud in the future.

Prerequisite: TB 3#SU Senior Talmud Bekius III

TB 4#SP Advanced Talmud Bekius II - 1 credit

In this course the students are expected to practice giving a Talmud class on their own. This will prepare them to be able to deliver Talmud lectures in the future.

Prerequisite: TB 4#FA Senior Talmud Bekius I

TB 4#SU Advanced Talmud Bekius III - 1 credit

In this course the students prepare to enter Talmud graduate programs. The focus is to develop an incipient independent scholar which will lead to a lifetime of learning and potentially to master significant sections of the Talmud.

Prerequisite: TB 4#SP Senior Talmud Bekius II

DEPARTMENT OF CHASSIDIC PHILOSOPHY

The study of Chassidic Philosophy 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 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 Chassidus Eyun and Chassidus Bekius 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 the 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 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.

The "Chassidus'' (Philosophy) 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 the 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.

Chassidus Eyun Course Descriptions

CE 10FA **Beginning Chassidus Eyun I**- 2 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 understanding in the power of speech and the Sefira of Malchus on different levels.
No Prerequisites.

CE 10SP **Beginning Chassidus Eyun II**- 2 credits
Continuation of discourses delivered by Rabbi Sholom Dov Ber, from the year 5659. The discourse of Lchol Tichleh analyses the on how divine light comes into this world. Either in a limited form which the physical object can accept on his level – "*Memalah"*, or in an equal form just to accomplish the goal of bringing godliness in this world – "*Soivev".*
Prerequisite: CE 10FA Beginning Chassidus Eyun I

CE 10SU **Beginning Chassidus Eyun III**- 2 credits

Lecture on the second part of Tanya Shaar Hayichud Vemuna, the seminal work of Rabbi Shneur Zalman. Here Rabbi Shneur Zalman discusses the oneness of Hashem and the constant creation of even inanimate objects.

Prerequisite: CE 10SP Beginning Chassidus Eyun II

CE 20FA **Intermediate Chassidus Eyun** I - 2 credits

Lecture on the discourse Tiku Bachodesh, delivered by Rabbi Sholom Dov Ber, on the New Year 5661. The discourse was delivered for the new students of the Tomchei Tmimim Rabbinical College and was intended as an elaboration into the profundity of Chassidic thought. Rabbi Sholom Dov Ber delves on the advantage of a baal teshuvah over a tzadik – the levels of "Ohr Yoshr" vs "Ohr Chozer".

Prerequisite: CE 10SU Beginning Chassidus Eyun III

CE 20SP **Intermediate Chassidus Eyun** II - 2 credits

Continuation of discourses delivered by Rabbi Sholom Dov Ber, from the year 5661. The discourses of Kvod Malchuschah and Min HaMeitzar analyses the mechanism of Seder Hishtalshlus "Eelah V'elul" vs "Yesh M'Ain".

Prerequisite: CE 20FA Intermediate Chassidus Eyun I

CE 20SU **Intermediate Chassidus Eyun III** - 2 credits

Continuation of discourses delivered by Rabbi Sholom Dov Ber, from the year 5661. The discourses Ul'Kachtem analyses the advantage physical Mitzvos in our world which revel the greatness of G-d – the purpose of creation.

Prerequisite: CE 20SP Intermediate Chassidus Eyun II

CE 30FA **Senior Chassidus Eyun I** - 3 credits

Lecture on the discourse Al Shelosh Devorim 5714 (by Rabbi Menachem Mendel Schneerson) discusses the revelation of "Ein sof" is in the heights spiritual worlds and the same time down in our fiscal mundane world, and how these two extremes apply to our services of G-d in our study of Torah, Tefillah and Gmelius Chasodim (Mitzvos).

Prerequisite: CE 20SU Intermediate Chassidus Eyun III

CE 30SP Senior Chassidus Eyun II - 3 credits

Lecture on the discourses Tefila L'Moshe and Zos Chukas 5729 (by Rabbi Menachem Mendel Schneerson) analyses the three levels of Memalah, Soivev, Atzmus Ohr Ein sof and how they relate to Nefesh Ha'adam in the three loves of Bechal Levavcha, Nafshecha,Meodecha.

Prerequisite: CE 30FA Senior Chassidus Eyun I

CE 30SU Senior Chassidus Eyun III – 3 credits

Lecture on the discourse Vayomer Lo Yonason 5728 (by Rabbi Menachem Mendel Schneerson) discusses koach ha'bli-gvul (divine power to create the infinite) and koach ha'gvul (divine power to create the finite) in ohr ein sof and how it relates to our study of torah and fulfilling the mitzvos.

Prerequisite: CE 30SP Senior Chassidus Eyun II

CE 40 FA Advanced Chassidus Eyun I - 3 credits

Study of the discourse Rosh Hashanah 5666 (by Rabbi Sholom Dov Ber Schneerson) discusses the reasons of creation based on Chakira, Kabala and Chasidus.

Prerequisite: CE 30SU Senior Chassidus Eyun III

CE 40SP Advanced Chassidus Eyun II- 3 credits

Continuation of discourses Rosh Hashanah 5666 (by Rabbi Sholom Dov Ber Schneerson) discusses varies levels of connection of the Jewish people and G-d and how it's expressed through their fulfillment of their purpose of creation.

Prerequisite: CE 40FA Senior Chassidus Eyun I

CE 40SU Advanced Chassidus Eyun III – 3 credits

Study of the discourse VeShavsa 5667 (by Rabbi Sholom Dov Ber Schneerson) discusses the different levels of "Bitul HaOlamos", Daas Elyon – Hashem's perspective and Daas Tachton – how we perceive godliness.

Prerequisite: CE 40SP Senior Chassidus Eyun II

Chassidus Bekius Course Descriptions

CB 10FA Beginning Chassidus Bekius I- 1 credit
Sefer Hamamorim 5712 (by Rabbi Menachem Mendel Schneerson), and Sefer Maamorim Kuntresim (by Rabbi Yosef Yitzchak Schneerson, sixth leader of Chabad) independent study with a partner. A series discussing the Chasidic dimension of the weekly Torah portion, the High Holidays, Succos and Chanukah.
No Prerequisites.

CB 10SP Beginning Chassidus Bekius II - 1 credit
Continuation of Sefer Hamamorim 5712 and Sefer Maamorim Kuntresim independent study with a partner. A series discussing the Chasidic dimension of the weekly Torah portion, and the holidays of Tu Beshvat, Purim and Pasach.
Prerequisite: CB 10FA Beginning Chassidus Bekius I

CB 10SU Beginning Chassidus Bekius III - 1 credit
Continuation of Sefer Hamamorim 5712 and Sefer Maamorim Kuntresim independent study with a partner. A series discussing the Chasidic dimension of the weekly Torah portion, and the holidays of Lag Bomer and Shavuos.
Prerequisite: CB 10SP Beginning Chassidus Bekius II

CB 20FA Intermediate Chassidus Bekius I - 1 credit
Sefer Hamamorim Melukat (by Rabbi Menachem Mendel Schneerson) independent study with a partner. A series discussing the Chasidic dimension of the weekly Torah portion, the High Holidays, Succos and Chanukah.
Prerequisite: CB 10SU Beginning Chassidus Bekius III

CB 20SP Intermediate Chassidus Bekius II - 1 credit
Continuation of Sefer Hamamorim Melukat independent study with a partner. A series discussing the Chasidic dimension of the weekly Torah portion, and the holidays of Tu Beshvat, Purim and Pasach.
Prerequisite: CB 20FA Intermediate Chassidus Bekius I

CB 20SU Intermediate Chassidus Bekius III - 1 credit
Continuation of Sefer Hamamorim Melukat independent study with a partner. A series discussing the Chasidic dimension of the weekly Torah portion, and the holidays of Lag bomer and Shavuos.
Prerequisite: CB 20SP Intermediate Chassidus Bekius II

CB 30FA Senior Chassidus Bekius I - 2 credits
Independent study of the discourse Zeh HoYom 5666 (by Rabbi Sholom Dov Ber Schneerson), deliberates our mission in this world and how its accomplished though mitzvahs we perform in a manner of *"Kabbalas Ol*" (acceptance of the yoke).
Prerequisite: CB 20SU Intermediate Chassidus Bekius III

CB 30SP Senior Chassidus Bekius II - 2 credits
Continuation of independent study of discourse Zeh HoYom 5666 (by Rabbi Sholom Dov Ber Schneerson), discusses the advantage of studying Torah which has two levels 1. in a manner of "*Yegiah" (*toiling*),* 2. in a manner of *"Kabbalas Ol*" (acceptance of the yoke) which is the ultimate connection of fulfilling G-d will.
Prerequisite: CB 30FA Senior Chassidus Bekius I

CB 30SU Senior Chassidus Bekius III - 2 credits
Independent study of the discourse Mikna Rav 5666 (by Rabbi Sholom Dov Ber Schneerson), deliberates the difference between Eved Poshut (a simple servant), Eved Nemon (a devoted servant) and Ben (son) on their devotion to serving Hashem.
Prerequisite: CB 30SP Senior Chassidus Bekius II

CB 40FA Advanced Chassidus Bekius I - 2 credits
Continuation of independent study of the discourse Mikna Rav 5666 (by Rabbi Sholom Dov Ber Schneerson) discusses the two varies levels of "Rotzon" (will) and "Tanug" (pleasure), how it's expressed in our physical body, and how it's by G-d when we study Torah and perform Mitzvos. In addition, though toiling in the study of Torah we reach the greatest highest.
Prerequisite: CB 30SU Senior Chassidus Bekius III

CB 40SP Advanced Chassidus Bekius II - 2 credits
Continuation of independent study of the discourse Mikna Rav 5666 (by Rabbi Sholom Dov Ber Schneerson), on written Torah and the oral Torah on the light of Chasidus.
Prerequisite: CB 40SP Advanced Chassidus Bekius I

CB 40SU Advanced Chassidus Bekius III - 2 credits
Independent study of the discourse 5666 (by Rabbi Sholom Dov Ber Schneerson) on this level the student's study 10-13 Maamorim a week.
Prerequisite: CB 40SU Advanced Chassidus Bekius II

STUDY OF HALACHA/CODES

The study of the classical codes of Halacha is essential to gain an appreciation of how the Halacha emanates from the Bible and Talmud, and their practical daily applications. For the students to grow socially and intellectually, knowledge of Halacha 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. Students study the text of the Shulchan Aruch HaRav authored by Rabbi Shneur Zalman of Liadi, founder of the Chabad movement. Older students also study the extensive Shaaylos U'Teshuvos Seforim (Responsa) of the Tzemach Tzedek the third Rebbe of the Chabad movement. These volumes are a compilation of questions addressed to the Rebbe from over the years and the answers he gave. There is emphasis on studying the laws of Blessings, Shabbath and the Jewish holidays.

Halacha Course Descriptions

HA 10FA **Beginning Halacha I** - 1 credit
In the introductory course the students study the Laws of one's conduct in the morning, Tzitzis, and Tefillin using the text of the Shulchan Aruch HaRav authored by Rabbi Shneur Zalman of Liadi, founder of the Chabad movement.
No Prerequisites.

HA 10SP **Beginning Halacha II** - 1 credit
This course focuses on the laws of the daily prayers including: the morning blessings, recitation of the Shema, the proper place for prayers and the recitation of the Amidah. The text used is the Shulchan Aruch HaRav.
Prerequisite: HA 10FA Beginning Halacha I

HA 10SU **Beginning Halacha III** - 1 credit
In this course the focus is on the laws of washing of hands, the recitation of blessings during a meal and the grace after meals. The text used is the Shulchan Aruch HaRav.
Prerequisite: HA 10SP Beginning Halacha II

HA 20FA **Intermediate Halacha I** - 1 credit
On this level the emphasis is on the laws of Shabbos. This course focuses on the laws concerning the onset of Shabbos including kindling Shabbos lights; recitation of Kiddush over wine; and breaking bread for the Shabbos meal. The text used is the Shulchan Aruch HaRav.

Prerequisite: HA 10SU Beginning Halacha III

HA 20SP **Intermediate Halacha II** - 1 credit
In this course the students focus on the laws of cleaning and folding garments on Shabbos; tying knots and bows on Shabbos. In addition, they study the laws regarding which objects may and may not be moved, handled or even touched on the Shabbos.
Prerequisite: HA 20FA Intermediate Halacha I

HA 20SU **Intermediate Halacha III** - 1 credit
In this course the students will study the more complex laws of Shabbos. This course focuses on the laws concerning the prohibition of cooking and heating food on Shabbos, removing food from the fire on Shabbos etc.
Prerequisite: HA 20SP Intermediate Halacha II

HA 30FA **Senior Halacha I** - 1 credit
On this level the emphasis is on how to apply the Psak (final law) to today's reality. In this course the students focus on the laws of what may one do on Shabbos to treat someone who is sick; how should one respond if he encounters a person in a life-threatening situation. The text used starts form reviewing the source in the Talmud, the Earlier and Later Commentaries, to the extensive Shaaylos U'Teshuvos Seforim (Responsa) from our times.
Prerequisite: HA 20SU Intermediate Halacha III

HA 30SP **Senior Halacha II** - 1 credit
In this course the focuses is on the holiday of Pesach, and how to oversee a communal Seder. This includes the laws of the selling of Chometz; the required process to perform hag'alah (Purging) on utensils; the requirements of Bedika and Bitul Chometz prior to Pesach; the Mitzvah of eating Matzah on the first two nights of Pesach and the various involved Seder requirements and practices.
Prerequisite: HA 30FA Senior Halacha I

HA 30SU **Senior Halacha III** - 1 credit
In this course the students will study the specific application of the Biblical prohibition on creative labor and how it applies to our times. Some examples include electric appliances, elevators, musical sounds, swimming and exercise.
Prerequisite: HA 30SP Senior Halacha II

HA 40FA **Advanced Halacha** I - 1 credit

On this level the focus is on the laws of Kashrus in the Yoreh Deah section of Shulchan Aruch. This course focuses on the laws of Basar V'chalav – the dietary laws concerning mixtures of meat and dairy foods.

Prerequisite: HA 30SU Senior Halacha III

HA 40SP **Advanced Halacha** II - 1 credit

This course focuses on Hilchos Taarivus - the laws of how to deal with a situation where prohibited foods mix with Kosher foods.

Prerequisite: HA 40FA Senior Halacha I

HA 40SU **Advanced Halacha III** - 1 credit

This course focuses on the laws of Hilchos Melicha – the laws of salting and koshering meat so it will be fit for Kosher consumption.

Prerequisite: HA 40SP Senior Halacha II

SAMPLE CURRICULUM

Level 1

Fall Semester

TE 1#FA	Beginning Talmud Eyun I	5 Credits
TB 1#FA	Beginning Talmud Bekius I	3 Credits
CE 10FA	Beginning Chassidus Eyun I	2 credits
CB 10FA	Beginning Chassidus Bekius I	1 credit
HA 10FA	Beginning Halacha I	1 credit
	Cumulative Total:	12 credits

Spring Semester

TE 1#SP	Beginning Talmud Eyun II	5 Credits
TB 1#SP	Beginning Talmud Bekius II	3 Credits
CE 10SP	Beginning Chassidus Eyun II	2 Credits
CB 10SP	Beginning Chassidus Bekius II	1 Credit
HA 10SP	Beginning Halacha II	1 Credit
	Cumulative Total:	24 credits

Summer Term

TE 1#SU	Beginning Talmud Eyun III	5 Credits
TB 1#SU	Beginning Talmud Bekius III	3 Credits
CE 10SU	Beginning Chassidus Eyun III	2 Credits
CB 10SU	Beginning Chassidus Bekius III	1 Credit
HA 10SU	Beginning Halacha III	1 Credit
	Cumulative Total:	36 credits

Level 2

Fall Semester

TE 2#FA	Intermediate Talmud Eyun I	5 Credits
TB 2#FA	Intermediate Talmud Bekius I	3 Credits
CE 20FA	Intermediate Chassidus Eyun I	2 Credits

CB 20FA	Intermediate Chassidus Bekius I	1 Credit
HA 20FA	Intermediate Halacha I	1 Credit
	Cumulative Total:	48 credits

Spring Semester

TE 2#SP	Intermediate Talmud Eyun II	5 Credits
TB 2#SP	Intermediate Talmud Bekius II	3 Credits
CE 20SP	Intermediate Chassidus Eyun II	2 Credits
CB 20SP	Intermediate Chassidus Bekius II	1 Credit
HA 20SP	Intermediate Halacha II	1 Credit
	Cumulative Total:	60 credits

Summer Term

TE 2#SU	Intermediate Talmud Eyun III	5 Credits
TB 2#SU	Intermediate Talmud Bekius III	3 Credits
CE 20SU	Intermediate Chassidus Eyun III	2 Credits
CB 20SU	Intermediate Chassidus Bekius III	1 Credit
HA 20SU	Intermediate Halacha III	1 Credit
	Cumulative Total:	72 credits

Level 3

Fall Semester

TE 3#FA	Senior Talmud Eyun I	5 Credits
TB 3#FA	Senior Talmud Bekius I	1 Credit
CE 30FA	Senior Chassidus Eyun I	3 Credits
CB 30FA	Senior Chassidus Bekius I	2 Credits
HA 30FA	Senior Halacha I	1 Credit
	Cumulative Total:	84 credits

Spring Semester

TE 3#SP	Senior Talmud Eyun II	5 Credits
TB 3#SP	Senior Talmud Bekius II	1 Credit
CE 30SP	Senior Chassidus Eyun II	3 Credits
CB 30SP	Senior Chassidus Bekius II	2 Credits
HA 30SP	Senior Halacha II	1 Credit
	Cumulative Total:	96 credits

Summer Term

TE 3#SU	Senior Talmud Eyun III	5 Credits
TB 3#SU	Senior Talmud Bekius III	1 Credit
CE 30SU	Senior Chassidus Eyun III	3 Credits
CB 30SU	Senior Chassidus Bekius III	2 Credits
HA 30SU	Senior Halacha III	1 Credit
	Cumulative Total:	108 credits

Level 4

Fall Semester

TE 4#FA	Advanced Talmud Eyun I	5 Credits
TB 4#FA	Advanced Talmud Bekius I	1 Credit
CE 40FA	Advanced Chassidus Eyun I	3 Credits
CB 40FA	Advanced Chassidus Bekius I	2 Credits
HA 40FA	Advanced Halacha I	1 Credit
	Cumulative Total:	120 credits

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

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 is available to students during all Talmudic study sessions, except when lecturing. Students can clarify and resolve difficulties that arise in the course of study with the help of their teachers.

Likewise, the staff of the Chassidus Department is available to elucidate or answer any questions during Chassidus study sessions, except when lecturing.

The Dean and Associate Dean are available daily for questions or personal counseling. Both are deeply empathetic towards the students' personal needs, and can meet with individual students 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.

TUTORING

Each Rebbe attempts to provide extra tutoring to those students who require additional help. Students who are not progressing at appropriate rates are also assigned private

tutors. This extensive tutorial system is unique to Talmudical Seminary Oholei Torah, where one of our basic goals is to develop a "one to one" relationship between each Rebbe and student. There is no additional charge for this assistance. The Rosh Yeshiva supervises the entire tutorial system very carefully.

DEPARTMENT OF NIGLAH - TALMUDICAL, BIBLICAL AND HALACHIC STUDIES

Rabbi Shlomo Kaplan
Rabbi Yehoshua Blasenstein
Rabbi Shmuel Bluming
Rabbi Menachem Broner
Rabbi Nochum Tzvi Chaikin
Rabbi Avrohom Gerlitzky
Rabbi Lipman Heller
Rabbi Shlomo Horowitz
Rabbi Shmuel Klyne
Rabbi Shmuel Marasow
Rabbi Ephraim Fishel Oster
Rabbi Dov Popack
Rabbi Avraham Schneerson
Rabbi Yosef Shmuckler
Rabbi Meir Shur
Rabbi Mendel Silberberg
Rabbi Avrohom Stern
Rabbi Menachem Wolvovsky
Rabbi Sholom Dovber Zirkind

DEPARTMENT OF CHASSIDUS, PHILOSOPHY AND ETHICS

Rabbi Nachman Schapiro
Rabbi Sholom Charitonow
Rabbi Mendel Eidelman
Rabbi Yekutiel Feldman
Rabbi Sholom Korf
Rabbi Zalman Vilenkin
Rabbi Levi Yitzchok Matusof
Rabbi Menachem Mochkin

Rabbi Yosef Y. Pewzner
Rabbi Aharon Rappaport
Rabbi Shmuel Shur
Rabbi Moishe Teitelbaum
Rabbi Beniamin Vischetsky

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.

HONORARY FOUNDERS

Rabbi Michoel Teitelbaum (OBM) – Founder
Rabbi Mendel Marsow (OBM) – Honorary President
Rabbi Yisroel Friedman (OBM)
Rabbi Joseph Rosenfeld (OBM)

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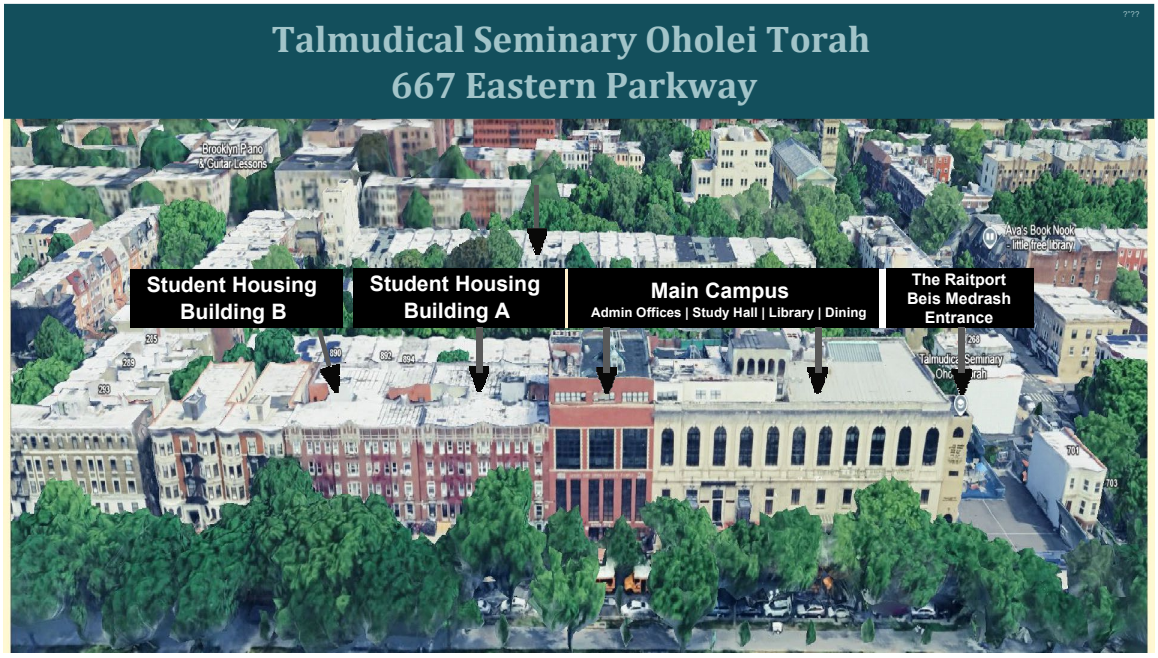
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Rabbi Levi Lebovitz - Student Academic Liaison
Rabbi Sholi Weiser - Student Health Liaison
Rabbi Yosef Gerlitzki - General Student Liaison

AVAILABILITY OF FULL TIME EMPLOYEE TO ASSIST ENROLLED AND PROSPECTIVE STUDENTS

Talmudical Seminary Oholei Torah has designated Rabbi Sholom Rosenfeld, Financial Aid Administrator, as the full time employee available to assist enrolled or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46. He is available in the administrative offices during regular business hours or at 718-778-3340 Ext: 1150.

SITE MAP


Talmudical Seminary Oholei Torah
667 Eastern Parkway
Brooklyn Piano & Guitar Lessons
Ava's Book Nook - little free library
Student Housing Building B
Student Housing Building A
Main Campus
Admin Offices | Study Hall | Library | Dining
The Raitport Beis Medrash Entrance

STREET MAP

Talmudical Seminary Oholei Torah
667 Eastern Pkwy
Brooklyn, NY 11213

