

# **SEMINAR L'MOROS BAIS YAAKOV**



**4420 Fifteenth Avenue  
Brooklyn, New York 11219  
(718) 851-2900 / (718) 435-7486**

CATALOG  
**2017-2018**

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## **HISTORY**

The educational goals at the heart of the Seminar L'Moros Bais Yaakov program trace back to the Jewish communities of Eastern Europe, where the education of Jewish girls and women became an important issue. While the Eastern European Jewish community had always placed great significance on education, its formal educational structure was almost entirely limited to schools for boys and men. Girls and young women were still largely reared in the home on the values of the family. However, as industrial and urban society drew individuals out into the marketplace and into the vortex of a much more open and interconnected society, the exclusive sway of family control was eroded. Modernization also brought secular schooling and added exposure to various intellectual currents sweeping the Jewish communities throughout Europe.

In this environment, the founder of the Bais Yaakov movement, Sarah Schenirer, insisted on bold departures. She called for a comprehensive Jewish school system for girls, and took the initial step of preparing a corps of dedicated teachers, imbuing them with the idealism and dedication that would last a lifetime.

One of Sarah Schenirer's disciples, Vichna Kaplan, brought the Bais Yaakov concept to America. In the subsequent years, thousands of women graduated from the Bais Yaakov High School, taught by a group of teachers who had been trained by Sarah Schenirer and her students.

These graduates prevailed upon Rebbetzin Kaplan and a number of other teachers to offer post secondary classes on an informal basis so that they could advance in their studies and prepare to become the next generation of Jewish school teachers.

In 1984, a formally constituted Board of Directors established Seminar L'Moros Bais Yaakov B'America as a women's seminary for higher Jewish studies.

## **MISSION**

The mission of Seminar L'Moros Bais Yaakov is to train women to teach in Jewish religious elementary schools at all grade levels by offering a curriculum of primary source-based courses in the intellectual underpinnings of the Jewish heritage coupled with a challenging program of intellectual and methodological training. In addition to its

rigorous program of study and training, its program emphasizes the building of character in accord with the dictates of Jewish law and tradition.

The mission also includes training women to become administrative and support staff in Jewish schools and other Jewish themed institutions, positions for which Jewish education of post secondary level are vital.

The specific objectives of the institution are:

a. To provide students with the education, skills, techniques and methods for transmitting traditional Jewish knowledge as teachers in Jewish schools.

b. To provide students with an appreciation for the Torah perspective, and an understanding of the central role of Torah in Jewish life.

c. To involve students in the creative study of classical Jewish sources.

d. To provide students with a comprehensive Torah ordered world view that will enhance their lives not only professionally but also as parents and responsible members of the greater community.

## **BOARD OF DIRECTORS**

### OFFICERS

Professor Aaron Twerski, President Emeritus

Mr. Henry N. Hirsch, President

Rabbi Avrohom N. Rosengarten, Treasurer

Rabbi Ephraim Sher, Secretary

### MEMBERS

Rabbi Eli Ber Wachtfogel

Rabbi Mordechai Hirth

Rabbi Yisroel Yaakov Kaplan

Rabbi Yitzchok Kaplan

### ADMINISTRATION

Reb. Fruma Kirzner

Rabbi Yisroel Yaakov Kaplan

Dean of the Seminary

Dean of Administration

Reb. Vital Kalmanowitz	Dean of Faculty
Reb. Devora Borcahrdt	Director of Teacher Training and Placement
Mrs. Rachel Hoffman	Dean of Students
Mrs. Rivka Brus	Registrar
Mrs. Chana Ganzweig	Assistant to the Deans
Mrs. Miriam Kaplan	Office of Testing and Evaluation
Mrs. Blimie Lampel	Director of Sayan Program
Mrs. Malka Miller	Assistant Director of Sayan Program
Mrs. Chaya S. Kaplan	Records Coordinator
Miss Miriam Kohn	Financial Aid Administrator
Mrs. Tzippy Klein	Bursar
Mrs. Celia Brandwein	Bookkeeper

## **FACULTY**

Reb. Kirzner	Rebetzin L. Horowitz
Rabbi Bruck	Rebetzin Klein
Rabbi Tendler	Mrs. Krauss
Rabbi Twersky	Mrs. Lampel
Rabbi Wolf	Mrs. Lipshutz
Rabbi Young	Rebetzin Lauer
Rabbi Zuckerman	Mrs. R. Miller
Mrs. Beck	Mrs. M. Miller
Mrs. Berger	Rebetzin Pavlov
Reb. Borchartd	Rebetzin Rottenberg
Rebetzin Eichenstein	Rebetzin Shlomowitz
Rebetzin Fink	Reb. Tiktin
Rebetzin Friedman	Rebetzin Vegh
Reb. Goldstein	Reb.Zimmerman
Mrs. Hertz	

## **ACCREDITATION AND STATE AUTHORIZATION**

### **New York State Disclaimer**

Seminar L'Moros Bais Yaakov does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In Seminar L'Moros Bais Yaakov's opinion, its studies, although different in kind, are at least equivalent in duration,

intensity, depth of knowledge, and quality of scholarship to degree programs approved by the Board of Regents. The credits offered by this institution measure a student's progress toward the degree awarded by this institution. Under New York State law, a corporation formed for religious and educational purposes which does not confer academic degrees requiring program registration by the State Education Department requires no state approval or credential in order to exist or to perform its postsecondary education functions. Seminar L'Moros Bais Yaakov falls into this category and is therefore not subject to the evaluation of the New York Board of Regents.

### **Accreditation**

Seminar L'Moros Bais Yaakov is accredited by the Association of Institutions of Jewish Studies (AIJS) to offer a Classical Torah Studies Degree, as well as a Certificate in Classical Torah Studies. AIJS is recognized by the United States Department of Education as an accrediting agency and is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701. Their telephone number is 732-363-7330.

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

### **CAMPUS**

Seminar L'Moros Bais Yaakov is located at 4420 Fifteenth Avenue in the Borough Park section of Brooklyn. The Seminary has thirteen classrooms that can accommodate twenty five to thirty five students each. Additionally, the Seminary has two office complexes - one for the educational administration and one for the financial administration. The building also has a beautiful auditorium/assembly room, a spacious gym and computer rooms.

For the many students who come from the surrounding neighborhood, our location offers the opportunity to pursue their studies amidst the familiar environment of friends and family. For those who are from out of the New York area, our community offers an encompassing religious environment with welcoming and supportive neighbors. The seminary is surrounded by Hebrew book stores, rabbinic authorities, synagogues, kosher food shops and a thriving Jewish community. Off-campus housing is also available.

All of the Seminar L'Moros Bais Yaakov student needs are fully handicap accessible and every effort will be made to accommodate any handicapped student who is admitted to the institution.

## **LIBRARY**

Seminar L'Moros Bais Yaakov's library provides its students with an expansive collection of literature that is not generally available in conventional libraries. The collection holds Talmudic, Halachic, Biblical commentary, and Jewish philosophy collections.

In addition to the Seminary's library, students also have access to a local library- the Jewish Youth Library, located at 1461 46th St, Brooklyn, NY. The library collection includes many didactic tomes that are used in elementary and high school education. This collection also boasts a generous sampling of popular children's literature that offers ample opportunity for research.

There is a massive cyber library too, known as Hebrewbooks.org, that is available for student use. Hebrewbooks.org is a program with free download of over 50,000 volumes in their original format. These compilations range from mainstream basic volumes, which are abundantly available, to rare works that have just recently become available.

## **STUDENT LIFE**

Seminar L'Moros Bais Yaakov provides a number of extracurricular activities, which are designed to supplement the academic curriculum and augment the student's educational experience.

Each Rosh Chodesh, the student body gets together for an inspiring yom iyun, where an empowering program is presented. The students take care of all of the arrangements- planning a theme, creating a banner and presenting a choir. There is either a teachers' panel or other special speaker brought in, and the program is highlighted by a student's speech.

On other occasions, such as on the Yartzeit of Sara Schenirer or Rebbitzin Vichna Kaplan, the Seminary provides a unique program, which includes a speaker, slideshow presentation, and choir.

Another aspect of Seminar L'Moros Bais Yaakov's extracurricular program is the tours that the Seminary takes the students on during the year. The Seminary brings the students for a short visit to different communities, such as Monsey, Baltimore, Passaic and Queens, where the students have a chance to observe teachers and learn from their teaching methods. The students also have the opportunity to tour the community, visit places of interest, and enjoy a break from their daily schedule.

Of special note is the annual year-end weekend retreat that the Seminary takes both students and staff to in the Catskill Mountains. A means of student camaraderie and a different venue for student/teacher social interaction, the getaway also incorporates an opportunity to unwind and relax in a country-like setting. Special speakers are brought in and there is an inspiring program. All of the student body is involved in the preparation for this Shabbos. This experience is one that everyone looks forward to with much anticipation.

## **TEXTBOOK INFORMATION**

Seminar L'Moros Bais Yaakov offers a highly specialized program of study. Therefore, a book list is sent to the students before the start of each semester. Most texts used in the program are reprints of the Bible and other classical texts that do not have ISBN numbers.

## **ACADEMIC CALENDAR**

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

## **TUITION AND FEES:**

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

## **ADMISSIONS PROCESS AND POLICIES**

The admissions process is as follows: Students interested in applying for admission to Seminar L'Moros should write to the Office of Admissions to request an application form. This form should be completed and mailed by the specified deadline to Seminar L'Moros Office of Admissions, 4420 15th Avenue, Brooklyn, New York 11219. All application information will be held in strict confidence. Applicants will be advised to appear for an entrance examination in Jewish studies at the Seminary in late Fall.



Students who cannot take the examination on the scheduled date should contact the Office of Admissions as soon after receiving the appointment as possible so that they can be rescheduled for an alternate date. Out-of-town applicants should contact the Office of Admissions which will make arrangements for administering the examination in their local area. Where necessary we will work with students who have disabilities to ease their application process.

Admission requirements are as follows:

- A High School Diploma from a recognized institution.
- Demonstrated mastery of:
  - A- Chumash (Hebrew Five Books of Moses)
  - B- Prophets
  - C- Hashkofa and Derech Eretz
  - D- Jewish History
  - E- Loshon Kodesh -both written and oral communication
  - F- Basic HalachaMastery demonstrated in the entrance exam.
- Fine and upstanding character and a commitment to the Orthodox life style as detailed in the Shulchan Aruch.
- References who are qualified to evaluate the applicant's academic and personal qualities, such as High School principals, qualified High School teachers, qualified members of High School administration staff or a community Rabbi.

A Student who shows good intellectual promise and high moral character who does not have a high school diploma, but who has passed an approved Ability to Benefit test and has demonstrated mastery of the subject matter listed above, may be considered for admission into Seminar L'Moros on a case by case basis.

In order for an applicant to be considered for acceptance she must complete an entrance examination administered by the school along with her application. The entrance exam fee is \$150 for an exam taken at the designated time or \$175 for a make-up exam. This fee is non refundable for any reason whatsoever.

After submitting the application and completing the entrance examination, applicants will be invited to the campus for a personal interview.

Interviews are conducted by members of the Hanhalla who are very familiar with our expectation of Seminary students. This would include instructors of the Seminary, the Dean of Testing and Evaluation, supervisors in the Teacher Training Department and the Registrar.

A student who did not meet all the admissions requirements, but nevertheless shows intellectual and character promise to benefit from our program may, upon discretion of the registrar, be accepted to the program as an auditing student. This, however, is done in very limited cases.

Auditing students are not entitled to placement assistance and are not eligible for Title IV Federal student aid.

Students who are accepted are sent a letter advising them of their acceptance and asking them to make an appointment for the enrollment. The enrollment meeting advises the student or her family representative of the tuition and fees, the payment methods, and the availability of grant funds and scholarships for those who are eligible.

The prospective student, or her family, completes an enrollment form that states the tuition and fees, the scholarship policy and the program for which the student is applying. The form also explains the student's right to withdraw and the school refund policy.

## **TRANSFER CREDIT POLICY**

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

- The credits transferred must be based on course work similar in content, nature, style and academic rigor to the one offered at the Seminary.
- Only a block of course credit can be transferred.
- The student must have achieved a grade that would have enabled her to pass a similar course at the Seminary.
- All credits must be properly documented.

- Transfer credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.
- Credit by examination may be granted to students, who previously attended unaccredited institutions, based on the examination that the Dean administers to each incoming student. Students will be placed at the appropriate academic level and granted the credits by examination that will place them on par with the class.

Decisions regarding transfer credits are subject to the same appeals process described below.

Note: Seminar L'Moros Bais Yaakov does not have any articulation agreements with regard to whether the Seminary will accept credits from other institutions nor with regard to whether other institutions accept the Seminary's credits. Before enrolling in the institution, students should be sure that their attendance will help them reach their educational goals.

## **GRADE POINT SYSTEM**

The grading system followed at Seminar L'Moros Bais Yaakov is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral examinations, and diligence in individual study.

Rather than deriving grades from a precise numerical average, Seminar L'Moros Bais Yaakov employs a grading system that is used by other institutions of higher education. Essentially, this system provides for the following course grades:

A	4.0	C-	1.7
A-	3.7	D	1.0
B+	3.3	F	0.0
B	3.0	I	Incomplete
B-	2.7	W	Withdrawal
C+	2.3		
C	2.0		

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

Credit hours with a grade of Incomplete and Withdrawn Without Penalty are not included in the determination of the grade point average, although those hours with a grade of Fail are included.

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 REQUIREMENTS**

Although formal attendance is not taken at Seminar L'Moros Bais Yaakov, students are expected to attend all classes regularly. By design, the school's program relies heavily on keeping to the daily class schedule. Excessive unexcused absences may be grounds for grade reductions, loss of course credit, dismissal or other disciplinary action.

## **LEAVE OF ABSENCE**

### **FEDERAL POLICY**

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

The student must request the leave of absence in writing to the Dean of Students Mrs. Rachel Hoffman. The request must be signed and dated and must include the reason for which the student is requesting a leave of absence. A leave of absence will not be

granted if the reason for the request is not included. The request for a leave of absence will be reviewed by the Dean of Students within ten days of submission. If approved, the request will be forwarded to the registrar's office and the decision will be placed in the student's academic file. Notification will be sent to the financial aid office.

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

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

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

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

#### **AVAILABILITY OF FULL TIME EMPLOYEE**

Seminar L'Moros Bais Yaakov has designated Mrs. Chaya Sara Kaplan, Records Coordinator, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid; cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the Code of Federal Regulations. She can be reached in the administrative office during regular business hours or by calling 347-788-9964.

#### **REFUND AND WITHDRAWAL POLICIES**

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

## ACADEMIC REGULATIONS

### SATISFACTORY ACADEMIC PROGRESS

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

All matriculated students pursuing an approved program at Seminar L'Moros Bais Yaakov are required to maintain satisfactory academic progress toward graduation, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards required for students receiving Title IV federal financial aid are one and the same for all matriculated students at Seminar L'Moros Bais Yaakov. Satisfactory academic progress at Seminar L'Moros Bais Yaakov has two principal components: a qualitative standard and a quantitative standard:

- **Qualitative Standard**

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

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

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

- **Quantitative Standard**

- **Maximum Timeframe**

A full time student must make sufficient progress through the academic program to complete the 60 credits, two-year undergraduate program, within a time period of not more than three years (six semesters), which is 150% of the published length.

A part time student must make sufficient progress through the academic program to complete the 60 credits, two-year undergraduate program, within a time period of not more than eight years (fifteen semesters), which is 150% of the published length.

- **Pace of Completion**

Students must successfully complete 67% of their attempted per semester, with a maximum attempted credits ceiling of 90 credits. Below is a sample chart which illustrates how maximum time frame and pace of completion are applied for a full time student. The number of credits an individual student must earn may vary from what is depicted in the chart based on her enrollment schedule.

Semester	1	2	3	4	5	6
Credits	12	24	36	44	52	60
Max. Credits Attempted	18	36	54	66	78	90

For students who maintain minimum full-time enrollment (12 credits per semester):

Semester	1	2	3	4	5	6	7	8
Credits	8	16	24	32	40	48	56	60
Max. Credits Attempted	12	24	36	48	60	72	84	90

At the end of each semester, students' academic files are evaluated to determine if the students are making satisfactory academic progress. As part of the evaluation the students earned credits are divided by the student's attempted credits to determine if

the student is progressing through the five-year academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater and the student has earned at least the number of credits that appears in the chart above that corresponds to his semester of attendance, she is determined to be making satisfactory progress.

### **Federal Financial Aid Warning and Academic Probation**

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

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

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

### **Reinstatement**

When it is determined, by examining her progress for the semester, that a student who was not making satisfactory progress has improved her average and attained sufficient



credits to bring her total to the appropriate number for the semesters completed, the student will be notified that she may once again receive aid from Title IV programs. The Dean of Faculty will notify the financial aid office of each student's status at the start of each semester.

Students may also re-establish eligibility by following the study plan they were placed on after their successful appeal. The student's SAP will be evaluated at the end of the probationary period. If she is making satisfactory progress as delineated in the plan or has come into compliance with the standard satisfactory academic progress standards, she will be reinstated as an eligible student. The student will be monitored using either the study plan or the standard satisfactory academic progress policy, until she successfully completes the program. The Dean of Faculty will notify the financial aid office of each student's status at the start of each semester.

### **Incompletes**

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

### **Withdrawals**

Students who withdraw or fail to complete a course will have the course recorded as Withdrawn Without Penalty. This grade will not be counted in the student's GPA. However, the course(s) will be counted towards the student's number of credits attempted.

## **Transfer Credits and Satisfactory Progress**

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

## **Appeals Process, Mitigating Circumstances**

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

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

## **Repetitions**

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

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

## **Change of Major**

Seminar L'Moros Bais Yaakov offers a program leading to a Classical Torah Studies Degree and a Certificate in Classical Torah Studies. Students are automatically assigned a Major in Torah Studies, as no other majors are available. As such, all credits taken at this institution are considered when evaluating whether a student is maintaining Satisfactory Academic Progress.

## **ESL/Noncredit Remedial Courses**

Seminar L'Moros Bais Yaakov does not offer any ESL or non-credit remedial courses.

## **PLACEMENT DISCLAIMER**

Seminar L'Moros Bais Yaakov is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

## **TUTORING AND COUNSELING**

Counseling services are an important component of the student services offered in our Seminary. The faculty is always available to listen to a student and to help her work out a personal or social issue. These services are intended to ensure that the physical, emotional and spiritual needs of the students are fully addressed. Although the faculty is available at all times to provide counseling, there may be circumstances which warrant professional intervention. Therefore, in extenuating cases, Mrs. Miriam Kaplan will refer a student to a professional care provider for assistance. Tutoring is available as well for students who need help in keeping up with their academic work.

## **HEALTH SERVICES**

The standard medical needs of our students are adequately provided for through the services of local physicians recommended by the institution, and routine medical visits may be scheduled for the students' vacation time, ensuring a smooth flow of care. The Seminar L'Moros Bais Yaakov does not have the facilities to deal with medical issues beyond the standard first-aid services. Therefore, in the event of a sudden severe illness or accident, we will turn to the active "Hatzalah" program of volunteer EMT services in Brooklyn, which responds to any medical emergency within minutes. A member of the staff will assume responsibility for the students' care until the parents take over.

## **NON-DISCRIMINATION POLICY**

Qualified women of the Orthodox Jewish faith are eligible for admission to Seminar L'Moros Bais Yaakov without regard to age, race, color, national origin or physical

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

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

All of the Seminar L'Moros Bais Yaakov student educational needs are fully handicap accessible, and every effort will be made to accommodate any handicapped student who is admitted to the institution.

## **GROUNDS FOR DISMISSAL**

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

Students who fail to adhere to the school's regulations may be placed on probation. If improvement is not seen, the Dean, Reb. Fruma Kirzner will notify the student that she may be dismissed from the school.

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

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

## **COMPLAINT POLICY**

### Internal Complaint Policy:

Any student who has a complaint should submit it in writing to the Dean of Students, Mrs. Hoffman. The complaint will be investigated, and the student will be informed of

the resolution of his complaint, in writing, within 30 days. No person directly involved in the complaint issue will make the final determination of the complaint.

NY State Complaint Policy:

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

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

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

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

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

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

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

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

Civil rights: 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  
<http://www.dhr.ny.gov/how-file-complaint>

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

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

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

If your complaint does not fall into one of the exceptions noted above, a complaint form can be accessed at:

<http://www.highered.nysed.gov/ocue/spr/documents/complaintform-accessible.pdf>.

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

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

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

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

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

Seminar L'Moros Bais Yaakov 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 is typically includes a person

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Seminar L'Moros Bais Yaakov to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

- To other school officials, including teachers, within Seminar L'Moros Bais Yaakov 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 parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)) such as name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended,

chavrusas, chaburas, roommates, photos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

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

## **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. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be

ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

## **SEMINAR L’MOROS BAIS YAAKOV ACADEMIC PROGRAM**

Seminar L’Moros Bais Yaakov offers a program in Jewish Studies leading to a Classical Torah Studies Degree at the completion of 60 credits, as well as an embedded Certificate in Classical Torah Studies at the completion of 24 credits. This credential is accepted by many Jewish schools as a qualifying credential for teaching Jewish subjects.

There is a basic track for the first level of the program that is comprised of 11 basic courses totaling 24 credits in Torah studies, Jewish Legal Codes, Jewish Philosophy and outlook with an intensive option that is comprised of 19 courses totaling 36 credits. The second level of the program is known as SAYAN, and is comprised of 6 courses totaling 24 credits of Chinuch classes that include strategies and methodologies in Chinuch, classroom management, a practicum in teaching Jewish studies and a capstone project.

## **COURSE DESCRIPTIONS**

### **DEPARTMENT OF TORAH STUDIES**

BI1-2                      BIBLE    3 CREDITS

In this two course series (offered as BI1 and BI2), students pursue a syllabus of research and independent study as well as an in depth analysis of selected topics in Bible. Students are tested each week on a different portion of the Bible selected from the first three books of the Bible. Students are required to prepare the primary text and selected Rashi commentaries. Selected portions of Bible are studied and analyzed in depth.

TOR1-2                      TORAH 1-2    4 CREDITS

This is a two course series (offered as TOR1 and TOR2) that offers an in depth analysis of the Five Books of Moses. Students will read the original classical texts in Hebrew and class lectures will be based on the five major commentaries: Ramban, Ohr

Hachayim, Sforno, Rashbam and Rashi. The emphasis of the course is on analyzing and understanding the interpretive concepts used. Students are tested each week on a different portion of the Bible selected from the first three books of the Bible.

NA1                      PROPHETS 1                      3 CREDITS

This course surveys topics in the Hebrew text of Yehoshua with special emphasis on the literature of the basic commentaries, including Rashi, Malbim, Radak, Metzudos Dovid, Metzudos Zion, Meam Loaz, Abarvanel and others.

NA2                      PROPHETS 2                      3 CREDITS

This course surveys topics in the Hebrew text of the Book Shoftim with a special emphasis on the basic Commentaries, including Rashi, Malbim, Radak, Metzudos Dovid, Metzudos Zion, Meam Loaz, Abarvanel and others.

NE1-2                      NEVIIM 1-2                      2 CREDITS

This two course series (offered as NE1 and NE2) surveys topics in the Hebrew text of the earlier and later prophets. The topics are discussed in light of the commentary literature, including Rashi, Malbim, Radak, Metzudos Dovid, Metzudos Zion, Meam Loaz, Abarvanel and others.

KE1                      KESUVIM 1                      2 CREDITS

Close textual analysis of the complex Solomonic work, Song of Songs, Chapters 1 and 2 and Chapters 1 and 2 of the classic Ecclesiastes text.. Among the commentaries used in this course are Rashi and Midrash. Students are challenged to derive ethical principles from the text and its interpretations. The values and moral positions are studied within the historical context of these works as a classical statement of Jewish thought.

KE2                      KESUVIM 2                      2 CREDITS

Close textual analysis of the complex Solomonic work, Song of Songs, Chapters 3 and 4 and other selected portions, as well as Chapter 7 of the classic Ecclesiastes text.. In a dependent study program, the student completes Chapters 4-12 (excluding Chapter 7) with guided questions. Among the commentaries used in this course are Rashi and Midrash. Students are challenged to derive ethical principles from the text and its interpretations. The values and moral positions are studied within the historical context of these works as a classical statement of Jewish thought.

## **DEPARTMENT OF JEWISH LAW**

JLAW 1-2

HALACHA 1-2

3 CREDITS

This two course series (offered as JLAW1 and JLAW2) offers a survey of the relevant religious laws regarding the Holidays based on contemporary legal interpretation and practical Halachic applications. Students are assigned a syllabus of reading and study from the Kitzur Shulchan Aruch. This course also focuses on the elements of maintaining a kosher and ritually proper home. The material is independently prepared by the student and tested on weekly examinations. Furthermore, laws of blessings are covered in depth according to Mishna Berura, the Remah and others. Laws of Sefer Hachinuch are covered as well, alongside Hilchos Teshuvah L'Rambam and Rabbeinu Yonah. This course also covers basics of the laws of the Sabbath observance.

JLAW 3-4

HALACHA 3-4

2 CREDITS - 3 CREDITS`

This two course series (offered as JLAW3 and JLAW4) offers a survey of the relevant religious laws regarding the Holidays based on contemporary legal interpretation and practical Halachic applications. Students are assigned a syllabus of reading and study from the Kitzur Shulchan Aruch. This course also focuses on the elements of maintaining a kosher and ritually proper home. The material is independently prepared by the student and tested on weekly examinations. Furthermore, laws of blessings are covered in depth according to Mishna Berura, the Remah and others. This course also covers basics of the laws of the Sabbath observance. In depth details of practical applications according to the Shulchan Aruch.

## **DEPARTMENT OF JEWISH ETHICS AND PHILOSOPHY**

JF1-2

JEWISH FUNDAMENTALS 1-2

1 CREDIT

This is a two course series (offered as JF1 and JF2) which traces a number of the basic ethical principles of Judaism and Jewish Philosophy through the Mussar literature of the eighteenth century and looks at contemporary applications. Students are assigned a syllabus of basic information on Jewish ideas and thought through the ages. Our tefillos, words of prayer, are used as a springboard to strengthen these concepts. Different commentaries on portions of the Torah are also studied in this course and are used as a springboard for these concepts as well.

YA1-2

YAHADUS 1-2

2 CREDITS

This is a two course series (offered as YA1 and YA2) which traces a number of the basic ethical principles of Judaism and Jewish Philosophy through the Mussar literature of

the eighteenth century and looks at contemporary applications. Students are assigned a syllabus of basic information on Jewish ideas and thought through the ages. In addition, this course covers important areas in the foundations of a Jewish home, particularly for mothers.

JPH1                      HASHKOFA                      2 CREDITS

This course is based on selected topics in the literature of Jewish faith and philosophy, from the classic medieval masters focusing on perfecting personal behavior and life aspirations. The students prepare a thesis based on a topic of their choice to enhance understanding, beliefs and concepts in different areas.

JPH2                      MUSSAR                      1 CREDIT

This course is based on selected topics in the literature of Jewish faith and philosophy, from the classic medieval masters focusing on perfecting personal behavior and life aspirations. Additionally, this course analyzes contemporary philosophical works from the Chazon Ish, R' Chaim Shmulevitz and others. The objective is to instill the ethics of our forefathers and matriarchs and to incorporate them as way of life.

HI1                      TOLDOS HADOROS                      1 CREDIT

This course is a general overview of our history from the creation of the world until the Reform movement, focusing on the Reform movement until the establishment of the State of Israel. Furthermore, this course gives an understanding of the economic and political situation in the world at that time, how it influenced the Jewish nation and how Gedolei Yisroel reacted. At the end of the course, the student will have a clear understanding of the spiritual, physical and political situation that exists today in Eretz Yisroel.

#### **DEPARTMENT OF LASHON**

LA1-2                      LASHON 1                      1 CREDIT

This is a two course series (offered as LA1 and LA2,) that focuses on building the Hebrew vocabulary through the study and drill of verb usage, expressions, and class dialogue in Hebrew.

#### **DEPARTMENT OF CHINUCH**

CHI103-104                      TEACHING METHODS JEWISH STUDIES 1-2                      2 CREDITS

This two course series (offered as CHI103 and CHI104) discusses the teaching of religious texts, including the Bible, the Prophets and the Siddur. Methods for introducing the elementary student to commentary literature and Biblical interpretation are discussed. This course also focuses on motivations, establishing a good relationship between the school and the home, class routine and management and evaluation of different methods, materials and techniques for teaching.

CHI105-106                      BASICS OF CHINUCH 1-2                      1 CREDIT

This two course series (offered as CHI105 and CHI106) discusses the teaching of religious texts, including the Bible, the Prophets and the Siddur. Methods for introducing the elementary student to commentary literature and Biblical interpretation are discussed. This course also focuses on motivations, establishing a good relationship between the school and the home, class routine and management and evaluation of different methods, materials and techniques for teaching.

CHI101                      MODEL LESSONS – JEWISH STUDIES 1                      1 CREDIT

After observing experienced teachers in various classroom settings from kindergarten to fourth grade students discuss techniques and methods based on practical situations. They also prepare and give model lessons under real classroom conditions. Upon completion of the observing and model lesson classes Kindergarten thru grade 4, the student must submit a detailed report analyzing different lessons that were observed and the techniques and methods used by the teacher. In addition the student prepares two written model lessons.

CHI102                      MODEL LESSONS – JEWISH STUDIES 2                      1 CREDIT

After observing experienced teachers in various classroom settings from fifth to eighth grade, students discuss techniques and methods based on practical situations. Then they take part in a program of supervised student teaching.

CHI402                      CLASSROOM MANAGEMENT                      3 CREDITS

This intensive course focuses on practical teaching methodologies. It covers a range of topics including lesson design, classroom management, homework and effective classroom communication. Examples, topics and discussions are drawn from the actual classroom. Lecturers are noted experts drawn from various fields of education and learning. In addition to the lecture component, the course includes a workshop section where interns work with master teachers to adapt the theories and strategies discussed

in the lecture to their specific class level and school curriculum. The workshops focus on hands-on practice

CHI410 PRACTICUM CRAFT OF TEACHING JEWISH STUDIES1 6 CREDITS

CHI411 PRACTICUM CRAFT OF TEACHING JEWISH STUDIES2 6 CREDITS

This two-semester course focuses on critical teaching skills and includes a practicum component. There are three elements to this course:

Lectures by specialists in the field of education addressing topics designed to equip the new teacher with essential proficiencies.

Teaching. All who register for the course must be employed in a supervised teaching (or equivalent) capacity. (800 hours/ year)

Collaboration with a master teacher (MT) who helps the intern adapt to the classroom and the practical demands of daily teaching. The Master teacher will review and critique lesson plans on a periodic basis. (20 hours/year)

Major topics covered in this course are: the role of play and extra-curricular activities in childhood development; creating the physical and emotional environment to learn; skills in communicating with children; promoting a learning culture; discipline, classroom management, and time management; completing your curriculum and lesson planning; reaching out and connecting to your students on a personal level; acquiring a second language - tips on teaching Jewish studies; communication with parents

CHI420 STRATEGIES AND METHODOLOGY IN CHINUCH 1 3 CREDITS

This course on techniques for shaping a learning environment consistent with the aims and mission of the curriculum focuses on three essential language skills: oral and written communication, reading with understanding, and writing. The course includes lessons on teaching in Hebrew to English speakers and general strategies for teachers of general studies. Collaborative learning.

CHI421 STRATEGIES AND METHODOLOGY IN CHINUCH 2 3 CREDITS

This course offers the new teacher strategies for shaping a classroom environment that promotes successful learning. It equips the teacher with techniques for transmitting thinking skills, knowledge acquisition and age-appropriate analytics that are consistent with curricular content objectives. It specifically focuses on the subjects of science, math,



and the teaching of foundational Jewish texts in their original Hebrew. Additional approaches: How to foster skills in translation, transmit the elements of reasoning, abstract conceptualization and to compose thoughts precisely, accurately and decisively.

CHI440                      CAPSTONE PROJECT                      3 CREDITS

The Capstone is the culminating project in the program. It engages many of the intellectual skills developed throughout the course of the program. The Project involves a research project chosen from among broad fields disciplinary of knowledge. The student is to select a specific unit of study under one of the three rubrics and plan two different formative assessment techniques appropriate to the selected topics. Discuss what they are, as well as their efficacy in class. The student will craft a study guide for the same unit, geared to the grade you are teaching. The student will be required to meet designated benchmarks, submitting work in progress for review and critique.

**Basic Curriculum**

FALL (Semester 1)

BI1	BIBLE 1	3 CREDITS
NA1	PROPHETS 1	3 CREDITS
JLAW3	HALACHA 3	2 CREDITS
YA1	YAHADUS 1	2 CREDITS
HI1	TOLDOS HADOROS	1 CREDIT
CHI105	BASICS OF CHINUCH 1	1 CREDIT

SPRING (Semester 2)

BI2	BIBLE 2	3 CREDITS
NA2	PROPHETS 2	3 CREDITS
JLAW4	HALACHA 4	3 CREDITS
YA2	YAHADUS 2	2 CREDITS
CHI106	BASICS OF CHINUCH 2	1 CREDIT

**Intensive Curriculum**

FALL (Semester 1)

NE1	NEVIIM 1	2 CREDITS
KE1	KESUVIM 1	2 CREDITS
TOR1	TORAH 1	4 CREDITS
JLAW1	HALACHA 1	3 CREDITS
LA1	LASHON 1	1 CREDIT

JF1	JEWISH FUNDAMENTALS 1	1 CREDIT
JPH1	HASHKOFA	2 CREDITS
CHI101	MODEL LESSONS JEWISH STUDIES 1	1 CREDIT
CHI103	TEACHING METHODS JEWISH STUDIES 1	2 CREDITS

SPRING (Semester 2)

NE2	NEVIIM 2	2 CREDITS
KE2	KESUVIM 2	2 CREDITS
TOR2	TORAH 2	4 CREDITS
JLAW2	HALACHA 2	3 CREDITS
JF2	JEWISH FUNDAMENTALS 2	1 CREDIT
LA2	LASHON 2	1 CREDIT
JPH2	MUSSAR	1 CREDIT
HI1	TOLDOS HADOROS	1 CREDIT
CHI102	MODEL LESSONS JEWISH STUDIES 2	1 CREDIT
CHI104	TEACHING METHODS JEWISH STUDIES 2	2 CREDITS

**SAYAN CURRICULUM**

FALL (Semester 1)

CHI402	CLASSROOM MANAGEMENT	3 CREDITS
CHI410	PRACTICUM CRAFT OF TEACHING JEWISH STUDIES1	6 CREDITS
CHI420	STRATEGIES AND METHODOLOGY IN CHINUCH 1	3 CREDITS

SPRING (Semester 2)

CHI411	PRACTICUM CRAFT OF TEACHING JEWISH STUDIES2	6 CREDITS
CHI421	STRATEGIES AND METHODOLOGY IN CHINUCH 2	3 CREDITS
CHI440	CAPSTONE PROJECT	3 CREDITS