



The New York Seminary

CATALOG
2021-2022

Table of Contents

History	4
Mission	4
Board of Directors.....	5
Administration.....	5
Faculty	5
Accreditation and State Authorization	6
Academic Calendar.....	7
Tuition and Fees	7
Campus.....	7
Library.....	8
Student Life	8
Admissions Policy and Procedures	8
Transfer Credit Policy.....	9
Textbook Information.....	10
Grade Point System.....	10
Attendance Requirements	11
Leave of Absence	11
Refund and Withdrawal Policies.....	12
Satisfactory Academic Progress.....	12
Warning	14
Federal Financial Aid Warning.....	15
Appeals Process, Mitigating Circumstances	15
Reinstatement for Federal Financial Aid	16
Incompletes.....	17
Withdrawals from a Course	17
Transfer Credits and Satisfactory Progress	17
Repetitions.....	17
Change of Major.....	18
ESL/Noncredit Remedial Courses.....	18

Placement Disclaimer	18
Availability of Full Time Employee	18
Counseling.....	18
Health Services.....	19
Non-Discrimination Policy	19
Grounds for Dismissal	19
Complaints Procedure.....	20
Internal Complaint Policy	20
Notification of Rights under FERPA.....	25
Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws.....	29
Financial Aid	30
Applying for Financial Aid	31
Financial Aid Need	31
Application Deadline.....	32
Federal Aid Programs	32
Institutional Scholarships.....	34
Academic Program	34
Course Descriptions	35
Year One.....	35
Year Two.....	39
Sample Curriculum	40
COVID-19 Update	41

HISTORY

The Orthodox community in America has been growing steadily, representing the fastest growing branch of American Jewry by far. As a result, there is a growing demand for post-secondary institutions serving major centers of the Orthodox population. In the past, each year there were thousands of Bais Yaakov High School graduates throughout the USA without a local, full day, girls seminary to attend. Therefore, many of these girls found it necessary to pursue their academic training in seminaries located abroad. The New York Seminary was established by Rebbitzin Ruthy Assaf and Mrs. Bella Weinreb to provide these high school graduates with the option of a local seminary. This would enable them to have a similar experience to that found abroad while staying closer to home.

MISSION

Seminar V'at Alis, the New York Seminary, is committed to preparing its students for the multiple roles they will fill as knowledgeable Jewish women committed to a life defined by Torah values. It aims to transmit the wisdom and outlook preserved by a civilization that has endured and learned invaluable lessons over thousands of years. It seeks to help shape thinking, contemplative productive citizens of the world they inhabit, the communities they serve and the families they build; and to imbue them with a sense of moral and ethical responsibility to their Creator, their fellow man and to themselves.

At the same time, our mission is to equip our students with the content mastery, critical thinking skills and professional training to serve their communities as teachers, school administrators, and in broader fields of service in diverse industries, organizations and institutions. We aim to foster within each student a pride in her entwined roles as a multifaceted Jewish woman, mother and wife. Our mission is to train the heart as well as the mind; to shape the full human being. We aim to advance the high ethical goals of chesed, achvah and empathy, and to mold the justly celebrated character of an exemplary bas Yisroel.

Our mission reflects our values, sets our objectives, drives our educational program and informs all of our plans, policies and academic decisions.

BOARD OF DIRECTORS

Reb. Ruthy Assaf	President
Mrs. Bella Weinreb	President
Rabbi Yehuda Assaf	Vice President
Rabbi Zvi Weinreb	Vice President
Rabbi Shaya Assaf	Treasurer
Rabbi Avraham Feigenbaum	Treasurer
Rabbi Josh Leiner	Treasurer

ADMINISTRATION

Reb. Ruthy Assaf	Dean
Mrs. Bella Weinreb	Director
Mrs. Dvora Hertz	Executive Assistant
Mrs. Esther Martin	Financial Aid Administrator
Mrs. Shaindel Schneider	Administrator, Registrar
Ms. Itta Brocha Lipshutz	Bookkeeper
Miss Esther Ferber	Secretary

FACULTY

Reb. Ruthy Assaf	Dean
Mrs. Bella Weinreb	Director

Mrs. Goldie Cohen
Mrs. Leah Ferber
Rabbi Gil Frieman
Mrs. Mirel Fruchthandler
Mrs. Miri Gershtnkorn
Mrs. Malky Bergstein
Miss Penina Kramer
Rabbi Eliezer Krohn
Rebbetzin Sarah Mermelstein
Rabbi Yerachmiel Milstein
Rabbi Jonathan Rietti
Mrs. Bruria Rubin
MRabbi Fishel Schachter
Mrs. Goldy Schechter
Rabbi Benzion Schiffenbauer

Rabbi Avraham Schorr
Mrs. Devoiry Weber
Rebbetzin Faigie Schorr
Mrs. Malky Steiner
Mrs. Miriam Stern
Mrs. Chaya Stockhammer
Mrs. Nechama Stroh
Mrs. Naomi Sutton
Mrs. Yael Weisbord
Mrs. Malkie Zeilberger

ACCREDITATION AND STATE AUTHORIZATION

New York State Disclaimer

The New York Seminary does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In The New York Seminary'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 religious 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. The New York Seminary falls into this category and is therefore not subject to the evaluation of the New York Board of Regents.

Accreditation

The New York Seminary is accredited by the Association of Institutions of Jewish Studies (AIJS) and is approved to offer a Classical Torah Studies Degree, with its embedded Classical Torah Studies Certificate. 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 letter of accreditation can be viewed in the office during regular business hours.

ACADEMIC CALENDAR

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

TUITION AND FEES

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

CAMPUS

The New York Seminary is located at 911 McDonald Avenue, Brooklyn, New York 11218. The two-story Genendel Berkowitz building, named after a family member of a benefactor, was a warehouse that has been entirely renovated to contain all of the school's learning and administrative needs. The building façade offers a stately and inviting appearance. It has state of the art classrooms, teachers' conference room, kitchen facilities and an auditorium. There are two large classrooms, one multipurpose room and one additional teaching space, so that four concurrent classes can be offered at any one time. The present building can accommodate about 120-125 students.

There are offices for the academic head, the school director and the support staff with their requisite computer systems. The building is equipped with a self-service kitchen with all amenities so that students can warm their food, prepare hot drinks, and have snacks.

Our dormitory is located at 1468 38th Street Brooklyn, NY 11218. The residence quarters are comfortable and secure and can accommodate many students. The rooms have beds, dressers, tables and chairs. There are common areas with couches for chatting, reading and lounging. The residences have dining rooms, kitchens and laundry rooms with a washer/dryer. Kitchens have fully stocked pantries and refrigerators containing basic foods as well as snacks, fruit and other groceries. A catering service provides dinner meals five nights a week. The dorms are equipped with fire extinguishers, smoke alarms, and comfort facilities.

All of the New York Seminary student needs are fully handicap accessible and every effort will be made to accommodate any handicapped student who is admitted to the institution.

LIBRARY

The Seminary's library collection provides the students with a wide range of literature that is not generally available in conventional libraries. Students make use of the volumes for their research and for gaining a broader familiarity with the prodigious output of Jewish scholarly works. The collection spans thousands of years of scholarship and has representative works from every corner of the Jewish diaspora. There are age-old Biblical works, commentaries on Nevi'im, digests of Halacha and specialized volumes on specific Halachic topics. The library contains works of inspiration, volumes on emunah and bitachon, Holocaust themed essays and anthologies and biographies of influential and transporting figures in Jewish history. The collection also includes textbooks that deal with teaching and the psychology of learners; tomes on pedagogy, methodology and lesson planning; and volumes that are specifically aimed at teachers in Jewish institutions. The textbooks, monographs and primary sources contained within the library are an invaluable complement to the classroom.

STUDENT LIFE

Extra-curricular activities and experiential aspects of the program are essential complements to our academic program. Students are encouraged to assume leadership responsibilities, to spearhead and participate in civic service and charitable organizations, and to become contributing members of the broader community.

ADMISSIONS POLICY AND PROCEDURES

Application Process:

In order to initiate the application process, we encourage qualified students to contact Mrs. Shaindy Schneider at 718-298-2601.

Applicants should:

- A. Provide personal and contact information, and letter of recommendations.
- B. Participate in a personal interview with the Dean and Director.
- C. Provide records of high school documentation or a recognized equivalent.

No formal standardized or entrance exams are administered as part of the application process. Upon acceptance, students will be required to complete the admission form.

Admission Criteria:

Students applying to The New York Seminary must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation
2. Have been homeschooled 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.

The applicant is assessed based on suitability and promise for success in regards to the institution's mission. We seek students who are committed to the mission and goals of the program, can benefit from the educational environment of the program, and demonstrate satisfactory skills and knowledge level to participate in advanced Judaic studies.

Admission to The New York Seminary is open to female members of the Orthodox Jewish faith without regard to age, color, race, national origin, or handicap.

TRANSFER CREDIT POLICY

The New York Seminary welcomes transferring students from other programs, and does its utmost to assist in a smooth and friendly transfer process. The New York Seminary accepts up to 36 transfer credits for courses of comparable level and content, earned at similar institutions, provided the student received a minimum grade of a C. The courses are further evaluated to determine relevancy to student's degree requirements. Transfer credits are evaluated on an individual basis, and the program reserves the right to reject such credits.

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

Note: The New York Seminary 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 The New York Seminary 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.

TEXTBOOK INFORMATION

The New York Seminary offers a highly specialized program of study. The seminary maintains a library of texts necessary for its program. Students are provided with a book list at the start of the semester so that they can purchase their own copies. Most texts used in the program are reprints of the Bible and other classical texts that do not have ISBN numbers.

GRADE POINT SYSTEM

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

Rather than deriving grades from a precise numerical average, The New York Seminary 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	2.0
A-	3.7	C-	1.7
B+	3.3	D	1.0
B	3.0	F	0.0
B-	2.7	F*	0.0 *unearned
C+	2.3	W	Withdrawal

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 W – Withdrawal, are not included in the determination of the grade point average, although those hours with a grade of Fail are included.

Sample GPA Calculation:

A-	6 (credits)	x	3.7	=	22.2
B+	4 (credits)	x	3.3	=	13.2
C	1 (credits)	x	2	=	2
A	<u>1 (credits)</u>	x	4	=	<u>4</u>
	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 or Director. The request must be signed and dated and must include the reason for which the student is requesting a leave of absence. A leave of absence will not be granted if the reason for the request is not included. The request for a leave of absence will be reviewed by the Dean within ten days of submission to the. 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.

REFUND AND WITHDRAWAL POLICIES

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

ACADEMIC REGULATIONS

SATISFACTORY ACADEMIC PROGRESS

All matriculated students pursuing an approved program at The New York Seminary 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 The New York Seminary satisfactory academic progress at The New York Seminary has two principal components: a qualitative standard and a quantitative standard:

At the end of each semester, each student's academic file is evaluated to determine if the student is making satisfactory academic progress.

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

*unearned

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 Withdrawn are not included in the determination of the grade point average. Credit hours with a grade of fail (F) or unearned fail (F*) are included in 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**

Classical Torah Studies Degree

Students must make sufficient progress through the academic program to complete the 60 credit program with a maximum attempted credits ceiling of 90 credits, which is 150% of the published length of the program.

Classical Torah Studies Certificate

Students must make sufficient progress through the academic program to complete the 24 credit program with a maximum attempted credits ceiling of 36 credits, which is 150% of the published length of the program.

➤ **Pace of Completion**

Classical Torah Studies Degree

A student must earn 67% of her cumulative attempted credits. Every semester, each student is evaluated to see if she has successfully earned 67% of her 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 60 credit 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, she is determined to be making satisfactory progress.

Classical Torah Studies Certificate

A student must earn 67% of her cumulative attempted credits. Every semester, each student is evaluated to see if she has successfully earned 67% of her 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 24 credit 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, she is determined to be making satisfactory progress.

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 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. 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

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, he 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.

CHANGE OF MAJOR

All credits attempted are included in making a student's SAP determination, regardless of any subsequent changes in major, if applicable.

ESL/NONCREDIT REMEDIAL COURSES

The New York Seminary does not offer any ESL or non-credit remedial courses.

PLACEMENT DISCLAIMER

The New York Seminary is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

AVAILABILITY OF FULL TIME EMPLOYEE

The New York Seminary has designated Mrs. Dvora Hertz, Executive 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 Title 34 of the Code of Federal Regulations. She can be reached in the administrative office during regular business hours or by calling 347-548-7895.

COUNSELING

Counseling is a very important part of the New York Seminary program. Every girl has a personal meeting with the Director, and receives counseling. Should any issues arise, whether academic or personal, they can meet with the Dean or one of three senior faculty: Rebbetzin Mermelstein, Rabbi Frieman and Mrs. Weisbord. There are also dorm counselors who board with the students, and are always available for advice and support when needed.

Our experienced faculty offers first line conventional counseling. Should an issue arise that requires professional assistance, we will recommend an expert in that specific field.

HEALTH SERVICES

Beyond the standard first-aid services, the Seminary does not have the facilities to attend to medical issues. 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.

NON-DISCRIMINATION POLICY

Qualified women of the Orthodox Jewish faith are eligible for admission to The New York Seminary 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.

The New York Seminary does not have a program for students with intellectual disabilities. The New York Seminary provides reasonable academic accommodations for students with intellectual disabilities.

GROUNDINGS 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, Rebbetzin Ruthy Assaf, will notify the student that she may be dismissed from the school.

Students who consistently 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 in writing to the Rebbetzin Ruthy Assaf. 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

AJS, an explanation of its actions, as well as a statement certifying that the institution followed its own published complaint policy.

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

5. If the institution informs AJS in its response that the complainant did not follow the complaint policy of the school, AJS 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, AJS 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 AJS standards or policies. AJS will launch an inquiry into the issue within 10 days. AJS 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 AJS administrative staff will review the complaint file to determine if the institution complied with AJS standards and policies. AJS 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 AJS.

8. If after receipt of the institutional response and a review of any additional documentation, AJS makes a final determination that the institution is not in compliance with AJS 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 AJS, 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 AJS, 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 AJS's standards of accreditation.

11. AJS will make a good faith effort to address credible anonymous complaints against an accredited institution or against AJS 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 The New York Seminary 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.

The New York Seminary 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 her 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 her 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 The New York Seminary 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 The New York Seminary'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 The New York Seminary 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, roommates, photos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

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

committed a violation of the school's rules or policies with respect to the allegation made against her. (§ 99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

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

FINANCIAL AID

The New York Seminary utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field. The New York Seminary 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 The New York Seminary should contact Mrs. Dvora Hertz or Mrs. Esther Martin to learn about the options available to her. These may include grants, scholarships 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 her 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 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, 2022, students may be required to submit their application earlier, as the application must be processed while the student is still eligible. Students are urged to submit their applications as early as possible. Late submissions may delay the processing of a student's application. More important, the funds for some programs are limited and will be distributed with priority given to those students who submit their application in a timely fashion.

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

FEDERAL AID PROGRAMS

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an "entitlement" which means that each eligible student who attends an eligible institution and applies on time may receive a Federal Pell Grant. The maximum grant for a fully eligible student is \$6495 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.

INSTITUTIONAL SCHOLARSHIPS

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

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

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

ACADEMIC PROGRAM

The New York Seminary offers a program of study in Jewish Studies leading to a Classical Torah Studies Degree upon the completion of 60 credits, as well as a Classical Torah Studies Certificate upon the completion of 24 credits. These programs are classified under the same CIP category with one major available.

COURSE DESCRIPTIONS

Year One

Habayit Hayehudi A

An in depth study of the philosophical foundations of the Jewish home, based on an analysis of Biblical, Midrashic, and Rabbinic sources, and works of Jewish thought and Mussar. The course focuses on identifying the deeper meaning and practical application of the role and character of the Jewish woman within the Jewish home, specifically in the areas of character development, the powers of speech and silence, modesty and Torah.

Habayit Hayehudi B

An in depth study of the philosophical foundations of the Jewish home, based on an analysis of Biblical, Midrashic, and Rabbinic sources, and works of Jewish thought and Mussar. The course focuses on identification, analysis and extrapolation of both the deeper meaning and practical application of the role and character of the Jewish woman within the Jewish home, in relation to marriage, the power of giving and educating children.

History of the Jewish Community in the Land of Israel A

A survey of the history of the Jewish community in the Land of Israel, beginning with the destruction of the second Bais Hamikdash up to the birth of the Zionist movement. The course focuses on identifying and describing key events, movements, and personalities that played a significant role in the national and religious development of the of the Jewish community in the Land of Israel during this period of history.

History of the Jewish Community in the Land of Israel B

A survey of the political, social, and economic foundations of modern day Israel. The course focuses on comparing, interpreting, and evaluating key events, issues, movements, and personalities that played a significant role in the national and religious development of the of the Jewish community in the Land of Israel in modern times.

Issues in Contemporary Halachic Literature A

A Halachic analysis of perspectives on four selected present-day issues - Time and Halacha, Relating to General Society, Modern Medicine and Women and Mitzvos. The course traces and explains the process through which Halachic sources and authorities engage and resolve modern day issues, using sources from the Bible and Talmud, commentaries of early and recent rabbinical authorities, as well as responsa literature.

Issues in Contemporary Halachic Literature B

A Halachic analysis of perspectives regarding selected contemporary issues including Kiddush Hashem, Kibbud Av V'Em, Electricity on Shabbos and Yom Tov and Bal Tashchis. The course traces and analyzes the process through which Halachic sources and authorities engage and propose solutions to modern day issues, using sources from the Bible and Talmud, commentaries of early and recent rabbinical authorities, as well as responsa literature.

Studies in Jewish Law: Interpersonal Relationships A

A comprehensive study of some common laws regarding interpersonal relationships. The course identifies and explains eleven such interpersonal laws, interprets and examines the Biblical, Talmudic and Rabbinic sources, and provides a detailed study of the practical applications.

Studies in Jewish Law: Interpersonal Relationships B

A comprehensive study of six common laws of interpersonal relationships. The course focuses on identifying, analyzing and examining the Biblical, Talmudic and Rabbinic sources, definition of each Mitzvah, as well as extrapolating practical applications from the laws studied.

Studies in Jewish Law: Dietary Laws A

A comprehensive study of core topics in dietary laws, including explanations of forbidden and permissible foods, maintaining Kashrus, as well as when Halachic advice should be sought. Topics covered include separation of dairy and meat, laws regarding pots and tableware, and separating dough.

Studies in Jewish Law: Dietary Laws B

A comprehensive study of four core topics in dietary laws, including identifying and explaining criteria for determining forbidden and permissible foods and maintaining standards of Kashrus. Evaluating potential Kashrus issues by analyzing various scenarios and proposing possible solutions, determining when Halachic advice is necessary and how to give over applicable information when requesting guidance. Topics include foods with distinct Rabbinic prohibitions, inspecting food for infestation, Passover laws and Kashrus supervision.

Studies in Megillot A

In-depth study of topics in Megilat Shir HaShirim including an Introduction, Chapters 1 and 2, with focus on the analysis of the text, historical background and the philosophical, theological, and moral themes within.

Studies in Megillot B

In-depth study of topics in Megillot Shir Hashirim - Chapters 3-7, Kohelet, and Eicha, focusing on the historical background and analysis of the texts and the philosophical, theological, and moral themes within. Independent interpretation of texts based on Talmudic and Midrashic literature and various Biblical commentators.

Studies in Mussar A

An in-depth study of some fundamental concepts of Jewish philosophy, based on the classical work, Chovos Halevovos and the writings of Rav Dessler, Michtav M'Eliyahu. The course focuses on providing a deeper understanding of man's relationship with G-d through the identification and development of man's spiritual identity and the application in daily life. Topics covered include Yichud Hashm, Creation of the World, Gratitude towards G-d and Serving Hashem.

Studies in Mussar B

An in-depth study of some of the fundamental concepts of Jewish philosophy, based on the classical work, Chovos Halevovos and the writings of Rav Dessler, Michtav M'Eliyahu. The course focuses on providing a deeper understanding of selected fundamental values of Judaism, analyzing these principles, and the practical application of these philosophies as they apply to daily life. Topics include Torah, Truth, Interdependence of Actions, Thoughts and Feelings and Faith.

Studies in the Book of Deuteronomy A

Intensive text-based study of thirteen selected topics in Deuteronomy. Topics are studied in depth using varied Midrashic and Talmudic sources, as well as a survey of medieval to contemporary Rabbinical exegetists to explain, analyze and contrast the philosophical, theological, and moral themes in the text.

Studies in the Book of Deuteronomy B

Intensive text-based study of ten selected topics in Deuteronomy. Topics are studied in depth, using many Midrashic and Talmudic sources, as well as a variety of medieval to contemporary Rabbinical exegetists by evaluating, analyzing and interpreting texts independently to comprehend and process lessons in life.

Studies in the Book of Judges A

A study of Sefer Shoftim with classical commentaries, focusing on the cyclical pattern of idol worship, bondage, repentance, and salvation through a Shofet. Examination of religious and theological issues with various commentaries. Major topics include the role of the judge, Osniel Ben Knaz, and Devorah and her song.

Studies in the Book of Judges B

A study of Sefer Shoftim with classical commentaries, focusing on the cyclical pattern of idol worship, bondage, repentance, and salvation through a Shofet. Analyzing and evaluating the religious and theological issues in the text through various commentaries, as pertaining to practical life. Major topics include Yiftach, Shmishon, the idol of Michah and Pilegish B'Givah.

Studies in the Book of Ruth A

In-depth study on five selected topics in the Book of Ruth, focusing on the theological and moral themes within the text. The course explores the Megillah and its central characters, within the historical and chronological context, and examines the various themes in the narrative as elucidated in the Talmud, Midrash, and classical commentators to the Megillah – with an emphasis on the Alsheich. Topics include a General Introduction, Leadership, Ruth, Conversion and Levirate Marriage.

Studies in the Book of Ruth B

In-depth study of the Book of Ruth, focusing on analyzing and interpreting the theological and moral themes within the text. The course explores the Megillah within its historical context, and examines the various themes in the narrative as elucidated in the Talmud, Midrash, and classical commentators to the Megillah – with an emphasis on the Alsheich. Inconsistencies and questions within the text, the sequence of events and the underlying connection are also covered. Course topics include Humility and Modesty as well as the Matriach of the House of David.

Studies in the Writings of the Maharal of Prague A and B

Upon successful completion of this two-part course, students will be able to demonstrate an understanding of the fundamental substance of the author's writings; the terminology characteristic of the author's literary style with its philosophic/mystical connotations; and the author's distinctive methodology in interpretation of biblical and rabbinic sources. Topics covered in the course depend on the specific text to be studied comprehensively. Text selection will vary. Methods of instruction include lecture, discussion, and textual preparation.

Survey of Biblical Themes A

A study of fourteen weekly Torah portions, with Rashi, Talmudic and Midrashic sources, and an in-depth analysis of moral, philosophical and theological themes in these parshios.

Survey of Biblical Themes B

A study of thirteen weekly Torah portions, with Rashi, Talmudic and Midrashic sources, and an in-depth analysis of moral, philosophical and theological themes in these parshios. Integration of topics covered with practical applications to everyday life.

Topics from the Haftarat A

Exegetical study of twelve selections from the Prophetic Books which accompany the weekly Torah reading. Through textual analysis and study of the commentaries - Medieval and Modern - the course explores the themes and events in each portion, their timeless messages and the connection between the Torah portion and its corresponding Haftarah.

Topics from the Haftarat B

Exegetical study of thirteen selections from the Prophetic Books which accompany the weekly Torah reading. Through textual analysis and study of the commentaries - Medieval and Modern - the course explores the themes and events in each portion, their timeless messages and the connection between the Torah portion and its corresponding Haftarah. Elucidation of the philosophical, theological and moral themes within these selections and independent analysis of Biblical text and integration of practical applications.

Year Two

Fostering Success in the Workplace A

In-depth and comprehensive study of the role that soft skills play in the workplace, and their affect on the underpinnings of any organization, business unit and employee role. Topics include various modes of Effective Communication, Conflict Resolution, Problem Solving, and Time Management, among others. Concepts of honesty, work ethics according to Jewish Law as well as sense of responsibility for financial issues such as credit card use, will equip the students with meaningful and essential techniques to become productive and competitive in the workplace.

Fostering Success in the Workplace B

In-depth and comprehensive study and analysis of the role that soft skills play in the workplace, and their affect on the underpinnings of any organization, business unit and employee role. Topics include empathy, self-confidence, adaptability and flexibility, among others. Concepts such as Medical Ethics and DNA Testing, according to Jewish Law as well as sense of responsibility for financial issues such as Insurance and Transactions, will equip the students with meaningful and essential techniques to implement and execute in the workplace.

Implementing Success in the Workplace / A Practicum Experience A

The practicum objective is to engage the students with direct experience and focused reflection to increase knowledge and develop soft skills that are taught in the classroom. Concepts to be implemented include the various modes of communication, conflict resolution and time management, among others. Whether by manifesting a positive attitude, communicating properly or demonstrating honesty in the workplace, along with other skills learnt, the students will maintain and improve these skills, motivating them to make relevant connections to their own academic, professional, and personal goals. After making these connections, learners will be able to carry their learning process into future experiences and contexts.

Implementing Success in the Workplace / A Practicum Experience B

The practicum objective is to engage the students with direct experience and focused reflection to increase knowledge and fully develop soft skills taught in the classroom. Approaches to be implemented include emotional intelligence, creative and critical thinking and self-confidence, among others. Whether by showing empathy towards others, embracing change or changing focus in the workplace, together with other skills learnt, the students will maintain and improve these skills, motivating them to make relevant connections to their own academic, professional, and personal goals. After making these connections, learners will be able to carry their learning process into future experiences and contexts.

SAMPLE CURRICULUM

YEAR ONE FALL SEMESTER

REL264A	Studies in the Book of Deuteronomy A	3 credits
REL280A	Habayit Hayehudi A	1.5 credits
REL231A	Studies in Jewish Law: Dietary Law A	1.5 credits*
REL356A	Studies in Megillot A	1.5 credits
REL319A	Studies in Jewish Law: Interpersonal Relationships A	1.5 credits*
REL299A	Issues in Contemporary Halachic Literature A	1.5 credits
REL108A	Studies in the Book of Judges A	1.5 credits
REL244A	Survey of Biblical Themes A	1.5 credits
REL374A	Studies in the Book of Ruth A	1.5 credits
REL308A	Studies in Jewish Law: Laws of Shabbat A	1.5 credits*
HIS337A	History of the Jewish Community in Land of Israel A	1.5 credits
REL385A	Studies in Mussar A	1.5 credits
REL296A	Topics from the Haftarot A	1.5 credits

YEAR ONE SPRING SEMESTER

REL264B	Studies in the Book of Deuteronomy B	3 credits
REL280B	Habayit Hayehudi B	1.5 credits
REL231B	Studies in Jewish Law: Dietary Law B	1.5 credits*
REL356B	Studies in Megillot B	1.5 credits
REL319B	Studies in Jewish Law: Interpersonal Relationships B	1.5 credits*
REL299B	Issues in Contemporary Halachic Literature B	1.5 credits*
REL108B	Studies in the Book of Judges B	1.5 credits
REL244B	Survey of Biblical Themes B	1.5 credits
REL374B	Studies in the Book of Ruth B	1.5 credits
REL308B	Studies in Jewish Law: Laws of Shabbat B	1.5 credits*
HIS337B	History of the Jewish Community in Land of Israel B	1.5 credits
REL385B	Studies in Mussar B	1.5 credits
REL296B	Topics from the Haftarot B	1.5 credits

*Halachos are electives. Two of the four are chosen.

YEAR TWO

BUS209	Implementing Success in the Workplace / A Practicum Experience I	6 credits
BUS207	Fostering Success in the Workplace I	3 credits
BUS210	Implementing Success in the Workplace / A Practicum Experience II	6 credits
BUS308	Fostering success in the Workplace II	3 credits

COVID-19 Update

Any updates or changes that may arise during the course of the year due to COVID-19 will be communicated to the students. Students should refer to the school's website, www.thenyseminary.com for the most updated information.