

SEMINAR L'MOROS BAIS YAAKOV



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

**POLICY HANDBOOK AND COURSE CATALOG
2022-2023**

COVID-19 UPDATE: Any updates or changes that may arise over the course of the year due to COVID-19 will be communicated to the students. Students should refer to the school's website <https://seminarlmorosbaisyaakov.com> for the most updated information.

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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

Rabbi Israel J. Kaplan

Rabbi Avrohom N. Rosengarten, Treasurer

Rabbi Ephraim Sher, Secretary

MEMBERS

Rabbi Eli Ber Wachtfogel

Rabbi Mordechai Hirth

Rabbi Yitzchok Kaplan

ADMINISTRATION

Reb. Fruma Kirzner
Rabbi Israel J. Kaplan
Reb. Vital Kalmanowitz
Reb. Devora Borchardt
Mrs. Rachel Hoffman
Mrs. Rivka Brus
Mrs. Chana Ganzweig
Mrs. Miriam Kaplan
Mrs. Blimie Lampel
Mrs. Rivky Fink
Miss Ita Miriam Weingart
Mrs. Sara Kaplan
Miss Miriam Kohn
Mrs. Tzippy Klein
Mrs. Celia Brandwein
Mrs. Chaya Weissman
Mrs. Estee Hebel
Miss Chasha Y. Brander
Mrs. Chavy Leser
Mrs. Chani Felderbaum

Dean of the Seminary
Dean of Administration
Dean of Faculty
Director of Teacher Training and Placement
Dean of Students
Registrar
Assistant to the Deans
Director of Testing and Evaluation
Director of Sayan Program
Records Coordinator
Academic Coordinator
Student Liaison
Financial Aid Administrator
Bursar
Bookkeeper
Sayan Bookkeeper
Practicum Supervisor
Sayan Administrative Assistant
Assistant Bookkeeper
Confirmation Coordinator

FACULTY

Rebetzin Kirzner
Rabbi Bruck
Rabbi Grama
Rabbi Rabinowitz
Rabbi Tandler
Rabbi Twersky
Rabbi Wolf
Rabbi Young
Rabbi Zuckerman
Mrs. Berger
Rebetzin Borchardt
Rebetzin Eichenstein
Rebetzin Fink

Rebetzin Friedman
Rebetzin Goldstein
Rebetzin Gutter
Mrs. Esti Hebel
Mrs. Hertz
Mrs. Sara N. Horowitz
Rebetzin L. Horowitz
Rebetzin Klein
Mrs. Krauss
Mrs. Lampel
Rebetzin Lauer
Rebetzin Lubin
Rebetzin Pavlov

Rebetzin Rottenberg
Mrs. Zipora Schuk
Mrs. Etti Seigel
Rebetzin Vegh

Rebetzin Weiss
Mrs. M. Weissberger
Rebetzin Zimmerman

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) and approved to offer a Classical Torah Studies Degree, as well as an embedded 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.

Seminar L'Moros Bais Yaakov's student facilities 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.

There is a massive cyber library - 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 students' 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

Students interested in applying for admission to Seminar L'Moros should contact 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 as possible after receiving the appointment 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.

Students applying to Seminar L'Moros Bais Yaakov must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation
2. Have completed homeschooling at the secondary level as defined by state law and provide documentation of homeschooling
3. Meet one of the recognized equivalents. Recognized equivalents include:
 - a. GED/TASC/HISET
 - b. Successful completion of an associate's degree program;
 - c. Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
 - d. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

Additionally, students must have:

- Demonstrated mastery of:
 - A- Chumash (Hebrew Five Books of Moses)
 - B- Prophets
 - C- Hashkofa and Derech Eretz
 - D- Jewish History
 - E- Loshon Kodosh -both written and oral communication
 - F- Basic Halacha

Mastery is demonstrated in the entrance exam.

- Fine and upstanding character and a commitment to the Orthodox lifestyle 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.

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 includes instructors of the Seminary, the Dean of Testing and Evaluation, supervisors in the Teacher Training Department and the Registrar.

Students who are accepted are sent a letter advising them of their acceptance and asking them to make an appointment to discuss 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.

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.

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.

Please be advised that the transferability of credits and acceptance of the degrees earned at Seminar L'Moros Bais Yaakov are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degrees earned at this institution are not accepted at the institution to which a student seeks to transfer, she may be required to repeat some or all of the coursework at that institution.

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 and written 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	Withdrawn
C+	2.3		
C	2.0		

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

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

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

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

LEAVE OF ABSENCE FEDERAL POLICY

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

The student must request the leave of absence in writing to the 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 Miss Miriam Kohn, Financial Aid Administrator, 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 by calling (718) 851-2900.

FINANCIAL AID

Seminar L'Moros Bais Yaakov utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field. Seminar L'Moros Bais Yaakov offers a variety of federal financial aid programs to its students. Higher Education Compliance and Management oversees administration of the programs.

Any student who has difficulty in meeting her educational costs at Seminar L'Moros Bais Yaakov should contact Miss Miriam Kohn to learn about the options available to her. These may include grants, scholarships, work-study programs, and deferred payment plans.

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

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

A student's financial need is determined by subtracting the contributions expected from the student and her parents from the total cost of education. The total financial aid

awarded to a student, usually cannot exceed the student's need. This process is explained in greater detail below.

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

- be enrolled in an eligible program;
- be a U.S. citizen, permanent resident of the U.S., or eligible non-citizen;
- utilize all assistance funds for education-related expenses;
- maintain satisfactory progress toward completion of a program of study;
- be a high school graduate or the recognized equivalent;
- sign the certification statement that she does not owe a refund to any Title IV program, and is not in default on any Title IV loan. This certification is located in step seven of the FAFSA.

APPLYING FOR FINANCIAL AID

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

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

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

FINANCIAL AID NEED

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

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

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

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

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

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

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

APPLICATION DEADLINE

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

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

FEDERAL AID PROGRAMS

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an “entitlement” which means that each eligible student who attends an eligible institution and applies on time may receive a Federal Pell Grant. The maximum grant for a fully eligible student is \$6,895 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the EFC generated by a federally mandated formula.

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

With the availability of Year-Round Pell, students can receive Federal Pell Grant funds for up to 150% of their Pell Grant Scheduled Award for an award year. An eligible student may now receive a Federal Pell Grant for the summer semester, even if she received 100% of her scheduled Federal Pell Grant award during the fall and spring semesters. To be eligible for the additional Pell Grant funds, the student must meet all general eligibility requirements to receive financial aid for the payment period and must be enrolled at least half time (six credits) in the payment period.

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

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

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

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

- FSEOG - Federal Supplemental Educational Opportunity Grants

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

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

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

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

STUDENT LOANS

The Federal Direct Loan program offer loans to students, which must be paid back with interest, to help cover their education related expenses. There are two categories of direct loans, subsidized, where the government pays the interest that accrues while the student is in school and unsubsidized, where the student is responsible for the interest that accrues while she is in school. Loans are only given to students who demonstrate willingness to repay. Direct PLUS loans are unsubsidized direct loans which are given to the parents of an eligible student who would like to help pay for the student's expenses in this manner. Although the school is eligible to participate in the federal loan programs, the school discourages students and parents from taking out loans. The school encourages its students to apply for the federal and institutional financial aid grant programs before considering the option of student loans and makes every effort to assist students with their direct educational needs. Students who are considering taking out loans should contact the financial aid office for a detailed list of eligibility requirements, available loan amounts, and sample repayment schedules.

INSTITUTIONAL SCHOLARSHIPS

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

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

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

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 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:

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

- **Qualitative Standard**

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

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

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

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

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

not the Fail is earned or unearned are included in the determination of the grade point average. If a student receives failing grades for all of her courses, the Registrar will determine whether or not the student completed the semester.

- **Quantitative Standard**

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

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

- **Pace of Completion**

A student must earn 67% of his cumulative attempted credits. Every semester, each student is evaluated to see if he has successfully earned 67% of his cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he is determined to be meeting the quantitative standard.

WHEN SAP IS NOT MET

WARNING

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

Federal Financial Aid Warning

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

APPEALS PROCESS, MITIGATING CIRCUMSTANCES

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

If the appeal is accepted, the student will be granted a semester of academic probation or academic probation with a study plan, as described below. If the appeal is not accepted, the student will be subject to academic discipline, which may include expulsion or suspension from the institution. She will also be ineligible for federal financial aid until she reestablishes eligibility as described below in the section entitled

“Reinstatement.” The final decision (denial of appeal, academic probation, or academic probation with a study plan) will be conveyed to the student in writing.

ACADEMIC PROBATION

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

ACADEMIC PROBATION WITH A STUDY PLAN

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

REEVALUATION AFTER A PROBATIONARY PERIOD

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

REINSTATEMENT FOR FEDERAL FINANCIAL AID

A student who became ineligible for federal financial aid because she was not meeting satisfactory academic progress standards, has the opportunity to reestablish eligibility. Eligibility is reestablished by meeting institutional SAP standards. The financial aid office will receive notification of each student's status at the start of each semester, and the student will be notified that she may once again receive aid from the Title IV programs.

INCOMPLETES

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

WITHDRAWALS FROM A COURSE

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

TRANSFER CREDITS AND SATISFACTORY PROGRESS

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

REPETITIONS

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

For determination of a student's enrollment status, if a student is repeating a course in which she received a passing grade, for the purpose of grade improvement, it is counted towards her enrollment status only the first time the course is retaken. If a student is repeating a course in which she received a failing grade, it is counted towards her enrollment status for as many times as she is repeating that course in an attempt to pass.

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

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

Seminar L'Moros Bais Yaakov is committed to meeting the unique and diverse needs of each individual student, and to their physical and emotional safety and wellbeing. All faculty are committed to being available to students for guidance in any personal, social, scheduling, logistical or academic area. Tutoring services are available for students who require academic support. If circumstances require intervention from a qualified professional, Mrs. Miriam Kaplan, Director of Testing and Evaluation, will refer the student and coordinate services.

HEALTH SERVICES

The standard medical needs of our students are adequately provided for through the services of local physicians recommended by the institution. 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 facilities are fully handicap accessible, and every effort will be made to accommodate any handicapped student who is admitted to the institution.

Seminar L'Moros Bais Yaakov does not have a program for students with intellectual disabilities. Seminar L'Moros Bais Yaakov provides reasonable academic accommodations for students with intellectual disabilities.

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.

COMPLAINTS PROCEDURE

INTERNAL COMPLAINT POLICY

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

AIJS COMPLAINT PROCEDURE

Complaints can be filed with the office of the AIJS using the contact information below.

Association of Institutions of Jewish Studies

500 West Kennedy Boulevard

Lakewood, NJ 08701-2620

732.363.7330

Email: cstern@theaijs.com

Complaints that are received by AIJS concerning an AIJS accredited institution will be handled according to the following procedures:

1. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS's role in accrediting and overseeing the institution.
2. If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as being not within the purview of

AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.

3. If AIJS determines that the complaint is relevant to its accreditation standards or policies and falls within AIJS's oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS. The institution must provide, in its response to AIJS, an explanation of its actions, as well as a statement certifying that the institution followed its own published complaint policy.

4. AIJS will then review the institution's response and complaint policy.

5. If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the school, AIJS will instruct the complainant to follow the complaint policy of the institution.

6. If the complainant claims to have followed the institution's published complaint policy, and the matter is not resolved to the satisfaction of the complainant, AIJS will make a determination as to whether or not the matter involves issues that question the institution's compliance with its own policies and/or AIJS standards or policies. AIJS will launch an inquiry into the issue within 10 days. AIJS will ask for documentation from the complainant, substantiating the complaint; and an explanation of the disposition from the institution (which should document how the institution followed its own complaint policy and procedures as well as the steps taken to resolve the complaint.)

7. Within 10 days of the receipt of these above materials, a member of the AIJS administrative staff will review the complaint file to determine if the institution complied with AIJS standards and policies. AIJS will contact the institution and allow the institution the opportunity (30 days) to review the matter and provide an explanation and/or additional information to AIJS.

8. If after receipt of the institutional response and a review of any additional documentation, AIJS makes a final determination that the institution is not in compliance with AIJS standards and/or policies, a formal corrective action plan will be required from the institution within 30 days.

9. If the response is accepted by AIJS, both the complainant and the institution will be so advised and the case will be closed.

10. If the corrective action plan is not accepted by AIJS, the matter will be placed on the agenda of the EAC to determine if an adverse action or other sanction should be initiated against the institution for noncompliance with AIJS's standards of accreditation.

11. AIJS will make a good faith effort to address credible anonymous complaints against an accredited institution or against AIJS itself and treat it in a similar manner to a regular complaint. Obviously, there is no mechanism to respond directly to an anonymous complainant.

12. All complaints received by AIJS regarding an accredited institution will be filed and stored in an easy and accessible manner. Site visitors will be given access to the file of an institution that is being reviewed, and any complaints on file in AIJS will be considered in the final decision of the EAC.

If a written complaint is filed against AIJS directly, the complaint is recorded and acknowledged. Within 10 days of the receipt of the complaint, a member of the AIJS administrative staff will review the complaint and submit both the complaint and the review of the complaint to the Chair of the EAC to evaluate the validity of the complaint.

If the complaint is deemed justified, the EAC will instruct AIJS staff of the appropriate means to resolve the matter and will notify the complainant within 10 days of the review of the complaint. If the complainant is anonymous, no notification is necessary.

If the matter is not resolved to the satisfaction of the complainant, the complainant may bring the matter directly to the EAC, by addressing the complaint to:

Chair of Executive Accreditation Council, AIJS
500 West Kennedy Boulevard
Lakewood, NJ 08701-2620
732.363.7330
Email: cstern@theaijs.com

NY STATE COMPLAINT POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

Or with:

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

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

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

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

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

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

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. . The written request should also specify the purpose of the disclosure and the parties to whom the disclosure may be made. The request must be signed and dated.

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

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

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 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, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- The information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, photos, 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. Seminar L'Moros Bais Yaakov forbids unauthorized distribution of copyrighted material including unauthorized peer-to-peer sharing. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, see the website of the U.S. Copyright Office at www.copyright.gov.

Legal alternatives to obtain copyrighted material include:

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

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

ACADEMIC PROGRAM

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. These programs are classified

under the CIP category of teacher education in Jewish Studies. This credential is accepted by many Jewish schools as a qualifying credential for teaching Jewish subjects.

There is one track for the first year of the program that is comprised of basic courses totaling 24 credits, and another track that is comprised of courses totaling 36 credits. The second year of the program is known as Sayan, and is comprised of courses totaling 24 credits. There is a track in the Sayan program for students to take courses totaling 18 credits.

COURSE DESCRIPTIONS

DEPARTMENT OF TORAH STUDIES

BI1-2 BIBLE 1-2 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 STUDIES 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 explores topics in the Book of Yehoshua through an in-depth study of the original Hebrew text. The course covers the period in Jewish History, as described in this Biblical text, including the role of Yehoshua as leader of the Jewish people, the events leading to the conquer and division of the Land of Israel, the Biblically ascribed borders and unique features of the Land of Israel, and the Biblical foundation for the claim of the Jewish Nation to the Land. Emphasis is placed on foundational Jewish philosophical thought appearing in the texts and derived through an analysis of the texts using the classical commentaries including Rashi, Radak, Metzudos Dovid,

Metzudos Zion, additional scholarly interpretations, excerpts from volumes of Jewish philosophical thought and additional Talmudic and Midrashic resources.

This course also explores topics in the Later Prophets through broad study of the Hebrew texts of the Haftarah readings, the ancient selections of the prophets read in accompaniment to the Weekly Torah portion. The course focuses on the timely relevance of the messages of the texts and their thematic relationship to the Weekly Portion. Each class is presented as a scholarly lecture based on an intellectual analysis of the Haftara theme that derives from a robust and complex set of Talmudic, Medrashic and philosophical sources. Lectures relate ancient content to current events, contemporary challenges and to modern Jewish life.

NA2 PROPHETS 2 3 CREDITS

This course explores topics in the Book of Yehoshua through an in-depth study of the original Hebrew text. The course covers the period in Jewish History, as described in this Biblical text, including the role of Yehoshua as leader of the Jewish people, the events leading to the conquer and division of the Land of Israel, the Biblically ascribed borders and unique features of the Land of Israel, and the Biblical foundation for the claim of the Jewish Nation to the Land. Emphasis is placed on foundational Jewish philosophical thought appearing in the texts and derived through an analysis of the texts using the classical commentaries including Rashi, Radak, Metzudos Dovid, Metzudos Zion, additional scholarly interpretations, excerpts from volumes of Jewish philosophical thought and additional Talmudic and Midrashic resources.

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NE1-2 NEVIIM/LATTER PROPHETS 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

This course takes students through a close textual analysis of Chapters 1 to 3 of the Book of Koheles (Ecclesiastes). The course begins with perspectives on King Solomon's authorship of Koheles, and then develops central Solomonic themes through choice passages and extensive analysis of the text using Midrashic sources, classical commentary and scholarly works of Jewish philosophy. Themes to be explored include the true benefits to mankind, a definition of wisdom and the detriment of a life of materialism and vanity, and foundation truths of life. Students will analyze the ethical messages set forth in the text for their practical applications to contemporary religious practice and personal development.

This course also takes students through a close textual analysis of chapters 1 and 2 of the complex Solomonic work, Shir Hashirim (Song of Songs), using the classical commentaries and Midrashic resources. Through the analysis of the ethical messages of King Solomon, students will gain an understanding of the loving bond that exists between G-d and His People, the Nation of Israel. Students will also analyze many of the ethical messages set forth in the text for their practical applications to contemporary religious practice and personal development.

KE2 KESUVIM 2 2 CREDITS

This course takes students through a close textual analysis of Chapters 3 and 7 of the Book of Koheles (Ecclesiastes). The course begins with perspectives on King Solomon's authorship of Koheles, and then develops central Solomonic themes through choice passages and extensive analysis of the text using Midrashic sources, classical commentary and scholarly works of Jewish philosophy. Themes to be explored include the true benefits to mankind, a definition of wisdom and the detriment of a life of materialism and vanity, and foundation truths of life. Students will analyze the ethical messages set forth in the text for their practical applications to contemporary religious practice and personal development.

This course also takes students through a close textual analysis of chapters 3 and 4 and excerpts of selected teachings of the complex Solomonic work, Shir Hashirim (Song of Songs), using the classical commentaries and Midrashic resources. Through the analysis of the ethical messages of King Solomon, students will gain an understanding

of the loving bond that exists between G-d and His People, the Nation of Israel. Students will also analyze many of the ethical messages set forth in the text for their practical applications to contemporary religious practice and personal development.

DEPARTMENT OF JEWISH LAW

JLAW1-2 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.

JLAW3-4 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.

DEPARTMENT OF JEWISH EDUCATION

JE216FA CREATING AN EFFECTIVE CLASSROOM ENVIRONMENT 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.

JE214FA TEACHING PRACTICUM 1 6 CREDITS
This course includes 300 hours of teaching time. The intern practically implements the methods and strategies learnt in “Classroom Methods and Strategies 1”.

JE214SP TEACHING PRACTICUM 2 6 CREDITS
This course includes 300 hours of teaching time. The intern practically implements the methods and strategies learnt in “Classroom Methods and Strategies 2”.

JE212FA TEACHING PRACTICUM B 1 3 CREDITS
This course includes 150 hours of teaching time. The intern practically implements the methods and strategies learnt in “Classroom Methods and Strategies 1”.

JE212SP TEACHING PRACTICUM B 2 3 CREDITS
This course includes 150 hours of teaching time. The intern practically implements the methods and strategies learnt in “Classroom Methods and Strategies 2”.

JE215FA CLASSROOM METHODS AND STRATEGIES 1 3 CREDITS
This course on techniques for shaping a learning environment consistent with the aims and mission of the curriculum focuses on meeting the needs of each child in the classroom and assessment of all types of learners.

JE215SP CLASSROOM METHODS AND STRATEGIES 2 3 CREDITS
This course offers the new teacher strategies for shaping a classroom environment that promotes successful learning. It focuses on reaching and engaging all types of children including those with various learning challenges.

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/LATTER PROPHETS 1	2 CREDITS
KE1	KESUVIM 1	2 CREDITS
TOR1	TORAH STUDIES 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/LATTER PROPHETS 2	2 CREDITS
KE2	KESUVIM 2	2 CREDITS
TOR2	TORAH STUDIES 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)

JE214FA	TEACHING PRACTICUM 1	6 CREDITS
JE212FA	TEACHING PRACTICUM B 1	3 CREDITS
JE215FA	CLASSROOM METHODS AND STRATEGIES 1	3 CREDITS
JE216FA	CREATING AN EFFECTIVE CLASSROOM ENVIRONMENT	3 CREDITS

SPRING (Semester 2)

JE214SP	TEACHING PRACTICUM 2	6 CREDITS
JE212SP	TEACHING PRACTICUM B 2	3 CREDITS
JE215SP	CLASSROOM METHODS AND STRATEGIES 2	3 CREDITS