

ASSOCIATED BETH RIVKAH SCHOOLS

DIVISION OF HIGHER LEARNING

BULLETIN

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The Division of Higher Learning
is accredited by



Accrediting Council for
Continuing Education & Training

Students can view documentation relating to ACCET
in the business office during regular business hours

DIVISION OF HIGHER LEARNING

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FROM THE BOARD OF DIRECTORS

Rabbi Yishmael Ben Reb Yosay states: He who studies Torah in order to teach is given the opportunity to study and to teach. He who studies Torah in order to practice, is given the opportunity to study, to teach, to observe and to practice.(Ethics of our Fathers, Chapter 4)

As the world struggles for goodness and kindness to prevail, education must be focused on fostering the values of integrity and a “world of good” in both the macrocosm and the microcosm.

Therefore, the education of Associated Beth Rivkah Division of Higher Learning means more than imparting knowledge. The studies must impact and be reflected in one’s daily life.” Our education is aimed not only at the intellect but also at the heart and soul of our students.

Our teacher training program reflects our mission in providing Judaic studies educators and leaders . Our graduates are empowered to “make a difference” in the lives of their students by imbuing them with timeless values in an ever changing world.

DHL’s faculty members who impart learning to our students are filled with dedication for their task. For in the final analysis, it is the quality of their instruction which determines whether or not the results they desire will be attained.

The Board of Directors, together with the administration and faculty, reaffirm the commitment of the DHL to offer the contemporary Jewish woman quality education, anchored in traditional Jewish scholarship. We welcome you to our school and extend to you best wishes for a successful and productive learning experience.

Rabbi Yaakov Leib Altein,
President
Board of Directors

ABOUT THIS BULLETIN

This bulletin serves as a source of information for students enrolled in, or contemplating enrollment in the Division of Higher Learning of Associated Beth Rivkah Schools. It supersedes all previous bulletins and academic regulations and is binding on all new students.

This bulletin was composed using the most accurate information available at the time of publication. The Division of Higher Learning reserves the right to change or amend its contents at any time without prior notification. Every effort will be made to inform students of any essential changes and to advise them of the possible ramifications of such amendments.

Division of Higher Learning enrollees are urged to retain this bulletin as a reference during their affiliation with the school. A thorough understanding of its content will assist them in resolving many questions relating to the policies and procedures of the school.

Please note: This bulletin, printed in 2016, is intended for multi year use. Tuition charges and academic calendars are published in yearly supplements to the bulletin. Information in this bulletin is subject to change without prior notification.

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DIVISION OF HIGHER LEARNING

THE ACADEMIC CALENDAR

The academic year is determined in accordance with the Jewish calendar. It is modified, published and distributed before the start of each academic year. Additional copies are

available on our website or from the Registrar's office throughout the year. DHL's administrative offices are closed on all Jewish Holidays and Fast Days.

**For current year's calendar,
please refer to the yearly bulletin supplement.**

ACADEMIC DISCLAIMER

The Division of Higher Learning does not offer programs leading to academic degrees authorized by the New York State Board of Regents. In the opinion of the Division of Higher Learning, its studies, though different in kind, are equivalent in 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 teaching certificates offered by this institution.

Under New York State Law, a corporation formed for religious and educational purposes, which does not confer academic degrees requiring program registration by the State Education Department, requires no NYS approval or credential in order to exist or perform its postsecondary educational functions. DHL falls into the category and is therefore not subject to the evaluation of the NYS Board of Regents.

PROGRAM DESCRIPTION

HISTORY AND PHILOSOPHY

The Division of Higher Learning (DHL) of Associated Beth Rivkah Schools is a post-secondary academic teacher-training institute of Judaic studies. DHL offers its qualified and motivated students intensive and diversified curricula in Hebrew, Jewish Studies and Education, anchored in the classical texts of Judaism and Chassidism, and applied to the contemporary Jewish experience.

As one of the leading Jewish teacher training institutions in the United States and Canada, the Division of Higher Learning of Associated Beth Rivkah School prepares an annual cadre of qualified graduates who will serve as teachers in Jewish Day Schools and Hebrew Schools throughout North America and beyond.

Tracing its origins to Fall, 1962, the Division of Higher Learning of Associated Beth Rivkah Schools proudly points to its record of training hundreds of graduates and providing them with a high quality educational experience in the scholarly disciplines of Jewish studies, while simultaneously

transmitting corollary values of personal responsibility and communal involvement.

True to its mission, the Division of Higher Learning has succeeded in placing its alumnae as educators in over 75 cities worldwide, thereby promoting and perpetuating the educational values which they acquired at DHL.

To achieve and successfully transmit its mission and corollaries, the Division of Higher Learning of Associated Beth Rivkah Schools has endeavored to deliver its academic services through a qualified faculty, dedicated to the institution and its objectives. Together, the administration and faculty have consistently reaffirmed the school's commitment to quality education offered through personalized academic attention.

Over the years, the Division of Higher Learning of Associated Beth Rivkah Schools has earned a reputation as an outstanding teacher training institution, fostering intellectual growth, personal maturity, social awareness, Jewish identity, and civic leadership.

In recognition of its achievements, the Division of Higher Learning earned accreditation from the Accrediting Council for Continuing Education and Training (ACCET). ACCET is a reliable authority as to the quality of postsecondary education within the meaning of the Higher Education Act of 1965, as amended (HEA).

Similarly, in 1995, following a review and assessment of DHL and its educational programs, the New York State Education Department granted the school the unique recognition of a “highly specialized institution” under Article 1, Section 52.22(b) of the Regulations of the Commissioner of Education.

EDUCATIONAL MISSION

The goal of the Division of Higher Learning is to offer qualified enrollees superior teacher-training programs within the framework of a well-rounded, high caliber Judaic educational experience. Its *raison d’être* is to provide quality Jewish education to every student who wishes to pursue a teaching career and who can demonstrate qualification and a desire to learn.

Based on a commitment to make Jewish education available and accessible to Jewish students everywhere, and a recognition of the inalienable right of every Jewish child to a Jewish education, DHL has assumed a leadership role in

guaranteeing this right to Jewish girls, regardless of background or birthplace. Through training qualified teachers, DHL’s professed goal is to cultivate generations of Jewish women who are both well-versed in their culture and heritage and dedicated to preserving and promoting these assets within their communities and institutions.

Emerging as a leading educational center, the Division of Higher Learning offers young women an opportunity to dedicate themselves to the pursuit of intensive postsecondary Judaic courses for periods ranging from two to four semesters, in preparation for a

teaching career. In accordance with time-honored Jewish advocacy of knowledge-sharing as both a privilege and an obligation, DHL students are taught to develop

teaching skills and are trained in methods of communicating the information which they gain at DHL to other populations.

FACILITIES AND LOCATION

The Division of Higher Learning of Associated Beth Rivkah Schools is located at 310 Crown Street, Brooklyn, New York. The facilities include administrative offices for the Dean, the Registrar, and the Administrators, classrooms, a computer lab, a library, and a large meeting hall for lectures and seminars.

The Division of Higher Learning of Associated Beth Rivkah Schools is conveniently located within walking distance of local bus and subway stations, and is thus accessible through public transportation. There is also ample private parking in the back lots of the school building, which accommodate faculty and students who drive to the school.

LIBRARY

The Division of Higher Learning of Associated Beth Rivkah Schools has a Judaica library adjacent to the classrooms. All textbooks are readily available for use in the school library. The library also contains a wide selection of volumes directly related to the subjects studied at the institution. We have installed *Otzar Hachochma* , a massive cyber library

to enhance the research and learning horizons of our students. The library also houses an extensive DVD collection containing lectures on a wide variety of Judaic topics. Moreover, being located within walking distance of several famous cultural institutions, including the Brooklyn Public Library and the Brooklyn Museum, students of

Associated Beth Rivkah Schools are encouraged to take advantage of the resources available there. Also, students are given access to the large

collection of volumes housed at the convenient Sifriat Levi Yitzchak Library on nearby 305 Kingston Avenue.

CERTIFICATE PROGRAMS

The Division of Higher Learning of Associated Beth Rivkah Schools offers three distinct post-secondary educational concentrations in Judaic Studies. The central feature of each teacher-training program is its recognition of the particular needs of students in terms of time commitment as well as terminal employment objectives.

“Advanced Jewish Learning Certificate” a one -year program consisting of courses in Jewish Studies, Philosophy, History, Biblical Literature, and Jewish Codes. Eligibility for Advanced Jewish Learning is contingent upon completion of a year of postsecondary courses in Judaic Studies such as Overview of Jewish Studies or its equivalent.

“Overview of Jewish Studies Certificate” a year-long program of core courses offering an overview of Judaic studies.

Participants in these teacher-training programs study courses in Jewish studies, ranging from Education to History and Jewish Codes, Bible to Philosophy. These subjects are reinforced by courses in theory and practice of education which introduce students to the art of transmitting Jewish concepts to varied audiences, from pre-school to adults.

“Applied Hebraic and Judaic Studies Certificate” a one year teacher training program offered to graduates of either of the above programs, or their equivalents. It offers a more concentrated and applied Education-oriented course of study.

Each program in the Division of Higher Learning of Associated Beth Rivkah Schools has its own core requirements, and expected duration for completion by full-time students.

They are:

Overview of Jewish Studies Certificate

1 year = 24 academic units

Advanced Jewish Learning Certificate

1 year = 24 academic units contingent upon completion of a year of postsecondary courses in Judaic Studies such as Overview of Jewish Studies or its equivalent.

Applied Hebraic and Judaic Studies Certificate

1 year = 18 academic units

The maximum student/teacher ratio

in "Overview of Jewish Studies", "Advanced Jewish Learning", and "Applied Hebraic and Judaic Studies", programs is 30:1.

NOTE: The Division of Higher Learning of Associated Beth Rivkah Schools defines an academic unit as the equivalent of 37.5 academic clock-hours per semester over the course of 18 weeks.

Associated Beth Rivkah, DHL offers optional coursework and credits reviewed by The American Council on Education and by NCCR (formerly PONSI). This allows our students to pursue coursework evaluated for recognized credit at our institution that can lead to a B.A. from a regionally accredited college.

COMPLETION REQUIREMENTS

The core academic unit requirements are:

Advanced Jewish Learning

Bible = 3 academic units
Philosophy/Ethics = 6 academic units
Language = 1 academic unit
Legal Codes = 2 academic units
Education = 6 academic units

Overview of Jewish Studies

Bible = 3 academic units
Philosophy/Ethics = 3 academic units

Legal Codes = 2 academic units
Education = 4 academic units

Applied Hebraic and Judaic Studies

Philosophy = 3 academic units
Education = 6 academic units

Graduation requirements also include the successful attainment and maintenance of a minimum cumulative Grade Point Average of 2.0 and compliance with DHL's attendance requirements.

GENERAL POLICIES
AND PROCEDURES

ADMISSIONS POLICIES

The Division of Higher Learning of Associated Beth Rivkah Schools seeks to admit students with varied backgrounds. Academic competence is the major consideration in student selection. However, students' personal qualities, abilities, and contributions to school life are also considered.

Applicants must be high school graduates, are required to demonstrate high school level knowledge of Hebraic, Judaic and Biblical studies and provide documentation of High School Graduation in form of a diploma or transcript. Age is not a determining factor in admitting students to the Division of Higher Learning, yet virtually all students are at least 18 years of age at the time of admission, with a handful of students who are age 17.

Once an application and related documentation have been reviewed and deemed acceptable, the applicant is invited to a personal interview with the Dean or her representative.

Under unusual circumstances, applicants who have arrived from a

foreign country and cannot produce documented proof of their high school graduation are required to provide self certification attesting to the fact that they have in fact graduated. The self certification process is done through completing the application for admission, which contains the name of the high school, its location, and the years of attendance. These applicants, too, must undergo a personal interview.

The admissions interview is an opportunity for the Dean, or an assigned representative to assess the student's compatibility with the rest of the student body, her general level of maturity to undertake post-secondary studies, as well as her personality traits. It is also aimed at providing the applicant with the opportunity to inquire about the school from an official representative of the academic department of DHL.

During the interview the student describes her high school studies, subject by subject. The applicant is then invited to select one of a choice of texts to read, explain, and discuss with the interviewer. Finally, the candidate is inquired as to her

educational objectives. The Division of Higher Learning may request additional references and/or recommendations in order to evaluate the applicant conclusively.

At the conclusion of the admission process, applicants are notified of the

decision of the Division of Higher Learning in writing. Appeals of the decision may be made to the Office of the Dean prior to the beginning of the semester.

TRANSFER OF CREDIT POLICY

Students who have completed post secondary Seminary level course work at an educational institution at a level equivalent to that of the Beth Rivkah DHL program for which they are applying, may apply for Transfer Credit approval. For a course to be accepted it must:

- have been completed with a grade of "C" or above
- be substantially similar in content and coverage to a course offered and credited towards the completion of the certificate by the DHL program for which the student is applying
- have been completed in a traditional school setting
- be listed on the official student transcript from the issuing institution with a credit value and a grade signifying completion

Applicants who seek transfer credit must first be accepted for enrollment and may then submit their request along with supporting documentation to the Registrar. If completed courses meet the established criteria for transfer, the student will receive the lower credit value of either of the following (a) the credit value granted by the issuing institution (b) the credit value offered for the course in the DHL program in which the student is enrolled. Applicants who wish to transfer credit from a non-accredited seminary, will be required to take an entrance exam to ensure the comparable quality of credits being accepted.

A student seeking a certificate in one of the DHL programs can receive transfer credit for no more than half (50%) of the credits required for the completion of the certificate.

If, as a result of the transfer of credit, a student does not need to enroll for a full program, her tuition obligation will be pro-rated to the portion of the program for which she is enrolling. Financial aid eligibility will be determined according to the student's enrollment status.

If a student wishes to appeal any of the decisions regarding transfer policy, she may apply to the Dean, within 30 days of receiving notice of the decision, for a review of her case and a review will be carried out within 30 days of the submitted appeal. All appeals must be made in writing to the office of the Dean. The written appeal shall contain all the relevant reasons that the student believes the determination to have been wrong and why the student believes that the determination should be reversed.

Following a review of the appeal and all relevant records, the student shall be invited to meet with the Dean in the presence of the Registrar. At that meeting the student will have an opportunity to make an oral presentation elaborating on the basis for her appeal before the officials arrive at a final determination. The final decision will be sent to the student in writing within thirty business days.

There are no fees assessed for testing, evaluating, or granting transfer of credit.

ABRS, DHL assists students who seek to transfer to other institutions, by providing guidance and counseling, and providing official transcripts, syllabi and course outlines upon request. We charge a fee of \$15.00 for sending an official transcript to the institution that the student will be attending.

STUDENT RESPONSIBILITY FOR COMPLETION OF REQUIREMENTS

Program completion and certification is achieved in accordance with the Division of Higher Learning bulletin. Each student is therefore urged to study the requirements set forth in this

document and to register accordingly. All students are to assume the final responsibility for adhering to rules and regulations set forth by the Division of Higher Learning.

STUDENT ACADEMIC PERFORMANCE

Grading System

At the end of each semester, final grades are recorded on each student's transcript, based on the following grading system:

Excellent	= 90-100
Good	= 80-89
Fair	= 70-79
Poor	= 60-69
Failure	= 0-59
Incomplete	= *(by permission only)

- * A grade of Incomplete will automatically turn into an "F" if course work will not be completed within one semester of its assignment.

Grade Point Average

Enrollees may calculate their Grade Point Average (GPA) in the following manner:

Letter Grade	Point Value
A Superior	4.0
A- Excellent	3.7
B+ Very Good	3.3
B Good	3.0
B- Above Average	2.7
C+ Average	2.3
C Fair	2.0
C- Fair/Poor	1.7
D Poor	1.0
F Failing	0.0

For example — a student who took:

	Academic Units	Grade	
Course 1	3	A	$3 \times 4 = 12$
Course 2	3	C	$3 \times 2 = 6$
Course 3	3	B	$3 \times 3 = 9$
Course 4	3	A	$3 \times 4 = 12$
Total	12		39

$$\text{GPA: } 39/12 = 3.25$$

Students are informed of their grades and GPA through an updated academic transcript.

Withdrawals and Incompletes

Any student who must withdraw while the semester is in progress, should inform the Registrar in writing. If the student withdraws without notifying the Registrar, she is considered to have failed.

A student who has made arrangements with the instructor to complete all unfinished course requirements within one semester of the withdrawal will be assigned an "I" (Incomplete). The instructor will replace the "I" with a grade upon timely make-up of all course requirements. If after such an extension the student will not complete the requirements, the "I" will be changed to an "F" (which will be calculated in the GPA).

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 the Division of Higher Learning 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 the Division of Higher Learning. Satisfactory academic progress at the Division of Higher Learning 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' records are evaluated at the end of each semester and are expected to maintain a minimum cumulative GPA of at least 2.0.

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

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
W	Withdrawal
I	Incomplete
F	0.0

Quantitative Standard

Maximum Timeframe

A full time student must make sufficient progress through the academic program to complete the one year certificate program(s), within a time period of not more than one and a half years (3 semesters), which is 150% of the published length.

Pace of Completion

Students must successfully complete 67% of their attempted credits per semester.

Students in the Overview of Jewish Studies or Advanced Jewish Learning programs must complete the 24 credit program with a maximum of 36 credits attempted.

Students in the Applied Hebrew and Judaic Studies program must complete the 18 credit program with a maximum of 27 credits attempted.

Below are sample charts illustrating how maximum time frame and pace of completion are applied for a full time student. The number of credits an individual student must earn at each evaluation point may vary from what is depicted in the chart based on his enrollment schedule.

ADVANCED JEWISH LEARNING & OVERVIEW OF JEWISH STUDIES:

Semester:	1	2	3
Credits Completed:	8	16	24
Max Credits Attempted	12	24	36

APPLIED HEBRAIC & JUDAIC STUDIES:

Semester:	1	2	3
Credits Completed:	6	12	18
Max Credits Attempted	9	18	27

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 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 she is determined to be making satisfactory progress.

Academic Probation

For continued eligibility for federal financial aid program, if a student who had been making satisfactory progress, falls below the satisfactory progress standards, the student will be notified by a letter from the Registrar that she will be terminated from financial aid. A copy of the letter will be maintained in the student's academic file. 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 she will be

placed on academic probation for one semester.

The Dean will monitor the student during the period of probation and will devise a study plan, if necessary, to enable the student to improve her academic standing. This may involve conferences with the student and her 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 will notify the Financial Aid Office of each student's status at the start of each semester.

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

Incompletes And Withdrawals

If a student has not completed all required course work, she will have one semester, 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 will not be disbursed any additional Financial Aid until after the incompletes have been addressed.

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

Transfer Credits And Satisfactory Progress

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

Appeals Process; Mitigating Circumstances

A student who wishes to appeal a determination of probationary status, lack of satisfactory progress, or similar issues may appeal in writing to the Dean. Appeals must be received by the Dean's office within 30 days of the date on the satisfactory progress notification sent to the student. The student should provide all relevant information i.e. mitigating circumstances such as illness or death in the immediate family or other unusual situations such as divorce or unemployment. The student must also explain how her situation has changed to allow her to make satisfactory progress. The Dean will consider all the information provided and will consult with faculty members as appropriate.

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

Repetitions

A student who fails a course may repeat the course. If the student then passes, the failing grade will be deleted from her average. However, both the failing grade and the retake

will be counted as credits attempted while only the passing grade will be counted as credits completed. If the course is not offered again before the student's scheduled date of graduation, the student may opt to

delay receiving her certificate until the course will be re-offered.

No ESL or non-credit remedial courses are currently being offered in the Division of Higher Learning.

ATTENDANCE REQUIREMENTS

A large part of the learning that takes place in our courses is based on what transpires in the classroom. Attendance is therefore a crucial part of the learning process and absence from class diminishes the progress that a student can make. Attendance is mandatory in all classes and is recorded. Students who are absent from class must make up the work they have missed. At the discretion of the dean's office, the student will have one semester to complete the work they have missed. The make up work will be comparable to the content of the classes missed.

While it is in the instructor's discretion to take absences into account in arriving at a final grade, a student who is absent for more than fifteen per cent of scheduled class meetings will be given a penalty failing grade of F for the course. Excused absences

will not be counted towards this limit. The following constitute excused absences: wedding/bar mitzvah of sibling or urgent family situations.

Tardiness is also recorded and considered. A student who is more than ten minutes late or leaves more than 10 minutes early will be marked absent for that class. Under extenuating circumstances, a student who is given a penalty grade of F for absence may appeal the grade to the Dean. A student who is absent for 10 consecutive days will be automatically withdrawn from DHL.

Students are provided with a monthly record of their attendance to inform them if they are meeting standards of attendance.

Students must receive special permission to enroll after the semester begins.

EXTENDED LEAVE

The Division of Higher Learning may grant a student an extended academic leave for extenuating circumstances. However, students are asked to make such requests in writing and to present them to the Dean for consideration. An extended

academic leave of absence is granted for one semester, and can never be extended beyond one year. An extended academic leave of absence must be approved in advance in order to allow for the necessary administrative adjustments.

STUDENT RECORDS AND TRANSCRIPTS

The privacy of students, as it relates to their educational and financial records maintained by the Division of Higher Learning are outlined in the federal Family Education Rights and Privacy Act of 1974 (20 USC 1232g).

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not

required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a reasonable fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the

- record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.
- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by DHL to comply with the requirements of FERPA.
- The address of the Office that administers FERPA are:
- Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Ave. SW
 Washington, DC 20202-8520

TEXTBOOKS AND REQUIRED MATERIALS

All required texts can be found in the library and are available at all times for student use. On occasion, students will be informed of specific materials to be purchased for a particular course and guided as to where they are available.

Students who wish to purchase their own copies of the texts studied may purchase them from one of the local Judaic bookstores stores in the area. Most texts used in the program are reprints of the Bible and other classical texts that do not have ISBN numbers. Below are the addresses of three local Judaica stores:

Merkaz Stam
309 Kingston Avenue
Brooklyn, NY 11213
(718) 773-1120

Kehot Publishing Society
291 Kingston Avenue
Brooklyn, NY 11213
(718) 778-0226

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

PLACEMENT DISCLAIMER

Enrollment and matriculation in the Division of Higher Learning of Associated Beth Rivkah Schools is a privilege which each student must cherish. Its benefits include intellectual growth, personal maturity, social awareness, Jewish identity, and civic leadership. While, it does not guarantee employment, graduates of the Division of Higher

Learning have qualified for positions in teaching, tutoring, and counseling, and have also served as librarians, writers, outreach workers, and educational directors. Students interested in pursuing any of these fields are offered individualized placement guidance and advisement through the Dean's office.

TUITION COSTS

Full-time tuition and fees at the Division of Higher Learning:

OVERVIEW OF JEWISH STUDIES

\$3750 - cost per semester

\$7500 - for academic year

ADVANCED JEWISH LEARNING

\$3750 cost per semester

\$7500 –for academic year

APPLIED HEBRAIC AND JUDAIC STUDIES

\$2900 cost per semester

\$5800 for academic year

Tuition is payable by check, credit card or bank transfer.

Total tuition costs for each Certificate program offered at DHL are:

Advanced Jewish Learning	
1 Year	\$7500
Overview of Jewish Studies	
(1 year)	\$7500
Applied Hebraic & Judaic	
Studies (1 year)	\$5800

An application fee of \$75.00 is required when submitting the Application for Admission. If the student enrolls, this amount will be credited to her tuition account.

Tuition for part-time students is \$315 per academic unit.

Since the bulletin is meant to be used for a multi-year period, please refer to the yearly bulletin supplement for the current year's education costs.

Tuition payment for each semester is expected at the time of registration either in full or according to the schedule detailed on the enrollment agreement. A payment plan for an enrollee may be established. Elements normally included are:

- a. Schedule of tuition payment in monthly installments
- b. Application for Federal Student Financial Aid

If tuition payment or arrangements have not been completed at Registration, the student will not be officially matriculated.

CONSEQUENCES OF NON-PAYMENT

It is the policy of DHL not to issue a graduation Certificate or official transcript to any student who has accumulated delinquent tuition. Similarly, any student who will not

submit tuition payments in accordance with the schedule of payment arrangement will not

receive an official transcript of her grades for any delinquent semester.

WITHDRAWAL AND REFUND POLICY

The United States Education Department has been issuing periodic updated regulations pertaining to calculations of student refunds. While these regulations change frequently, they are binding on the Division of Higher Learning.

Financial Aid Handbook, including its current Refund Policy. Students are therefore advised to review this Handbook and/or consult with DHL's Financial Aid Counselor regarding the current status of this policy.

To keep our students informed, DHL publishes updated editions of its

FINANCIAL AID

The Division of Higher learning has established an effective Financial Aid Office to help students undertake their post-secondary education. Associated Beth Rivkah Schools, DHL has designated Mrs. Zisel Gurevitz, Financial Aid Assistant as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for

applying for financial aid, cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of the Code of Federal Regulations. She is available in the administrative offices during regular business hours.

Financial Aid regulations are complex and subject to change. The Financial

Aid office has issued a separate Financial Aid Handbook outlining the types of awards which are available to DHL students. It also contains information on student eligibility, as well as institutional policies regarding awards and disbursements.

Please refer to yearly bulletin supplement for current Associated Beth Rivkah Schools, Division of Higher Learning, FINANCIAL AID HANDBOOK.

RIGHTS OF STUDENT

Schools are required to inform students of:

- * All financial assistance programs available, including Federal, State and institutional aid alternatives.
- * All applicable deadlines for filing applications for financial aid programs.
- * Total cost of attending the Division of Higher Learning program and administrative fees.
- * Method by which financial need is determined and resources used in student's needs calculation (includes assets, parental assets, etc.)
- * How much of the enrollee's financial obligation, according to the institution's standards, has been met.
- * Process by which academic process and Grade Point Average is calculated.
- * How we decide whether satisfactory academic progress is being met.
- * The identity of recipients of all their personal and transcript information.
- * The request process for reconsideration of the financial award, if it does not seem to have been determined fairly.

STUDENT SERVICES

Division of Higher Learning takes pride in the fact that our instructors and other staff members are available to offer guidance/counseling to students in many different areas. Students speak to faculty members and seek their advice in matters related to family issues, social difficulties, personal and religious questions. Faculty members are available even outside of the classroom setting and consider it their duty to assist students with their needs. Some of these are: assistance in

finding housing accommodations and/or roommates, help in finding part time employment, medical/dental concerns, and various other issues that arise.

Tutoring is available for students who need help in keeping up with their academic work.

The location of the school is in an area that provides students with the necessary amenities – grocery stores, restaurants, cleaners, etc.

NON-DISCRIMINATION POLICY

All federal and state laws relating to discrimination on the basis of race, color, national origin, sex, age, and handicap are fully observed by the

Division of Higher Learning. Discrimination complaints pertaining to any of these laws must be reported to the Office of the Dean at once.

DISABLED STUDENT RIGHTS

In accordance with Section 504 of the Rehabilitation Act of 1973:

No otherwise qualified handicapped individual shall solely

by reason of his (or her) handicap be excluded from participation in, denied benefits of, or subjected to

discrimination under any program or actively receiving Federal Financial Assistance.

All certificate programs are open to handicapped students at the Division of Higher Learning.

DRUG ABUSE PREVENTION

The Division of Higher Learning of Associated Beth Rivkah Schools prohibits the unlawful possession, use, or distribution of drugs and alcohol by its students or employees on any part of the institution's property. Those who will violate this strict prohibition will be subject to sanctions, consistent with local, State, and Federal law, including expulsion, termination of employment, and referral for prosecution.

At the same time, the Division of Higher Learning of Associated Beth Rivkah Schools has an ongoing arrangement with Mask, 1431 E. 12th Street, Brooklyn, NY 11230 (718) 758-0400 and Operation Survival, 824 Eastern Parkway, Brooklyn, N.Y. 11213 (718) 735-0200, to service any member of the faculty, staff and student body who may have a drug or alcohol related problem.

Individuals in need of counseling or treatment for drug or alcohol abuse

may also be referred to CounterForce 813 Quentin Road, Brooklyn, N.Y. 11223, (718) 787-4412.

Students and staff are reminded that the common hazards of drug and alcohol abuse include: Intense psychological dependence, impaired memory, damage to internal organs, heart disease, drastic weight loss, and death from overdose.

In upholding federal requirements to prevent the illicit use of drugs and the abuse of alcohol, and as an act of kindness to one's peers and colleagues, students, faculty, and administrators are urged to report immediately to the Dean's office any drug or alcohol abuse problem. Some symptoms of drug and alcohol abuse which may be observed are: Neglect of appearance, impaired muscle coordination, excess irritability and nervousness, drowsiness, impaired judgment, slurred speech, needle marks, constricted pupils, and mood swings.

REGULATIONS GOVERNING STUDENT CONDUCT

The Division of Higher Learning considers, as part of its mission, the development of character. The study of ethics is not only on the theoretical level but requires regulations governing student conduct as well. All members of the Division of Higher Learning family are bound by municipal, state, and Federal laws as well as those prescribed by the Code of Jewish Law.

Institutional discipline is aimed at conduct which directly and significantly impairs the opportunities of students of the Division of Higher Learning to pursue their educational objectives.

Reprimand, sanctions, and/or dismissal can result from the commission of any of the following offenses

1. Cheating
2. Knowingly furnishing false information
3. Use or sales of unlawful drugs, on or off campus
4. Theft
5. Gambling
6. Physical or verbal abuse or harassment of any person on the Division of Higher Learning premises.

COPYRIGHT COMPLIANCE POLICY

Associated Beth Rivkah Schools – Division of Higher Learning maintains the following policy on copyright issues:

Copyright holders have certain rights under the US Copyright Act. You must obtain permission from copyright holders prior to reusing or reproducing works that are

copyrighted. These works include literary, dramatic, musical, sculptural, and audiovisual creations. However, there are exceptions to the Copyright Act.

Reading or borrowing original literary works or photographs from a library collection are always permitted.

The following actions fall under the category of fair use and are permitted:

- Quotation of short passages in a scholarly work for illustration and clarification of the author's observation.
- Reproduction of material for classroom use where the use is unexpected and spontaneous i.e. one time use in only one semester
- A summary of an address or article which may include short passages of copyright-protected work.

If you would like to obtain permission from a copyright holder the following information should be forwarded to the copyright holder. The copyright holder is generally listed on the materials:

- Title of material
- Author of material

- Publisher of material
- Description of material
- ISBN, if applicable
- Date of publication, if applicable
- Purpose of using the material
- How the material is to be reproduced
- Where the material will be used and for how long

Penalties for copyright infringement are stringent. A copyright holder whose copyright privileges have been infringed upon may sue for damages and those fees may range from \$250 to \$150,000, plus attorney's fees. If the infringement was committed willfully, higher damages may be assessed by the court. Criminal liabilities may also include a jail sentence of one year if the copied work has a value of more than \$1000 and a jail sentence of five years if the copied work has a value of more than \$2500.

APPROPRIATE DRESS

Employees and enrollees are expected to be attired according to the guidelines defined by Halacha, and in a modest manner. Anyone

who deliberately violates the dress code, or shows undisciplined, provocative behavior will be asked to leave the school.

POLICY ON SEXUAL HARASSMENT

The Division of Higher Learning endeavors to provide its entire academic community with the optimum learning conditions possible. Accordingly, the safety and security of those attending and administering our programs is a primary commitment of our institution.

The Division of Higher Learning views sexual harassment, whether verbal or physical, as an act of aggression. Moreover, in compliance with Federal Laws (Section 703 of the Civil Rights Act of 1964 and Title IX Education Amendments of 1972) and State Laws (New York State Education Law of 1990), the Division of Higher Learning views this aggression as an unlawful violation of another's human rights and urges the immediate reporting of such actions to the Administrator.

This policy defines sexual harassment as any unwanted verbal or physical advance, sexually explicit derogatory statements, or discriminatory remarks that are offensive or objectionable to the recipient. For the purpose of this policy, unwelcome physical advances, requests for sexual favors and other

verbal or written communications or physical conduct of a sexual nature constitute harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing or employment.
2. Submission to or rejection of such conduct is used as a basis for an academic or employment decision.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive learning or working environment.

Any member of the Division of Higher Learning academic or administrative community who may feel victimized in any of the ways mentioned above, should immediately report such behavior to the Dean or the Administrator. The report should be as specific and complete as possible, and include dates, times, direct quotes and names of witnesses when available. These details will be most helpful in

identifying the perpetrator and hopefully will result in the cessation of such abuse to you and others.

As part of this policy, the Division of Higher Learning affirms the following:

- * Nobody has the right to cause another to feel harassed.
- * Every member of the Division of Higher Learning community has immediate recourse in such

cases of harassment to mentors, deans and administrators.

- * No one shall be penalized for reporting harassment.
- * An immediate and complete report will be instrumental in eliminating similar painful encounters in the future.
- * Every case will be handled in the strictest confidence by the Division of Higher Learning.

POLICY ON SECURITY AND CRIME PREVENTION

Whether on campus or off, the Division of Higher Learning is concerned with the safety and security of its students and staff. Furthermore, the Personal Safety Legislation of the New York State Education Law of 1990 requires that all New York State Institutions of Higher Learning provide information to their students regarding the legal and disciplinary consequences of committing an offense while on school premises.

It is the policy of the Division of Higher Learning to maintain the safe environment of the institution, and to make every effort to keep it that way. The Division of Higher

Learning solicits the cooperation of every enrollee and employee in reporting to the Administrator all incidents involving criminal offense.

Criminal offenses include the following: theft, drug and/or alcohol misuse, the threat of or actual commission of bodily harm to another, the pronouncement of ethnic slurs or epithets, and any further actions which endanger an individual's safety.

In accordance with its legal responsibilities, the Division of Higher Learning is committed to apprise its student body of the

services available to the victim of such campus crime.

Employees and enrollees should immediately report all incidents involving criminal actions to Mr. Benzion Stock, Administrator, who serves as the school's liaison to the Police. The Administrator will:

- Assist in making reports to the local police precinct
- Contact family members
- Arrange for medical care, when needed
- Maximize the use of institutional resources to offer assistance and support.
- Follow up oral reports with written documentation to the New York City Police Department when indicated.

It is the intent of the Division of Higher Learning to terminate the employment or enrollment of any individual who shall be found guilty of disrupting the safety and security of the institution. An appeal of such termination may be submitted to the Dean in writing. The Dean shall review the merit of the Appeal and decide whether to enforce or overturn it. The decision of the Dean shall be final.

During the last 3 academic years, 2012-2013, 2013-2014, 2014-2015 no murders, robberies, aggravated assaults, burglaries, gender related crimes, auto thefts were reported to the police by the students, faculty or administration of DHL. Neither were there any recorded cases of illegal drugs, alcohol or weapons on the premises or nearby.

MISSING STUDENT POLICY

In the event a student, employee, or any individual becomes aware of a student missing for 24 hours he/she must immediately notify Mr. Benzion Stock who will then contact the local police department.

Students are urged to identify a contact person whom the school shall notify within 24 hours of the determination that the student is missing. All contact information will be registered confidentially and will only be accessible to authorized campus officials, and will not be

disclosed, except to law enforcement personnel in furtherance of the investigation.

The institution will contact the designated contact person of the missing person within 24 hours that

the student is reported missing. If the student is under 18 years of age, a parent or guardian will be contacted. In any case, the institution will inform the local law enforcement agency within 24 hours.

STUDENT COMPLAINT PROCEDURE

Should a problem arise, students are urged to take the following steps to resolve it:

1. Meet first with the faculty or staff member to discuss and attempt to resolve the perceived problem.
2. If the student is unable to meet with faculty or staff member, or has not been able to resolve the grievance satisfactorily, the grievance may be discussed in a meeting with the Dean, or with staff member's superior.
3. If, after a meeting with the faculty or staff member's supervisor the problem has not been resolved to the satisfaction of the student, the student may follow the procedures outlined by DHL

accrediting agency (ACCET Document 49).

Complaint Procedure:

In the event that a student has exercised the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing and mailed, or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:

- a) Name and location of the ACCET institution;
 - b) A detailed description of the alleged problem(s);
 - c) The approximate date(s) that the problem(s) occurred;
 - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
 - g) The status of the complainant with the institution (e.g. current student, former student, etc.)
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
4. SEND TO:
- ACCET
 CHAIR, COMPLAINT
 REVIEW COMMITTEE
 1722 N Street, NW
 Washington, DC 20036
 Telephone: (202) 955-1113
 Fax: (202) 955-1118
 or (202) 955-5306
 Email: complaints@accet.org
 Website: www.accet.org
- Note: Complainants will receive an acknowledgement of receipt within 15 days.

NEW YORK STATE COMPLAINT PROCEDURES:

Section 494C(j) of the Higher Education Act of 1965, as amended provides that a student, faculty member, or any other person who believes that he/she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs of the general welfare of its students. Any student who believes he/she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the Department within three years of the alleged incident.

How to File a Complaint:

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution is required to publish its internal complaint procedure in a primary information document such

as the catalog or student handbook. (The Department suggests that the complainant keeps copies of all correspondence with the institution.)

2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he/she may send a letter or telephone the Post Secondary Complaint Registry to request a complaint form. The telephone number is (212) 951-6493. The address is:

New York State Education
Department
Post Secondary Complaint Registry
One Park Avenue, 6th Floor
New York, NY 10016

3. The Post Secondary Complaint Registry Form should be completed, signed and sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint through the institution's internal complaint processes. Copies of all relevant documents should be included.

4. After receiving the completed form, the Department will notify the complainant of its receipt and make any necessary request for further information. When appropriate, the Department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complaint. The evaluator may contact the complainant for additional information.

5. The Department will make every effort to address and resolve complaints within ninety days from the receipt of the complaint form.

Complaint Resolution:

Some complaints may fall within the jurisdiction of an agency or organization other than the State

Education Department. These complaints will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institute of higher education, the complainant will be notified and the Department will refer the complaint to the institution in question and request that the matter receive a review and response.

Upon conclusion of the Department's complaint review or upon a disposition of the complaint by referral to another agency or organization, or to the institute of higher education, the Department will issue written notice to the complainant describing the resolution of the complaint. The complainant may contact the Department evaluator directly for follow up information or for additional assistance.

RELIGIOUS BELIEFS AND NON-ATTENDANCE

The Division of Higher Learning is in full compliance with Article 224A of the New York State Education Law. This states:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that she is unable because of her religious

beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable,

because of her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work assignments.

COURSE DESCRIPTIONS

- *DHL defines an academic unit as the equivalent of 37.5 academic clock-hours per semester.*

Associated Beth Rivkah, DHL offers coursework and credits reviewed by The American Council on Education and by NCCR (formerly PONSI. These courses includes 33 courses, most of which are Judaic Studies that qualify as Humanities, General Education, or Concentration, and Education courses, which qualify as Free Electives. There are also 5 Social Sciences courses and 2 Science courses, to help students meet the requirements for a BA. Many of these courses are Upper Level.

BIBLE

B 11 — Book of Genesis — Universal Man 3 Academic Units

Genesis: Select chapters will be surveyed and analyzed, both textually and conceptually. The commentaries of medieval and modern scholars will be compared with a view of exploring various methods and approaches of classical Biblical exegesis.

B 12 — Book of Genesis — The Patriarchs 3 Academic Units

Genesis: Additional selected chapters will be surveyed and analyzed both textually and conceptually. Emphasis will be on verse structure and the different types of exegesis.

B 13 — Book of Exodus — Advanced Course 3 Academic Units

A study of the book of Exodus with classical textual commentaries. The course will focus on Midrashic and Talmudic interpretations as well as on Chassidic insights. Methods for teaching the material in Jewish schools will be introduced.

B 14 — Book of Leviticus — Code of Holiness 3 Academic Units

An intensive study of select chapters in Leviticus (Ch. 19, 20 and 23). Analysis will include comparison and evaluation of classical and modern commentators, and aspects of their historical and philosophical backgrounds. Methods for teaching the material in Jewish schools will be introduced.

B 16 A - B— The Biblical Weekly Selection — Parshat HaShavuah
1 Academic Unit (per Semester)

Review of Weekly Parsha Reading with emphasis on the central theme of the Parsha. Study will be supervised and guided by the instructor.

B 21.1 — Book of Joshua 1 Academic Unit

A study of the book of Joshua thorough guided questions with an emphasis on the interpretations of the Midrash, Talmud and Medieval Jewish Exegesis.

B 221 — Book of Exodus — Building of A Nation 3 Academic Units

Exodus: Selected chapters will be surveyed and analyzed, both textually and conceptually. The commentaries of medieval and modern scholars will be compared.

B 22 — Book of Judges

3 Academic Units

An in-depth study of the book of Judges, with emphasis on the interpretations of the Midrash, Talmud and Medieval-Modern exegesis.

B 222 — Book of Leviticus — Code of Holiness

3 Academic Units

An intensive study of Leviticus chapters 19, 20 and 23. Analysis and study will include comparison and evaluation of classical and modern commentators and aspects of the historical and philosophical background.

B 23 — Book of Samuel

3 Academic Units

In-depth study of the book of Samuel with classical commentaries as well as Midrashic and Talmudic interpretations. This course will also include teaching skills for use in elementary grades in the Day Schools and Hebrew Schools.

B 25.2 — Book of Kings I and II

2 Academic Units

A study of the books of Kings I and II through guided questions with an emphasis on the interpretations of the Midrash, Talmud and Medieval Jewish Exegesis.

B 31.2 — The Book of Numbers — Journeys in the Desert

2 Academic Units

Students who can demonstrate proficiency with the biblical text and its Rashi commentary may undertake the study of the Book of Numbers independently, based on guidelines provided in the study-guide. Upon completion, the student will be expected to demonstrate comprehensive knowledge of the narrative and its Rashi commentary.

B 32.2 — Book of Deuteronomy — Farewell Speeches

2 Academic Units

Students who can demonstrate proficiency with the biblical text and its Rashi commentary may undertake the study of the Book of Deuteronomy independently, based on guidelines provided in the study-guide. Upon completion, the student will be expected to demonstrate comprehensive knowledge of the narrative and its Rashi commentary.

B 41 — Thematic Study of Biblical Literature I

3 Academic Units

Select chapters from Genesis and Judges will be studied both textually and conceptually. The commentaries of medieval and modern scholars will be compared with a view of exploring various methods and approaches of classical Biblical exegesis. Units of analyses of commentaries are included. Methods of teaching these biblical passages in the elementary school are emphasized.

B 42 — Thematic Study of Biblical Literature II 3 Academic Units

Additional select chapters from Genesis and Judges will be studied. The commentaries of medieval and modern scholars will be compared with a view of exploring the various methods and approaches of classical Biblical exegesis. Units dealing with analyses of commentaries are also included. Methods of teaching these biblical passages on the elementary school level are emphasized.

B 45 — Survey of Biblical Literature I 3 Academic Units

Highlights of Genesis, Samuel I and II, Kohelet and Shir Hashirim are studied both textually and conceptually. Included are philosophical themes which appear in these texts. Methods of thematic teaching are central to the course.

B 46 — Survey of Biblical Literature II 3 Academic Units

Additional select chapters of Genesis, Books of Samuel I and II, Kohelet and Shir Hashirim are studied both textually and conceptually. Included are philosophical themes which can be traced to these texts. Methods of thematic teaching are central to the course.

B 441 — Book of Esther — Essence of Deliverance 3 Academic Units

The Book of Esther will be analyzed and studied in terms of historical problems, linguistic aspects and rabbinic exegesis. Both modern and medieval commentaries will be analyzed.

B 442 — Book of Ruth — Mother of Royalty 3 Academic Units

The Book of Ruth will be analyzed and studied in terms of historical issues, linguistic aspects and rabbinic exegesis. Both modern and medieval commentaries will be analyzed.

The ACE and/or NCCR accredited courses currently being offered in BIBLE are:

0007	Studies in the book of Genesis	REL 233
0006	Studies in the book of Exodus	REL 264
0177	Philosophical Insights into Song of Songs	PHI 314
0052	Biblical Exegesis	REL 455
2050	Women in the Bible I	REL 299
0137	Survey of Biblical Themes	REL244

CODES

J 11 — Introduction to Jewish Law 1 Academic Unit

A study of selected mitzvos and topics in Jewish Law through the method of developing an approach to textual analysis of Scriptural, Talmudic and Rabbinic Sources with emphasis on contemporary Jewish living.

J 12 — Praise, Petitions and Thanksgiving 3 Academic Units

A study of the 3 basic themes of the prayerbook with emphasis on the blessing formula, and its various formats. The course will also deal with the proper sequence of blessing and the general principles of blessings.

J 14 — The Jewish Home — A Halachic Perspective 1 Academic Unit

The course covers the laws which apply to the Jewish home and its daily routine. Among the major issues which will be studied are the laws pertaining to the celebration of Shabbath and Passover. Related topics will include: Kashrut and Mezuzah. Methods of teaching these materials in the Jewish classroom are intertwined in the presentation of every topic.

J 16 — Review of Jewish Codes — Independent Study 2 Academic Units

A detailed analysis of the laws pertaining to religious duties and responsibilities. The course will include the laws as they apply to daily living, Shabbat, major and minor Festivals and laws of prayer.

J 17 — Review of Jewish Codes I 2 Academic Units

Based on a comprehensive study-guide, issued on a weekly basis, students study select chapters of Codes of Jewish law independently. The course includes a representative cross-section of ritual laws as they apply to daily living.

J 18 — Review of Jewish Codes II 2 Academic Units

Based on a comprehensive study-guide, issued on a weekly basis, students study select chapters of Codes of Jewish law independently. The course includes a representative cross-section of ritual laws as they apply to the celebration of the major and minor festivals as well as to the laws of prayer.

J 21 A — Laws of Sabbath

2 Academic Units

A study of the laws of the Sabbath as codified in the Shulchan Aruch HaRav by Rabbi Schneur Zalman in the 18th century. Course will also deal with the concept of “work”, “rest”, “oneg”, “muktzah” and “honoring and keeping” the Sabbath.

J22-Studies in Jewish Law: Dietary Law

2 Academic Units

Major topics covered in this course are classical laws of Kashrus with emphasis on the ways and means of Kashrus observance in the twenty first century

J 24 — Topics in Jewish Law I

3 Academic Units

A study of the prayer book. Special emphasis will be placed on the “Blessing Formula” and its variations. Attention will be given to the conceptual principles governing blessings, and the proper sequence of their recitation. The course will also focus on the Halachic perspective of Kiddush Hashem/Chilul Hashem in contemporary life. Methods of teaching these topics will be incorporated into the lectures.

J 25 — Topics in Jewish Law II

3 Academic Units

Students will be encouraged to develop an understanding of the methodology which allows for an application of Halacha to our highly advanced technological society. When offered in the Spring, the course will focus its analysis on the rituals of Passover and their contemporary observance.

J 222 — Laws of Chanukah and Purim

3 Academic Units

Selections from a variety of sources with emphasis on laws and customs pertaining to the minor festivals of Chanukah and Purim. Course will also deal with the rabbinic sources for the minor festivals.

J 331 — Laws of Passover

3 Academic Units

A study of the basic laws of Passover with special emphasis on finding their sources. The course will also deal with the terminology as used in the halacha to define Passover concepts.

J 332 — Laws of Passover II

3 Academic Units

A study of the basic themes of Passover with special emphasis on the Haggadah Shel Pesach. The course will also deal with the relationship of Passover to all the other Festivals and Holidays.

J 441 — Laws of Succos

3 Academic Units

Selections from a variety of codes with emphasis on laws and customs pertaining to the festival of Succos. Course will also include basic concepts, themes of the festival with highlights of the historical significance for modern living.

J 442 — Laws of Shavuos

3 Academic Units

Selections from a variety of codes with emphasis on laws pertaining to the festival of Shavuos. Course will also include basic concepts, themes of the festival with highlights on the significance of “freedom under the law”.

The ACE and/or NCCR accredited courses currently being offered in Codes are:

0075	Studies in Jewish Law: Dietary Law	REL 231
0132	Studies in Jewish Law: Interpersonal Relations	REL 319
2039	Jewish Holidays in Biblical & Talmudic Literature	REL 480
3016	Issues in Contemporary Halachic Literature	REL 299
0077	Studies in Jewish Law Shabbos I	REL 308
3012	Topics in Mishna Brura II	REL 386

EDUCATION

E 10 — Psychological Foundations of Education I

3 Academic Units

Current psychological terminology and methodology: Topics include: Introduction to Psychology, Historical Perspective, Testing, Disorders, definition of Learning and Psychology in perspective of Torah.

E 11 — Psychological Foundations of Education II

3 Academic Units

Psychological theory pertinent to classroom teaching. Topics include: Development theories; process of human learning; concept formation; achievement evaluation.

E 12A & B — Principles of Jewish Education 2 Academic Units (per semester)

A study of aims, ideas, and theories of education with particular reference to the educational thoughts of the Chabad Chassidic masters.

E20 -Introduction to Methodology 2 Academic Units

Major topics covered in this course are: Teacher's role as facilitator of learning, theories of learning, designing a lesson plan, teaching strategies, differentiated learning, Bloom's Taxonomy, Gardner's Theory of Multiple Intelligence, and micro-teaching.

E 21 — Early Childhood Education 3 Academic Units

The basic principles underlying motor, cognitive, emotional, social and moral development from birth through early adolescence are discussed and analyzed, with special emphasis on classroom application. The major theories of child development are explored along with the traditional Jewish attitudes.

E 23 — Foundations of Early Childhood Education 3 Academic Units

An integrated course aimed at introducing the future teacher to the basic concepts in Early Childhood Education. The course combines lectures, observation and supervised participation. The curriculum of this course is designed to include materials applicable to teaching primary grades in the Day School.

E 31 — Classroom Management 3 Academic Units

An analysis of classroom situations throughout the school year and identification of management practices associated with high level of student engagement in learning activities and low levels of disruptive behavior.

E 35 — Child Growth and Development 3 Academic Units

A detailed study of the physical, mental, social, and spiritual growth and development of the child, with special stress on the aspects of cognition and character.

E 41 — Understanding the Special Child in the Classroom 3 Academic Units

The course focuses on the nature of the needs of the special child in the classroom. Topics covered include: heredity and disability, developmental milestones, cognition, psycholinguistic model for processing information, assessment, learning styles,

hierarchy of language and reading skills, learning disorders, content analysis, and instructional adaptation and modification.

E 42A-B — Practicum in Primary Education 3 Academic Units (per semester)

An integrated course consisting of lectures, observation and supervised participation and responsible classroom teaching along with related professional activities. An opportunity to apply what has been learned in experiences preceding the actual processes of teaching and guiding primary grade children.

E 43AA-BB—Supervised Elementary Education Student Teaching 6 Academic Units (per semester)

Supervised student teaching, including: observation of a Master Teacher, discussion, team-teaching or independent teaching in an elementary classroom setting.

E 44 — Practicum in Early Childhood 3 Academic Units

Geared to Early Childhood Education, this integrated course combines lectures, observations and supervised participation. It also includes a special unit on child growth and development. Students are given the opportunity to apply their theoretical studies through mandated student teaching, thereby experiencing the challenges of the classroom in a real school setting.

E 46 — Individualized Teaching Practicum 1 Academic Units

Students are encouraged to participate in individualized teaching and tutoring. The course creates a community service coupled with a practical teaching experience.

E 51 — Seminars in Education 3 Academic Units

Lectures and workshops by visiting lecturers focusing on their own areas of expertise. Topics may include: creative teaching techniques, overcoming discipline problems, tests and measurements, individual instruction, effective use of the media, reading for enjoyment, etc.

E 100 — Independent Study in Education 3 Academic Units

Advanced students work independently with faculty member on special projects.

The ACE and/or NCCR accredited courses currently being offered in EDUCATION are:

0038	Introduction to Psychology	PSY101
3017	Interpersonal Relationships and Psychological Skills	
0079	Survey of Exceptional Children	PSY 383
0031	Group Dynamics	SOC 397/PSY 282
0183	Teaching Reading to Young Children	EDU 114
0145	Introduction to Methodology	EDU 101
0025	Developmental Psychology I	PSY 211
0146	Classroom Management/ Principles of Methodology	EDU 104
3021	Foundations of Early Childhood Education	EDU 144
0144	Curriculum in Education-Judaic Studies	EDU 108
3013	Practicum I	COP 199
3015	Practicum II	COP 299

HEBREW LANGUAGE

LH 11 — Beginners Hebrew I

3 Academic Units

An introduction to and study of the basic foundations of modern Hebrew. This introductory course offers beginning students a comprehensive opportunity to read, write and speak simple Hebrew sentences and paragraphs.

LH 12 — Beginners Hebrew II

3 Academic Units

Designed for the student who has completed LH 11 or possesses equivalent knowledge, this course aims to increase vocabulary usage, reading and writing skills in modern Hebrew. Great emphasis is placed on conversational skills.

LH 13 — Elementary Hebrew I

3 Academic Units

Review of Hebrew grammar, selected readings of classical and modern Hebrew literature, practice in writing and speaking Hebrew. Designed for students who have taken LH 11 or equivalent.

LH 14 — Elementary Hebrew II

3 Academic Units

Review of more complex grammatical forms, selected readings, translation, composition and conversation.

LH 21 A — Intermediate Hebrew I 2 Academic Units

In this course, students will acquire the four basic language skills: Listening, Speaking Reading, and Writing. In addition to a review of the fundamentals of Grammar and Syntax, selected Hebrew short studies, essays and articles will be analyzed and directed toward advanced composition work.

LH 22 A— Intermediate Hebrew II 2 Academic Units

An introduction to and study of the basic requirements of Hebrew Grammar and Syntax.

LH 23 — Basic Grammar 3 Academic Units

The application of methodologies and techniques of communication through the skills of reading, speaking and writing.

LH 24 — Applied Hebrew Grammar and Syntax I 3 Academic Units

Prerequisite: Knowledge of basic Hebrew grammar & Nikud

This course deals with the precise study of the “Poal” verb and its conjugation in the Binyanim of Pi’el and Pu’al. It also requires the application of proper grammar to language exercises in proper reading, speaking and writing.

LH 25 — Applied Hebrew Grammar and Syntax II 3 Academic Units

Prerequisite: LH24 or its equivalent

This course follows the verb into the conjugations of Hif’il, Hof’al, and Hitpa’el. It includes language exercises to increase fluency in reading, speaking and writing.

LH 32 — Advanced Hebrew Grammar 1 Academic Unit

The course follows the verb into the conjugation of Kal and Nif’al. Students are expected to demonstrate concentration and precision in order to carry the verb formation through all its seven possible modules. This course prepares students for proficiency in analyzing and understanding the Hebrew root word and their different forms, as well as for effective teaching of both classical and modern Hebrew language.

LH 31 — Communication Skills

1 Academic Unit

Practical application of language skills in reading, speaking and writing Hebrew. Limited to students with basic Hebrew backgrounds.

JEWISH HISTORY

H 11 — Ancient Jewish History

3 Academic Units

A study of the Jewish people during the Period of the Second Temple. Among the topics to be taught: Biographical sketches of leaders during the Second Temple Period, dissenters from normative Judaism, transmission of the Oral Law and the interaction of the Jews with the Hellenistic and Roman civilization.

H 12 — Survey of Jewish History

3 Academic Units

An overview of events affecting the Jewish people from earliest time to the modern period. Among the topics to be taught: the individual movements that influenced Jewish history, the patterns of Jewish survival and Jewish contribution to world civilization.

**H 16 — Jewish Movements and Personalities in Modern Times I
(Early 1700's through 1880)**

3 Academic Units

History of Jewish movements and their leading personalities in Europe, United States and Israel. Among the topics to be studied are: Rise of the Hasidic Movement, its conflict with the Haskalah and Reform movements, the establishment of Hasidim in America and in Israel. Biographical sketches of Jewish leaders and their impact upon the Jewish people will be traced. Special emphasis will be placed on the history and contribution of Chabad to Jewish life.

**H 17 — Jewish Movements and Personalities in Modern Times II
(1880 to 1967)**

3 Academic Units

A study of the development of Jewish movements in Europe, America and Israel from the French Revolution to the historic re-unification of Jerusalem. Students will develop familiarity with the leading figures whose impact paved the course of Jewish history during this period. Special emphasis will be placed on the multifaceted role of Chabad in the development of modern Jewish life.

H 18—Jewish Movements and Personalities In Modern Times 3 Academic Units

History of the Jewish movement and its leading personalities in Europe, United States and Israel. Among the topics to be studied are: Rise of the Hasidic movement, its conflict with the Haskalah and Reform movements, the establishment of Hasidim in the U.S.A. and Israel. Special emphasis will be placed upon tracing the biographical sketches of the early and later Jewish leaders and their impact upon the Jewish people.

H 221 — American Jewish History 3 Academic Units

A historical study of the development of Judaism in America. Among the topics to be studied are: present day Jewish communities with special emphasis on history and analysis of Orthodox institutions which have impacted on the American scene.

H 22 H 222 — Hasidic Personalities 3 Academic Units

A study of the origins, background and growth of Chasidus. Special emphasis will be on biographical sketches of the early leaders of the Chabad movement. Among the topics studied are: historical background of each leader and the impact of the leader upon the Jewish people.

H 31 H 331 — Influence of Chabad on World Jewry 3 Academic Units

A study of the establishment and spread of the Chabad Movement throughout the United States. Among the topics studied are: contribution of the Chabad movement to the development and growth of Jewish life in America, Israel and various parts of the world.

H 332 — Hasidic Personalities in America 3 Academic Units

A study of the leading Chassidic Personalities in America. Among the topics studied are: Transition from Eastern Europe to America, the renaissance of Chabad in America, the early leaders and the impact of the present spiritual leader (Rabbi Menachem Mendel Schneerson 1902-) upon the American scene.

H 441 — Holocaust 3 Academic Units

History of the Holocaust — the genocide of millions of Jews in Europe during World War II. Topics analyzed include: the Jewish world that was lost, the “final solution” and how the survivors tried to maintain their spiritual and human dignity.

H 442 — World Jewish Leaders of the Modern Period 3 Academic Units

Biographical sketches of Great Jewish Leaders of the modern period who have made an impact of Jewish history. Among the topics to be studied are: the historical background of each leader, his/her impact on the period of that time and how they shaped and influenced the lives of countless Jews and civilization in general.

H 51 — Seminars in History 3 Academic Units

Lectures and seminars by visiting authors and scholars whose areas of expertise can offer students an in-depth examination of specific topics in history.

PHILOSOPHY

P 11 — Introduction to Jewish Philosophy 3 Academic Units

This course comprises presentation of the nature and systems of Jewish Philosophy with its unique methods and weltanschauung. It analyzes the fundamental relationship between philosophy and religion as conceived by major Jewish thinkers, interpreting and elucidating religious and moral principles in the light of philosophical understanding, and exploring their implications in daily practice.

P 12 — Concepts and Themes In Jewish Philosophy 3 Academic Units

A study of basic concepts and themes in Jewish Philosophy. Among the topics to be covered: The existence and nature of G-d, monotheism, and human reason vs. revelation.

P 13 — Basic Themes in Jewish Philosophy I 3 Academic Units

A survey course of textual study related to selected topics in Jewish Philosophy. Primary texts include: Selections from Rambam, Talmudic sources, Yehuda Halevi, Maharal and Chassidic Masters. Topics include: Relationship between philosophy and religion, ethical moral principles and their implication in daily practice, man's relationship to G-d and to the world.

P 14 — Basic Themes in Jewish Philosophy II 3 Academic Units

A survey course of textual study related to advanced topics in Jewish Philosophy. Primary texts include: Selections from Rambam, Talmudic sources, Yehuda Halevi, Maharal and Chassidic Masters. Topics include: Human reason vs. Revelation, Exile and Redemption, the Messianic era.

P15 - Feminism and Jewish Perspectives on Women 2 Academic Units

Major topics covered in this course are the social position of women in the Bible, historical perspectives, modesty, differences between the genders, marriage, motherhood and career, and women and ritual law.

P 16 — Studies in Tanya — Philosophy of Chabad 3 Academic Units

This course will attempt to acquaint the student with the basic concepts of Chabad philosophy through the study of the classic work of Chabad — The Tanya. Among the topics covered will be The Divine Soul, The Self, and the ways and means of achieving a closer understanding of G-d, self and fellow man.

P 17 — Hasidic Thought I 3 Academic Units

A study of basic terminology, content and interpretation of Hasidic insights. Among the topics to be taught: Spiritual dimensions of exile and redemption, the purpose and origin of the Divine service and how to reach higher spiritual levels in one's own life.

P 18 — Hasidic Thought II 3 Academic Units

A study of basic terminology, content, interpretation of Hasidic insight into the world of Jewish Hasidic philosophy. Among the topics to be taught: Hasidic viewpoints concerning Creation, the power of "action" and the challenge of Teshuvah.

P 21 — Likutei Sichos I 3 Academic Units

A textual and conceptual study of selected essays by the Lubavitcher Rebbe (volume 1-4), based on the weekly Torah portion, Jewish and Chassidic holidays.

P 22 — Likutei Sichos II 3 Academic Units

A textual and conceptual review and analysis of selected essays by the Lubavitcher Rebbe (volume 5-33), based on the weekly Torah portion, Jewish and Chassidic holidays.

P 31 — Ethical Personality

3 Academic Units

A study of the character traits of the Jewish ethical personality. Among the topics to be taught: Jewish ethics and morality, the ethical tradition from Moses to the present, and the relevance of these Ethical teachings to everyday living.

P 332 — The Mussar Movement

3 Academic Units

A study of the Mussar movements, its personalities and philosophy. Among the topics to be taught: What are "Duties of the Heart,"? What are the major duties? and Who are the leading personalities of this movement?.

P 42 — Jewish Liturgy

3 Academic Units

A study of the philosophical themes and concepts in prayer. This course will include the structure of the prayer book, the flow of different levels of spiritual awareness and an understanding of the Ladder of Prayer.

The ACE and/or NCCR accredited courses currently being offered in Philosophy are:

0041	Introduction to Topics in Jewish Philosophy	PHI 200
3022	Chassidic Writings: Tanya I	REL 499
3033	Chassidic Writings: Tanya II	REL 499
0110	Feminism and Jewish Perspectives of Women	REL 478
0139	Topics in Chassidic Thought	PHI 411
0173	Judaism: Religious, Philo, and Ethical Issues	PHI 420
3008	Studies in Mussar	REL485
0109	Ethics of the Fathers	PHI 280
0159	Advanced Topics in Jewish Philosophy	PHI 320