

**ASSOCIATED BETH RIVKAH SCHOOLS**

**DIVISION OF HIGHER LEARNING**

**CATALOG**

**2024-2025**

310 Crown Street  
Brooklyn, NY 11225  
718-735-0400 ext. 1129/1120/1121  
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[bethrivkah.edu/DHL](http://bethrivkah.edu/DHL)

The Division of Higher Learning  
is accredited by  
AIJS

Association of Institutions of Jewish Studies  
500 W. Kennedy Boulevard  
Lakewood, NJ 08701-2620  
Phone: 732-363-7330  
Email: [dginsberg@theaijs.com](mailto:dginsberg@theaijs.com)

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

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**TITLE IX**

Division of Higher Learning of Associated Beth Rivkah Schools prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at: [DHL Information & Disclosures | Associated Beth Rivkah School](#).

## ABOUT THIS CATALOG

*This catalog 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 catalogs and academic regulations and is binding on all new students.*

*This catalog 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.*

*Division of Higher Learning enrollees are urged to retain this catalog 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.*

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## **HISTORY**

The Division of Higher Learning of Associated Beth Rivkah Schools is a post-secondary academic institute of Judaic studies. Division of Higher Learning of Associated Beth Rivkah Schools 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 institutions in the United States and Canada, the Division of Higher Learning of Associated Beth Rivkah Schools prepares an annual cadre of qualified graduates.

Tracing its origins to the fall of 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 of Associated Beth Rivkah Schools has succeeded in placing its alumnae as educators in over 75 cities worldwide, thereby promoting and perpetuating the educational values which they acquired at Division of Higher Learning of Associated Beth Rivkah Schools.

## **MISSION**

Division of Higher Learning of Associated Beth Rivkah Schools offers women rigorous postsecondary education in the scholarly disciplines of Hebrew and Jewish Studies (anchored in the classical texts of Judaism and Chassidism). The goal of the mission is to educate and train the Jewish women in taking responsibility in transmitting Jewish knowledge and values. Division of Higher Learning of Associated Beth Rivkah Schools offers programs and courses that translate the goal of transmitting Jewish knowledge in formal teacher training for primary and secondary schools and related occupations. (Adult education, educational leadership roles, i.e., friendship circle and C-Teens.) The values and life skills that our courses provide, reflect the Torah's view of the Torah knowledgeable woman's pivotal role in family and community.

## **BOARD OF DIRECTORS**

Mr. Mendel Gansburg  
Mr. Frederic Goldfein  
Mr. Yerachmeal Jacobson  
Mr. Dovid Junik  
Mr. Yigal Niasoff  
Mr. Itchik Orimland  
Mr. Dovid Sputz

## **ADMINISTRATION**

Mrs. Chana Gorowitz	Dean
Rabbi Sholom Goldstein	Chief Executive Officer
Mrs. Zisel Gurevitz	Financial Aid Administrator
Mrs. Rivky Greenspan	Director of Finance
Mrs. Hindy Gurwitz	Registrar
Mrs. Brochie Kogan	Assistant Registrar

## **FACULTY**

Rabbi Yitzchok Barber	Mrs. Elka Kaplan
Mrs. Tzameret Borevitz	Mrs. Sarah Lieberman
Rabbi Mordechai Dinerman	Rabbi Boruch M. Lipskier
Mrs. Channah Dray	Rabbi Yosef Y. Paltiel
Rabbi Refoel Duboy	Rabbi Naftali Silberberg
Rabbi Levi Garelik	Rabbi Moshe Silman
Rabbi Yisroel Glick	Rabbi Yaakov Sputz
Mrs. Rivka Gluckowsky	Rabbi Shlomo Sternberg
Mrs. Dena Gorkin	Mrs. Pearl Stroh
Mrs. Hindy Gurwitz	Mrs. Esther Twersky
Mrs. Chana Hecht Silman	Rabbi Yosef Vigler
Rabbi Shneur Z. Hertzell	Mrs. Esther Vilenkin
Mrs. Cipi Junik	Mrs. Chanie Wolf

## **ACCREDITATION AND STATE AUTHORIZATION**

### **New York State Disclaimer**

Division of Higher Learning of Associated Beth Rivkah Schools does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In the opinion of Division of Higher Learning of Associated Beth Rivkah Schools, 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. Division of Higher Learning of Associated Beth Rivkah Schools falls into this category and is therefore not subject to the evaluation of the New York Board of Regents.

### **Accreditation**

Division of Higher Learning of Associated Beth Rivkah Schools is accredited by the Association of Institutions of Jewish Studies (AIJS) and approved to offer an Advanced Classical Torah Studies Degree, a Classical Torah Studies Degree, as well as a Certificate in Classical Torah Studies. AIJS is recognized by the United States Department of Education as an accrediting agency and is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701. Their telephone number is 732-363-7330

Copies of the NY State exemption letter and the letter of accreditation are available in the administrative office during regular business hours.

### **CAMPUS**

The Division of Higher Learning of Associated Beth Rivkah Schools is located at 310 Crown Street, in the Crown Heights neighborhood of Brooklyn, New York. The Seminary's facilities include several spacious classrooms, administrative offices for the Dean, the Registrar, and the Administrators, and a student lounge. The building also contains a large assembly room, a computer lab, and a library.



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.

All of the Division of Higher Learning of Associated Beth Rivkah Schools are fully handicapped accessible and every effort will be made to accommodate any handicapped student who is admitted to the institution.

## **LIBRARY**

The Division of Higher Learning of Associated Beth Rivkah Schools' Judaica library provides students with an opportunity to broaden their general knowledge of Jewish culture and history as well as to sharpen their learning skills. The library includes all textbooks that are required in the curriculum as well as a wide selection of volumes directly related to the subjects studied at the institution. The library also houses an extensive DVD collection containing lectures on a wide variety of Judaic topics. In addition, Otzar Hachochma, a massive cyber library has been installed to enhance the research and learning horizons of our students.

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. Students may also access the large collection of volumes housed at the Sifriat Levi Yitzchak Library, located nearby at 305 Kingston Avenue.

## **TEXTBOOK INFORMATION**

Division of Higher Learning of Associated Beth Rivkah Schools offers a highly specialized program of study. The seminary maintains a library of all texts necessary for its program. Many students prefer to purchase their own copies of the texts studied. Therefore, a book list is sent to the students before the start of each semester. Most texts used in the program are reprints of the Bible and other classical texts that do not have ISBN numbers.

Below is the contact information for 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

## **ACADEMIC CALENDAR**

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

## **TUITION AND FEES**

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

## **ADMISSIONS POLICIES AND PROCEDURES**

In order to initiate the application process, we encourage qualified students to apply online at [bethrivkah.edu/dhl-admissions](http://bethrivkah.edu/dhl-admissions).

Applicants can also contact the school at:

Division of Higher Learning of Associated Beth Rivkah Schools  
310 Crown St.  
Brooklyn, NY 11225  
(718) 735-0400  
[dhlseminary@bethrivkah.edu](mailto:dhlseminary@bethrivkah.edu)

Generally, students applying to Division of Higher Learning of Associated Beth Rivkah Schools must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation
2. Have completed homeschooling at the secondary level as defined by state law and provide documentation of homeschooling
3. Meet one of the recognized equivalents. Recognized equivalents include:
  - a. GED/TASC/HiSET
  - b. Successful completion of an associate's degree program;

- c. Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
- d. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

The Division of Higher Learning of Associated Beth Rivkah Schools does not utilize an Ability to Benefit test for admitting students.

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.

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.

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 Division of Higher Learning of Associated Beth Rivkah Schools.

During the interview, the student describes her high school studies, subject by subject. The applicant will then 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. Additional references and/or recommendations may be requested 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. If accepted for enrollment, the applicant will then be asked to complete an admission form. Appeals of the decision may be made to the Office of the Dean prior to the beginning of the semester.

## TRANSFER 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 Division of Higher Learning program for which they are applying, may apply for transfer credit approval.

For credits to be accepted, the course 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 degree program for which the student is applying
- be listed on the official student transcript from the issuing institution with a credit value and a grade signifying completion

To earn an Advanced Classical Torah Studies Degree at Division of Higher Learning of Associated Beth Rivkah Schools, students must fulfill a minimum academic residency requirement of 30 credits earned at Division of Higher Learning of Associated Beth Rivkah Schools.

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 Division of Higher Learning of Associated Beth Rivkah Schools 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.

If a student wishes to appeal any of the decisions regarding transfer credit policy, she may apply to the Dean, within 30 days of receiving notice of the decision, for a review of her case. 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 in error 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.

Division of Higher Learning of Associated Beth Rivkah Schools assists students who seek to transfer to other institutions, by providing guidance and counseling, and providing official transcripts, syllabi and course outlines upon request. A fee of \$15 is charged for sending an official transcript to another institution.

Division of Higher Learning of Associated Beth Rivkah Schools does not have any articulation agreements with regard to whether the institution will accept credits from other institutions nor with regard to whether other institutions accept the institution's credits. Before enrolling, 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 Division of Higher Learning of Associated Beth Rivkah Schools are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degrees earned at this institution are not accepted at the institution to which a student seeks to transfer, she may be required to repeat some or all of the coursework at that institution.

## **GRADE POINT SYSTEM**

The grading system followed at Division of Higher Learning of Associated Beth Rivkah Schools is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral and written examinations, and diligence in individual study.

Rather than deriving grades from a precise numerical average, Division of Higher Learning of Associated Beth Rivkah Schools employs a grading system that is used by other institutions of higher education.

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

A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	I (Incomplete)	not included in calculation of GPA
C+	2.3	W(Withdrawn)	not included in calculation of GPA
C	2.0	F (Fail)	0.0

\* A grade of Incomplete will be replaced with an "F" if the course work is not completed within one semester of its assignment.

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

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	<u>12</u>		<u>39</u>

GPA:  $39/12 = 3.25$

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

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

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

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

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

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

A student will only be granted a leave of absence if it can be reasonably expected that she will return from the leave of absence on time. The leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12 month period. Division of Higher Learning of Associated Beth Rivkah Schools will not assess the student any additional institutional charges or award the student any additional Title IV aid during this time period. Upon the student's return from the leave of absence, the student must resume her coursework at the same point in the academic program that she began prior to the leave of absence.

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

be considered withdrawn from the institution as of the initial start date of the leave of absence and refunds will be calculated accordingly.

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

Division of Higher Learning of Associated Beth Rivkah Schools has designated Mrs. Zisel Gurevitz, Financial Aid Administrator, as the full time employee available to assist enrolled or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46. She can be reached in the administrative office during regular business hours or by calling 718-735-0400 x 1121.

### **FINANCIAL AID**

Division of Higher Learning of Associated Beth Rivkah Schools utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers a variety of federal and state financial aid programs to its students. Higher Education Solutions oversees the administration of the programs.

Any student who has difficulty meeting her educational costs at Division of Higher Learning of Associated Beth Rivkah Schools may contact Mrs. Zisel Gurevitz, Financial Aid Administrator at the financial aid office. The office is open during regular business hours, and can provide information about the available financial aid options.

These options may include a "financial aid package" comprised of grants, scholarships and work-study programs. This package consists of the amount of federal and state aid and any scholarships that are offered to an eligible student by the institution to help pay for her education. The institution may also offer a deferred payment plan, which allows the student to spread out the cost of tuition over a period of time.

Federal and State grants are need based, and do not need to be repaid. Similar to grants, institutional scholarships are need based and do not need to be repaid. The Federal Work-Study Program funds part-time employment for eligible students. These programs are explained in detail below.



## *FEDERAL FINANCIAL AID*

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

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress in college or career school;
- provide consent and approval to have her federal tax information transferred directly into her 2024–25 Free Application for Federal Student Aid (FAFSA) form, if applying for aid for July 1, 2024, to June 30, 2025;
- sign the certification statement on the FAFSA form stating that she is not in default on a federal student loan, does not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show she is qualified to obtain a college or career school education by:
  - ❖ having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
  - ❖ completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
  - ❖ enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

## *APPLYING FOR FEDERAL FINANCIAL AID*

To apply for financial aid, a prospective student should complete a FAFSA form, which is available at the financial aid office. The completed application should then be mailed to the designated address. Alternatively, the student can submit the application through FAFSA on the Web at <https://studentaid.gov/h/apply-for-aid/fafsa>.

In addition to the FAFSA form, the student may be required to supply additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, 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 application deadline, as noted below.

### *FEDERAL FINANCIAL AID NEED*

Eligibility for Title IV federal programs is based on a process called need analysis. Need analysis is the process of assessing the amount of assistance a student will require to supplement the resources expected to be available from the student and her parents, if applicable.

The student's need is calculated based on the formulas developed by the Department of Education. Need is determined by subtracting the contributions expected from the student and her parents, if applicable, from the total cost of attendance (COA). The total financial aid awarded to a student usually cannot exceed the student's need.

To calculate need, a determination is first made as to whether the student is dependent or independent of her parents, as determined by the answers to specific questions on the FAFSA. The student is advised to read the FAFSA instructions carefully before answering any questions, and to consult with the institution's financial aid staff if needed.

Once dependency is determined, the student's contribution is assessed. For an independent student, the student's contribution is based on her (and her spouse's) income as reported on her tax return, and assets, as applicable. Certain allowances are allocated against her income, such as income protection allowance (IPA), which is a living allowance based on family size, taxes paid and other relevant factors.

For a dependent student, her contribution is based on her income, as reported on her tax return, and assets, as applicable. Certain allowances such as an IPA and other relevant factors, as previously described, are allocated against her income. A parental contribution is also assessed, based on her parents' income, as reported on their tax return, and their assets, as applicable. Allowances are allocated against her parents' income, as detailed above

The parental contribution, where applicable, is added to the student contribution, to yield the Student Aid Index (SAI).

The student's budget or cost of education is calculated based on the COA plus a standard allowance for living expenses, which depends on whether the student lives on campus, with her parents, or has other arrangements. The SAI is then subtracted from the student's total budget. The result is known as the student's "need".

Under certain circumstances, based on poverty guidelines, the student may automatically be eligible for a maximum or minimum Pell grant (max or min Pell).

### *Professional Judgment*

In addition to the financial aid “need” process described above, there are additional circumstances that may be considered under a process known as professional judgment (PJ). There are two categories of PJ, special circumstances and unusual circumstances.

To initiate a PJ request for special circumstances, the student and/or her parent must submit documentation of these circumstances to the financial aid office. Among other changes that could impact the student’s ability to pay for college, special circumstances might include a change in employment status, income or assets, medical expenses not covered by insurance, or severe disability of the student or other member of her household. These expenses can be taken into account by the financial aid staff to adjust the data elements in the COA or in the SAI calculation. This process can be initiated at the parent’s or student’s request after the student’s initial eligibility has been determined, and verification has been completed, if applicable.

The category of unusual circumstances refers to conditions that justify a financial aid administrator (FAA) adjusting a student’s dependency status based on a unique situation, more commonly referred to as a dependency override. Examples of unusual circumstances could include human trafficking, refugee or asylee status, parental abandonment or incarceration. If a student indicates they have unusual circumstances, the FAFSA Processing System (FPS) will consider the student to be provisionally independent and will allow them to fill out the FAFSA form as an independent student. The student will then submit any supporting documentation to the financial aid office for review. The FAA will assess the documentation and determine if the student’s circumstances make her eligible for a dependency override.

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

### *Unaccompanied Homeless Youth*

For the 2024-25 award year, a student is independent if, at any time on or after July 1, 2023, the student was determined to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless. A student may self-report her independence due to

homelessness by indicating on the FAFSA form that they have a determination from one of the following entities:

- a local educational agency homeless liaison (or designee), as designated by the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii));
- the director (or designee) of an emergency or transitional shelter, street outreach program, homeless youth drop-in center, or other program serving individuals who are experiencing homelessness;
- the director (or designee) of a Federal TRIO program or a Gaining Early Awareness and Readiness for Undergraduate program (GEAR UP) grant; or
- an FAA at another institution who documented the student's circumstance in the same or a prior award year.

If a student indicates on her FAFSA she is unaccompanied and homeless, or at risk of being homeless (without a designation from a specified entity), the FPS will allow her to complete the form without parent information. The institution's FAA will review the student's circumstances and make a case-by-case determination of homeless youth status based upon a written statement from or a documented interview with the student.

If a student is determined to be independent due to her unaccompanied homeless youth status, the institution will presume her to be independent for each subsequent award year at the same institution, unless the student informs the school that her circumstances have changed, or the school has conflicting information.

#### *FEDERAL APPLICATION DEADLINE*

While FAFSA applications may be submitted until June 30, 2025, students may be required to submit their application earlier, as the application must be processed, and a valid SAI received while the student is still enrolled. Students are urged to submit their applications as early as possible. 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.

Only in specific situations may a student update or be required to update certain types of information that she has entered on her application, such as dependency status and household size. Any such changes should be discussed with the financial aid office.

## *FEDERAL AID PROGRAMS*

### *Federal Pell Grant Program*

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 \$7395 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the SAI, which is generated by a federally mandated formula, as explained above.

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 other half during the second 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 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.

Students whose paperwork 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 can 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 in writing 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*

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

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

In these programs, fixed sums are allocated to each school based on various factors, including its size. The institution analyzes the need of all eligible financial aid applicants whose paperwork is completed in a timely manner, and determines an equitable distribution of the funds available through the packaging process. Students who apply after the initial packaging deadlines, (as posted in the 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 per award year.

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 other 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 there may be limited FSEOG funds available by that time. FSEOG must be packaged and disbursed while the student is enrolled. 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 nonfederal share requirement, the institution may choose not to provide the nonfederal match. Students will be informed of the expected amounts of these payments in writing, and may inspect their tuition records during regular hours at the business office.

The Federal Work Study Program is an employment program. Funds are allocated to schools as part of the campus-based programs as explained above. Eligible students are offered part-time employment, which must take place outside of school hours. The financial aid office, in consultation with the faculty, determines if a student is eligible for employment, based on her ability to fulfill her academic responsibilities with the added burden of employment. Employment is also contingent on student qualifications for the positions available.

Disbursements from the FWS program are structured as monthly payroll payments. These payments are distributed over the course of the student's work schedule, and are paid directly

to the student. Students who wish to use their FWS wages to cover their educational expenses may request an authorization form from the financial aid office.

Typically, FWS funds are matched 25% nonfederal to 75% federal funds. As with FSEOG funds, if the institution is granted a waiver of the nonfederal share requirement in a particular academic year, the institution may choose not to provide the nonfederal match.

### *FEDERAL STUDENT LOANS*

The Federal Direct Loan program offers loans to students, which must be paid back with interest, to help cover their education related expenses. There are two categories of direct loans - subsidized, where the government pays the interest that accrues while the student is in school and unsubsidized - where the student is responsible for the interest that accrues while she is in school. Loans are only given to students who demonstrate willingness to repay. Direct PLUS loans are unsubsidized direct loans which are given to the parents of an eligible student who would like to help pay for the student's expenses in this manner.

Although the school is eligible to participate in the federal loan programs, the school discourages students and parents from taking out loans. The institution encourages its students to apply for the federal, state, and institutional financial aid grant programs before considering the option of student loans and makes every effort to assist students with their direct educational needs. Students who are considering taking out loans should contact the financial aid office for a detailed list of eligibility requirements, available loan amounts, and sample repayment schedules.

### *NY STATE TAP TUITION ASSISTANCE PROGRAM (TAP) GRANTS*

TAP grants are available to assist eligible New York residents attending in-state postsecondary institutions to pay for tuition. TAP grants are based on the applicant's and her family's (if she is determined to be dependent) New York State (NYS) net taxable income.

To apply for a TAP grant, a student must fill out a FAFSA, generally followed by an additional TAP application (ETA). Applications must be submitted by June 30, 2025.

To be eligible for an award the student must:

- be a United States citizen or eligible noncitizen;
- be a resident of New York State or meet eligibility requirements of the NYS Dream Act;

- have graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test identified by the NYS Board of Regents ;
- study full-time as an undergraduate (at least 12 credits per semester) at an approved postsecondary institution in New York;
- be matriculated in an approved program of study;
- be in good academic standing with at least a cumulative "C" average as of the 4th semester payment;
- be charged at least \$200 tuition per year;
- not be in default on any state or federal student loans and not be in default on any repayment of State awards;
- and meet income requirements as per regulations.

### *NEW YORK STATE DREAM ACT*

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

1. Her permanent home is in NYS, and she is or has one of the following:
  - A. U-Visa
  - B. T-Visa
  - C. Temporary protected status, pursuant to the Federal Immigration Act of 1990
  - D. Without lawful immigration status (including those with DACA status)

AND she meets one of the following criteria:

- a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and is applying for an award for undergraduate study at a NYS college within five years of receiving her NYS high school diploma  
OR
  - b. Received a NYS high school equivalency diploma, and is applying for an award for undergraduate study at a NYS college within five years of receiving her NYS high school equivalency diploma
2. Her permanent home is outside of NYS, and she is or has one of the following:
    - A. U.S. citizen
    - B. Permanent lawful resident
    - C. Of a class of refugees paroled by the attorney general under his or her parole authority pertaining to the admission of aliens to the U.S.



- D. U-Visa
- E. T-Visa
- F. Temporary protected status, pursuant to the Federal Immigration Act of 1990
- G. Without lawful immigration status (including those with DACA status)

AND she meets one of the following criteria:

- a. Attended a NYS high school for 2 or more years, graduated from a NYS high school, and is applying for an award for undergraduate study at a NYS college within five years of receiving her NYS high school diploma  
OR
- b. Received a NYS high school equivalency diploma, and is applying for an award for undergraduate study at a NYS college within five years of receiving her NYS high school equivalency diploma

Students meeting the NYS Dream Act eligibility criteria can apply for TAP by accessing the Dream Act Application online at <https://nysdream.applyists.net/Account/LogOn?ReturnUrl=%2f>

The application is simple and straightforward, and all information provided will be used only for determining eligibility and administering awards. Applicants without lawful immigration status will not be asked for their home address and will not have to upload financial records.

Once the student has submitted an application, it is the student's responsibility to monitor the status of the application and to make sure the application is complete. The student will be able to monitor the status of her application online after submitting the application and uploading any required documentation. The student will be notified by email when a determination has been made regarding her eligibility, at which point she will accept the award.

#### *TAP AWARD AMOUNTS AND DISBURSEMENTS*

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

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

Division of Higher Learning of Associated Beth Rivkah Schools will credit the TAP award to the student's tuition account within 7 days of when the school receives such payment, and will

refund any funds due to the student as soon as possible, but not more than 45 days after the institution has credited the award to the student's account.

The institution defers term tuition charges in an amount equal to the award for all students who present valid award notification for a TAP award for that term or who appear on the payment roster. The institution may credit TAP payments toward charges the student has incurred for a future term provided that the term is already underway when the school receives the payment, and the balance for that term exceeds the amount deferred for that term based on the anticipated receipt of a TAP award.

The institution may credit funds toward a future term if the student authorizes the credit in writing. The authorization will remain in effect for the duration of the student's study unless revoked by the student. An authorization form will be made available to students at the time of admission.

### *INSTITUTIONAL SCHOLARSHIPS*

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

Students and their parents, if applicable, are expected to contribute towards the student's education, based upon their ability to pay, as determined by formulas explained above. Students who apply for other types of financial aid will automatically be considered for institutional scholarships. Students who do not apply for other financial aid programs may contact the financial aid office to apply for institutional scholarships.

### **WITHDRAWAL AND REFUND POLICIES**

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

### **ACADEMIC REGULATIONS**

#### **SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)**

All matriculated students pursuing an approved program at Division of Higher Learning of Associated Beth Rivkah Schools are required to maintain satisfactory academic progress, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards are the same for all matriculated students, regardless of whether or not they are receiving Title IV federal financial aid. Satisfactory academic progress has two principal components: a qualitative standard and a quantitative standard. The institution will use standard rounding procedures for evaluating both the qualitative and quantitative standards. Satisfactory academic progress is always evaluated on a cumulative basis.

At the end of each semester, both the qualitative and quantitative standards are reviewed. A report is then generated which indicates whether the student is meeting SAP requirements.

If a student is readmitted to the school, the student's academic file is evaluated to determine whether she is meeting satisfactory academic progress requirements.

A comprehensive explanation of the qualitative and quantitative standards at Division of Higher Learning of Associated Beth Rivkah Schools is provided below.

- **Qualitative Standard**

A student must achieve a cumulative grade point average (GPA) of 2.0 (the equivalent of a "C" average) or better. Every student is evaluated at the end of each semester to ensure that she is maintaining a minimum cumulative GPA of 2.0.

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

A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	I (Incomplete)	not included in calculation of GPA
C+	2.3	W(Withdrawn)	not included in calculation of GPA
C	2.0	F (Fail)	0.0

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

- **Quantitative Standard**

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

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

- **Pace of Completion**

A student must earn 67% of the cumulative credits she attempts. To assess progress, the student's cumulative credits earned are divided by the cumulative credits attempted. This calculation will determine if she is advancing through the academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, she is determined to be meeting the pace element.

*WHEN SAP IS NOT MET*

*WARNING*

If a student fails to meet the SAP standards, she will be notified, and granted a warning period which will last one semester. The student will also be notified that she may appeal the lack of satisfactory academic progress at any point in the process. During this warning period, a designated faculty member may counsel the student and assist her in improving her academic performance. Additionally, the student may be provided with various student services including 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 loss of TAP eligibility, expulsion or suspension from the institution.

*Federal Financial Aid Warning*

If a student falls below the satisfactory progress standards, she will be notified, and granted a financial aid warning period of one semester, during which time she maintains federal financial aid eligibility. Additionally, the student will be notified that she has the option of appealing her lack of SAP to be granted a financial aid probationary period. During the warning period, the student may receive the academic counseling and student services described above. If satisfactory progress standards are

still not met after this period, the student will be notified that she is no longer eligible for financial aid.

### *APPEALS PROCESS*

A student may appeal the institution's determination that she is not making satisfactory academic progress. Basis for an appeal include the death of a relative, an injury or illness of the student, or other special circumstances. 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 appeal, along with any applicable documentation, must be submitted in writing to the registrar's office. A senior faculty member will consider all information provided by the student and consult with other faculty members, if necessary, to reach a decision.

If the appeal is accepted, the senior faculty member will determine whether 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, she will be placed on academic probation as described below. However, if it is determined that the student will not be able to meet the standard SAP requirements by the end of the probationary period, she will be placed on academic probation with a customized study plan, as described below. A student on academic probation, with or without a study plan, will continue to be eligible for Federal Financial Aid.

If the appeal is not accepted, the student will be subject to academic discipline, which may include 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, academic probation with or without a study plan or denial of the appeal, will be conveyed to the student in writing.

### *ACADEMIC PROBATION*

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

### *ACADEMIC PROBATION WITH A STUDY PLAN*

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that she will not be able to meet the standard SAP requirements after a probationary period, she will be placed on academic probation with a study plan. This study plan will include customized SAP standards which will enable the student to meet the SAP requirements, as well as other academic provisions to assist her in meeting those standards. The plan will ensure that the student can meet the school's satisfactory progress standards by a specific time, though an academic plan could take the student all the way through successful program completion. A senior faculty member will develop a study plan in conjunction with the student and other faculty, as needed. A student on academic probation with a study plan will continue to be eligible for Federal Financial Aid.

A student must appeal to change her plan. She must explain what has happened to make the change necessary and how she will be able to make academic progress.

### *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 meeting the standard SAP requirements of the institution, or the satisfactory academic progress standards of her study plan, she will be considered to be meeting SAP.

If the student's academic performance fails to meet the academic progress standards of the institution, or the provisions of her study plan, the student will be notified that she no longer meets SAP standards. The student will be ineligible to receive Title IV aid, and she will be subject to academic discipline which may include expulsion or suspension from the institution.

### *REINSTATEMENT FOR FEDERAL FINANCIAL AID*

A student who became ineligible for federal financial aid because she was not meeting satisfactory academic progress standards may reestablish eligibility by meeting institutional SAP standards. At the start of each semester, the financial aid office will receive notification of every student's status. If the student is meeting institutional SAP standards, she will also be notified that she is once again eligible to receive Title IV aid.

### *INCOMPLETES*

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

Courses with a grade of incomplete will be included in the student's number of credits attempted but not completed. As long as the incomplete grade remains on the transcript, the grade will not be included in the student's GPA. The incomplete grade will be replaced with the student's earned grade at the conclusion of the period of time given for the work to be completed. If the required work is not completed on time, the student will receive a grade based on the work previously completed.

### *WITHDRAWALS FROM A COURSE*

A student who withdraws from a course will have the course grade recorded as withdrawn. A grade of withdrawn will not be included in her GPA, however, the course will be counted towards the 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 credits attempted and credits earned by the student.

### *REPETITIONS*

All repeated courses are counted in the number of the student's attempted credits, and are included in the student's GPA, including failing grades. A student repeating a course must remain within the time frame required for SAP standards.

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

For TAP grant awarding purposes, repeated courses in which the student has already received a passing grade cannot be counted towards the student's enrollment status. Repeated courses

may be counted towards the student's enrollment status if a student repeats a failed course, if a student repeats the course for additional credit, or when a student has received a grade that is passing at the institution but is unacceptable in a particular curriculum.

#### *CHANGE OF MAJOR*

If a student switches her major, any credits and grades that are not applicable to the new major will not be considered in the determination of SAP.

#### *REMEDIAL COURSES*

Division of Higher Learning of Associated Beth Rivkah Schools does not offer any ESL or remedial courses.

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

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

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

Number of Payment	Must Receive a Grade for
Semester	
1, 2	50% of minimum full-time requirement (six credit hours on a semester calendar)
3, 4	75% (nine credit hours)
5 or more	100% (12 credit hours)

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



## Advanced Classical Torah Studies Degree Program

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

Good academic standing is assessed each term. Students must meet both Pursuit of Program and Satisfactory Academic Progress requirements for that term to be considered in good academic standing. Students who lose good academic standing in a term when they received a TAP grant are not eligible for an award for the next term.

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

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

### Waivers

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

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

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

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

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

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

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

## **PLACEMENT DISCLAIMER**

Division of Higher Learning of Associated Beth Rivkah Schools is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs. While it does not guarantee employment, graduates of Division of Higher Learning of Associated Beth Rivkah Schools 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.

## **STUDENT SERVICES**

Division of Higher Learning of Associated Beth Rivkah Schools takes pride in the fact that its 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. Tutoring is available as well for students who need help in keeping up with their academic work.

Although the faculty is available at all times to provide counseling, there may be circumstances which warrant professional intervention. Therefore, in extenuating cases, the institution will refer a student to a professional care provider for assistance.

## **HEALTH SERVICES**

The standard medical needs of our students are adequately provided for through the services of local physicians recommended by the institution, and routine medical visits may be scheduled for the students' vacation time, ensuring a smooth flow of care. The Division of Higher Learning of Associated Beth Rivkah Schools does not have the facilities to deal with medical issues beyond the standard first-aid services. Therefore, in the event of a sudden severe illness or accident, we will turn to the active "Hatzalah" program of volunteer EMT services in Brooklyn, which responds to any medical emergency within minutes. A member of the staff will assume responsibility for the student's care until her parents are able to do so.

## **NON-DISCRIMINATION POLICY**

### **NOTICE OF NON-DISCRIMINATION**

Qualified women of the Orthodox Jewish faith are eligible for admission to Division of Higher Learning of Associated Beth Rivkah Schools. Division of Higher Learning of Associated Beth Rivkah Schools does not discriminate on the basis of race, color, national origin, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Mrs. Chana Gorowitz, Dean  
310 Crown Street, Brooklyn, NY 11225  
862-226-6401

The institution is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with 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 Division of Higher Learning of Associated Beth Rivkah Schools is fully handicapped accessible and every effort will be made to accommodate any handicapped student who is admitted to the institution.

Division of Higher Learning of Associated Beth Rivkah Schools does not have a program for students with intellectual disabilities. Division of Higher Learning of Associated Beth Rivkah Schools provides reasonable academic accommodations for students with intellectual disabilities.

## **STUDENT CONDUCT**

The Division of Higher Learning considers the development of character as part of its mission. 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.

## **COMPLAINT POLICY**

### *Internal Complaint Policy*

Any student who has a complaint may submit it in writing to the Dean, Mrs. Chana Gorowitz. 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 Policy*

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](mailto:cstern@theaijs.com)

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

1. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS's role in accrediting and overseeing the institution.
2. If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as being not within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.
3. If AIJS determines that the complaint is relevant to its accreditation standards or policies and falls within AIJS's oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS. The institution must provide, in its response to AIJS, an explanation of its actions, as well as a statement certifying that the institution followed its own published complaint policy.
4. AIJS will then review the institution's response and complaint policy.
5. If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the school, AIJS will instruct the complainant to follow the complaint policy of the institution.
6. If the complainant claims to have followed the institution's published complaint policy, and the matter is not resolved to the satisfaction of the complainant, AIJS will make a determination as to whether or not the matter involves issues that question the institution's compliance with its own policies and/or AIJS standards or policies. AIJS will launch an inquiry into the issue within 10 days. AIJS will ask for documentation from the complainant, substantiating the complaint; and an explanation of the disposition from the institution (which should document how the institution followed its own complaint policy and procedures as well as the steps taken to resolve the complaint.)

7. Within 10 days of the receipt of these above materials, a member of the AIJS administrative staff will review the complaint file to determine if the institution complied with AIJS standards and policies. AIJS will contact the institution and allow the institution the opportunity (30 days) to review the matter and provide an explanation and/or additional information to AIJS.
8. If after receipt of the institutional response and a review of any additional documentation, AIJS makes a final determination that the institution is not in compliance with AIJS standards and/or policies, a formal corrective action plan will be required from the institution within 30 days.
9. If the response is accepted by AIJS, both the complainant and the institution will be so advised and the case will be closed.
10. If the corrective action plan is not accepted by AIJS, the matter will be placed on the agenda of the EAC to determine if an adverse action or other sanction should be initiated against the institution for noncompliance with AIJS's standards of accreditation.
11. AIJS will make a good faith effort to address credible anonymous complaints against an accredited institution or against AIJS itself and treat it in a similar manner to a regular complaint. Obviously, there is no mechanism to respond directly to an anonymous complainant.
12. All complaints received by AIJS regarding an accredited institution will be filed and stored in an easy and accessible manner. Site visitors will be given access to the file of an institution that is being reviewed, and any complaints on file in AIJS will be considered in the final decision of the EAC.

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

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

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

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

### *NY State Complaint Policy*

For all types of complaints concerning colleges and universities in New York State, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please note: Every New York State college and university is required to establish, publish, and enforce explicit policies related to redress of grievances.

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

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

- The Office does not handle anonymous complaints.
- The Office does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.
  
- Complaints concerning **programs in fields leading to professional licensure** (e.g., nursing) should be directed to:

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

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

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

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

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

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

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

Or with:

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

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



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

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

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

## **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 Division of Higher Learning of Associated Beth Rivkah Schools 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, after reviewing the request, the school decides not to amend the record as requested, the school will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student at that time.

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.

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

Division of Higher Learning of Associated Beth Rivkah Schools 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 Division of Higher Learning of Associated Beth Rivkah Schools to comply with the requirements of FERPA.

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

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

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

- To other school officials, including teachers, within Division of Higher Learning of Associated Beth Rivkah Schools whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To either parent of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- 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, videos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

Note: Students have the right to restrict the sharing of 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 of 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))

## **COPYRIGHT INFRINGEMENT POLICY**

As per 34 CFR 668.43(a)(10), students of Division of Higher Learning of Associated Beth Rivkah Schools are hereby apprised that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the student to civil and criminal liabilities.

### *Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws*

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

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

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at <https://copyright.gov>.

### *Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials*

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

Students are reminded that using free content is not always copyright infringement, and purchased content can contain copyrighted work. Be sure that any content you purchase is from a legal and trustworthy source.

### *Unauthorized Peer-to-Peer Sharing*

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Division of Higher Learning of Associated Beth Rivkah Schools. Division of Higher Learning of Associated Beth Rivkah Schools does not have an institutional information technology system for the students' use.

## **DIVISION OF HIGHER LEARNING OF ASSOCIATED BETH RIVKAH SCHOOLS - ACADEMIC PROGRAMS**

Division of Higher Learning of Associated Beth Rivkah Schools offers the following programs in Classical Torah Studies. The school offers a 60 credit Classical Torah Studies Degree with an embedded Classical Torah Studies Certificate. The school also offers a 120 credit Advanced Classical Torah Studies Degree. In order to graduate, students must achieve a minimum of a 2.0 cumulative GPA. Below are the degree requirements for the programs offered.

### *DEGREE REQUIREMENTS*

- Classical Torah Studies Certificate- 24 credits
- Classical Torah Studies Degree- 60 credits
- Advanced Classical Torah Studies Degree- 120 credits

### *STUDY ABROAD OPTION*

This is an option available to students who wish to take advantage of educational opportunities offered at institutions in Israel that offer courses similar in content and style to the courses offered at Associated Beth Rivkah Schools – Division of Higher Learning. There are currently four institutions in Israel and one in Italy that have been approved for study abroad. Study abroad is limited to 30 credits and is only available to students who enroll for the Advanced Classical Torah Studies Degree. This arrangement is approved by our accrediting agency, AIJS.

For more information about these opportunities, please visit: [https://www.bethrivkah.edu/files/ugd/e6fd16\\_bca6doc11e16427d96d8591228f15e1d.pdf](https://www.bethrivkah.edu/files/ugd/e6fd16_bca6doc11e16427d96d8591228f15e1d.pdf) or contact Mrs. Zisel Gurevitz at 718 735-0400 x 1121 or via email at [ZGurevitz@bethrivkah.edu](mailto:ZGurevitz@bethrivkah.edu).

Enrollment in a program of study abroad approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the FSA programs.

## *COURSE LISTINGS*

### **BIBLE**

REL 455      Biblical Exegesis      3 credits

Major topics covered in the course are analysis of exegetical approaches to parallel passages in the Bible, exegetical approaches to identifying Biblical commandments, and classical Biblical commentary as explicated in works of Jewish thought. Text Selection may vary.

REL 233      Studies in the Book of Genesis      3 credits

Major topics covered in the course are the Tree of Knowledge and the fall of man; Cain and Abel; the Tower of Babel; Sarah and Hagar; Sodom; Jacob and Esau: the birth of the twins, the sale of the birthright, Isaac's blessings, and Jacob's encounter with the angel; and Joseph and his Brothers. Topics may vary.

REL 264      Studies in the Book of Exodus      3 credits

Major topics covered in the course are enslavement and the redemption, Revelation, the Tabernacle, and laws of the Festivals. Topics may vary.

REL 263 - Studies in the Book of Deuteronomy      3 credits

Upon successful completion of the course, students will be able to: analyze the depth of the major religious, ethical, halachic and historical elements of selected topics in the Book of Deuteronomy; demonstrate skills in parsing biblical texts and their exegeses. Major topics taught in this course include: the difference between Sefer Devarim and previous four books, significance of the sites listed, Rebuke, Judges: roles and qualifications, Spies: request for, connection with incident of Miriam, Moshe's motivation for sending, spies' qualifications, motivations and downfalls, return and reports, Faith vs. effort, shoftim and shotrim, Sanhedrin, semicha, bribery, avon and chatat, Rabbinic obligations, King: appointing, succession, worthiness, limits, obligations, Levis: their unusual portions in the Land of Israel, periods of service, Mitzvot: counting and categorizing, False prophets, cities of refuge and blood avengers, War: behavior, obligatory wars and voluntary wars, do not uproot fruit trees, G-d's blessings and curses, Messiah, Free will. Topics may vary. Methods of instruction include lecture, discussion, and textual preparation.

REL 240      Studies in the Book of Psalms      3 credits

Major topics covered in the course are analysis of the various Psalms in historical context and themes and explications of selected Psalms in light of classical commentaries and rabbinic sources. Psalms may vary.







REL 219      Studies in Jewish Law: Interpersonal Relations      3 credits  
Major topics covered in the course are: respect in family relationships, adoption, love for fellow humans, care for the ill, and labor relations. Topics may vary.

REL 231      Studies in Jewish Law: Dietary Law      3 credits  
Major topics covered in the course are classical laws of kashrut with particular emphasis on practical applications. Topics may vary.

REL 231A     Studies in Jewish Law: Dietary Law      1.5 credits  
Major topics covered in Part A are classical laws of kashrut with particular emphasis on practical applications. Topics may vary.

REL 231B     Studies in Jewish Law: Dietary Law      1.5 credits  
Major topics covered in Part B are classical laws of kashrut with particular emphasis on practical applications. Topics may vary.

REL 206      Studies in Jewish Law: Laws of Shabbos I      3 credits  
Major topics covered in the course are: a selection of the 39 categories of melakhah, their definition and contemporary applications

REL 315      Studies in Jewish Law: Laws of Shabbos II      3 credits  
Major topics covered in the course are: The laws of Muktzeh, a selection of the 39 categories of melakhah, their sources, definition and contemporary application, candle lighting, kiddush and havdalah. Topics may vary.

REL 286      Topics in Mishna Brura II      3 credits  
The course examines selected halachic texts, primarily from the Shulchan Aruch and the Mishna Berura. Emphasis on deriving practical conclusions from the text and understanding halachic methodology. Topics may vary.

## **PHILOSOPHY/ETHICS**

PHI 200      Introduction to Topics in Jewish Philosophy      3 credits  
Major topics covered in the course are: The philosophy of mitzvot, faith and reason, free will, the purpose of Torah study, Torah study for women in the modern world, self knowledge and character development, loving G-d and loving other human beings, honoring parents. Topics may vary.

PHI 311        Topics in Chassidic Thought

3 credits

Major topics covered in this course include Historical Background; The Opposition to Chassidut; Rebbe and Chassid; G-d's Withdrawal and the Divine Light; Elul and Rosh Hashanah; Lech Lecha; The Forefathers; Esoteric Rectification; Worship through Corporeality; The Nature of Exile; Chanukah; Menorah and Mezuzah; The Eighth Day of Chanukah; Topics in Tzavaat HaRivash; Divine Providence and Creation; Creation and the Tabernacle; Purim: Fasting and Deliverance; Joy; Rosh Chodesh; Renewal; Passover Insights; Iyar; Preparation for Torah.

PHI 311A      Topics in Chassidic Thought

1.5 credits

Major topics covered in this course include Historical Background; The Opposition to Chassidut; Rebbe and Chassid; G-d's Withdrawal and the Divine Light; Elul and Rosh Hashanah; Lech Lecha; The Forefathers; Esoteric Rectification; Worship through Corporeality; The Nature of Exile; Chanukah; Menorah and Mezuzah; The Eighth Day of Chanukah; Topics in Tzavaat HaRivash; Divine Providence and Creation; Creation and the Tabernacle; Purim: Fasting and Deliverance; Joy; Rosh Chodesh; Renewal; Passover Insights; Iyar; Preparation for Torah.

PHI 311B      Topics in Chassidic Thought

1.5 credits

Major topics covered in this course include Historical Background; The Opposition to Chassidut; Rebbe and Chassid; G-d's Withdrawal and the Divine Light; Elul and Rosh Hashanah; Lech Lecha; The Forefathers; Esoteric Rectification; Worship through Corporeality; The Nature of Exile; Chanukah; Menorah and Mezuzah; The Eighth Day of Chanukah; Topics in Tzavaat HaRivash; Divine Providence and Creation; Creation and the Tabernacle; Purim: Fasting and Deliverance; Joy; Rosh Chodesh; Renewal; Passover Insights; Iyar; Preparation for Torah.

PHI 304        Judaism: Religious, Philosophical and Ethical Issues

3 credits

Topics covered in this course are: The choosiness of Israel; equal opportunity; racial and religious tolerance; relationship with non-Jews; anti-Semitism; the seven Noahide laws; suffering; theodicy. Topics may vary

PHI 320        Advanced Topics in Jewish Philosophy

3 credits

Among the topics discussed are existence of G-d, Divine corporeality, monotheism and anthropomorphism, creation, creation ex nihilo, Tzimtzum, Kabbalistic and Lithuanian versions of creation and metaphysics, the Divine nature of the Oral Law, prophecy, theodicy, eschatology, messianism, aggada and mysticism. Among the thinkers studied are Rav Saadya

Gaon, Rav Hai Gaon, Maimonides, Nachmanides, Maharal, Vilna Gaon, Baal HaTanya. Topics may vary.

PHI 360      Advanced Studies in Jewish Philosophy: Personal Redemption      3 credits

An in-depth study of Chasidic and Kabbalistic explanations and perspectives on the individual's exile and redemption, based on Chabbad texts, supplemented with Biblical, Midrashic, and Rabbinic sources and references to other works of Jewish thought and mysticism. The course focuses on the personal journey from exile to redemption, where personal exile is defined and symbolized by self-indulgence and spiritual decay, and redemption is man's ability to overcome his material and base instincts/nature to sense and feel G-d's presence and revelation. The course includes a critical reflection component to enable students to set goals and consider the real-life implications of these concepts.

PHI 360A      Advanced Studies in Jewish Philosophy: Personal Redemption      1.5 credits

An in-depth study of Chasidic and Kabbalistic explanations and perspectives on the individual's exile and redemption, based on Chabbad texts, supplemented with Biblical, Midrashic, and Rabbinic sources and references to other works of Jewish thought and mysticism. The course focuses on the personal journey from exile to redemption, where personal exile is defined and symbolized by self-indulgence and spiritual decay, and redemption is man's ability to overcome his material and base instincts/nature to sense and feel G-d's presence and revelation. The course includes a critical reflection component to enable students to set goals and consider the real-life implications of these concepts.

PHI 360B      Advanced Studies in Jewish Philosophy: Personal Redemption      1.5 credits

An in-depth study of Chasidic and Kabbalistic explanations and perspectives on the individual's exile and redemption, based on Chabbad texts, supplemented with Biblical, Midrashic, and Rabbinic sources and references to other works of Jewish thought and mysticism. The course focuses on the personal journey from exile to redemption, where personal exile is defined and symbolized by self-indulgence and spiritual decay, and redemption is man's ability to overcome his material and base instincts/nature to sense and feel G-d's presence and revelation. The course includes a critical reflection component to enable students to set goals and consider the real-life implications of these concepts.

PHI 362      Advanced Studies in Jewish Philosophy: Global Redemption      3 credits

Major topics include drawing down the Shechina (Tanya Ch.35); G-d's desire for an abode in the lower realms, the physical world (Tanya Ch.36); mortal man's ability to elevate the mundane and reveal G-d's presence in the physical, material world (Tanya Ch.37); Kavana - the requirement to marshal and focus one's mind and thoughts leading to G-d's revelation in this

world (Tanya Ch.39); the interplay of Kavana, the ascent of Torah Study and Mitzvos, to the sefirot within the four spiritual worlds (Tanya ch.39). Topics may vary.

PHI 280 Ethics of the Fathers 3 credits

Major topics covered in the course are charity, altruism and selfishness, humility, asceticism, spirituality, judicial ethics, theodicy, and eschatology.

PHI 299 Introduction to the Philosophy of Mitzvos 3 credits

Major topics covered in the course are the laws and customs of Shabbat, the blessings, selected prayers, and women's mitzvot. Topics may vary.

REL 275 Chassidic Writings: Tanya I 3 credits

Among the topics covered are the structure of Tanya, the basic terminology of Tanya, the Divine Soul, the self and the ways and means of achieving a closer understanding of G-d, self and fellow man. Topics may vary.

REL 275A Chassidic Writings: Tanya I 1.5 credits

Among the topics covered in Part A are the structure of Tanya, the basic terminology of Tanya, the Divine Soul, the self and the ways and means of achieving a closer understanding of G-d, self and fellow man. Topics may vary.

REL 275B Chassidic Writings: Tanya I 1.5 credits

Among the topics covered in Part B are the structure of Tanya, the basic terminology of Tanya, the Divine Soul, the self and the ways and means of achieving a closer understanding of G-d, self and fellow man. Topics may vary.

REL 499 Chassidic Writings: Tanya II 3 credits

Among the topics covered are the Divine Soul, the self and the ways and means of achieving a closer understanding of G-d, self and fellow man, penitence. Topics may vary.

REL 478 Jewish Perspective on Women 3 credits

Major topics covered in this course are contemporary feminism, the social position of women in the Bible, historical perspectives, modesty, love, differences between the sexes, marriage, purity, motherhood and career, sexuality, divorce and widowhood, and women and ritual law.

- REL 378 Jewish Perspectives of Women 3 credits  
Major topics covered in this course are contemporary feminism, the social position of women in the Bible, historical perspectives, modesty, love, differences between the sexes, marriage, purity, motherhood and career, sexuality, divorce and widowhood, and women and ritual law.
- REL 378A Jewish Perspectives of Women 1.5 credits  
Major topics covered in this course are contemporary feminism, the social position of women in the Bible, historical perspectives, modesty, love, differences between the sexes, marriage, purity, motherhood and career, sexuality, divorce and widowhood, and women and ritual law.
- REL 378B Jewish Perspectives of Women 1.5 credits  
Major topics covered in this course are contemporary feminism, the social position of women in the Bible, historical perspectives, modesty, love, differences between the sexes, marriage, purity, motherhood and career, sexuality, divorce and widowhood, and women and ritual law.
- REL 480 Jewish Holidays in Biblical & Talmudic Literature 3 credits  
Overview of the Jewish months including significant dates, holidays, fast days, and important dates in the Jewish calendar. Topics of sources may vary.
- REL 480A Jewish Holidays in Biblical & Talmudic Literature 1.5 credits  
Overview of the Jewish months - Part A which includes significant dates, holidays, fast days, and important dates in the Jewish calendar. Topics of sources may vary.
- REL 480B Jewish Holidays in Biblical & Talmudic Literature 1.5 credits  
Overview of the Jewish months - Part B which includes significant dates, holidays, fast days, and important dates in the Jewish calendar. Topics of sources may vary.
- REL 285 Studies in Mussar 3 credits  
Major topics covered in the course are purpose of creation, judgment, gratitude, anger and tolerance, suffering, faith, Torah learning, character traits, and moral lessons of the festivals. Topics may vary.
- REL 338 Midrashic and Aggadic Literature 3 credits  
Major topics covered in the course are attitudes toward midrashic and aggadic literature, literary forms in aggadic literature, rabbinic theology as reflected in the Midrash, esotericism and exotericism in aggadic literature, and a survey of major works of literature. Sources may vary.

PHI 350 Principles of Jewish Faith & their Biblical Origins 3 credits

Major topics covered in the course include: Repentance; signs of Mashiach and what will change when he comes; Preparation for receiving the Torah; Service of G-d from fear and from love; Women and Torah; The significance of the way G-d took the Jews out of Egypt; A "nation of priests"; Kedushah; Prophecy; Unity; Equality and hierarchy; Relation between oral and written Torah; The Ten Commandments; Idolatry; Jealousy; Shabbos; Taking G-d's name in vain; G-d's "work"; Nefesh yeseira; The two sides of the Tablets of the Law; Deveikus; Israel's intimate relationship with G-d; Absolute truth. Topics may vary

PHI 373 Jewish Philosophy: Interpersonal Relationships 3 credits

Major topics covered in the course are: examining issues of hatred, reproof, revenge, cynical and deceptive abuse, friendship, greed, and charity. Topics may vary.

PHI 374 Philosophical & Theological Foundations of Jewish Prayer 3 credits

Major topics covered in the course are careful examinations of the texts of prayers; the purpose of prayer; intention and devotion during prayer; the Morning Prayer: its components, themes and laws.

PHI 399 Jewish Philosophy- Rambam's Thirteen Principles 3 credits

The principles themselves and the thirteen principles as the basis of Jewish faith, along with related theological and philosophical issues.

## **EDUCATION**

ECE 338 Literacy Instruction in Early Childhood Education 3 credits

Major topics include the exemplary literacy classroom in early childhood; foundations of literacy; assessing children's literacy and literacy readiness; teaching students with diverse needs; language development in infancy and toddlerhood; language development in young children; emergent literacy; phonological awareness and phonics instruction; developing comprehension and fluency; choosing and using appropriate children's literature in the classroom; creating a conducive learning environment for literacy development.

EDU 114 Teaching Reading & Math to Young Children 3 credits

Major topics covered in the course are: reading development; assessment and remediation; teaching hebrew reading according to the mesorah and taamei hamikra.



EDU 101 Introduction to Methodology 3 credits  
Desirable teacher traits, theories of learning, becoming familiar with relevant aspects of students background knowledge and experiences, Designing a lesson plan, teaching strategies, differentiated learning, Bloom's Taxonomy, Gardner's Theory of Multiple Intelligence, group learning and micro-teaching assessment, evaluation, record keeping and grading. A special unit on chinuch according to Torah is included.

EDU 104 Classroom Management 3 credits  
Major topics covered in the course are: the fundamentals of classroom dynamics especially as reflected in Torah sources; understanding children's behavior; their emotional and social needs; effective classroom management and home/school communication.

EDU 210 Principles of Chassidic Education 3 credits  
A study of aims and ideas of education and their practical application that are Torah Based with particular references to Chabad Chassidus Sources; the transmission of the Torah from Mt. Sinai and obligations of Torah study; the history and some of the challenges of Torah education in Europe, Israel and America, teaching Aleph- Bais according to the Chassidic tradition, and the role and halachos of parents in education. Topics may vary.

CDS 210 Foundations of Early Childhood Education 3 credits  
To examine child development from birth to 6 years, explore developmental and learning theories (with the knowledge that a Jewish child has both a nefesh elokis and a nefesh habehamis) implement curriculum in a classroom, modify techniques for use with special needs children, evaluate children's progress, maintain communication with families, and implement appropriate behavioral objectives

EDU 108 Curriculum in Education – Jewish Studies (K-12) 3 credits  
The major topics covered in this course are the methods and strategies in teaching Jewish Studies Curriculum content areas.

EDU 210 Principles of Jewish Chassidic Education 3 credits  
Major topics include the Mitzvah (obligation) of learning and teaching Torah, textual study of principles of education and guidance (by the Sixth Lubavitcher Rebbe).

EDU 212 Principles of Chassidic Philosophy on Methodology 3 credits  
Major topics include development of Torah study and its transmission, Torah based education/ standards of mesorah, and the role of the parenting.

COP 199      A Practicum in Early Childhood/Elementary Education I      6 credits

Major topics covered in the course are: the role of play and extra-curricular activities in childhood development; introduction to curriculum design; creating the physical and emotional environment to learn; skills in communicating with children. Prerequisite: Pre or Co-requisite-Introduction to Methodology.

COP 299      A Practicum in Early Childhood/Elementary Education II      6 credits

Major topics to be discussed are: curriculum design and implementation in childhood education; lesson planning, skills in communicating with children; classroom management and collaborating with parents and staff. This course places a major emphasis on the application and implementation of the theories taught through supervised teaching internship.

COP399      A Practicum in Judaic Studies Education      6 credits

Upon successful completion of this course, students will be able to create an environment of respect and rapport by interacting in a positive way with students. They will learn to use various techniques to manage student behavior, understand the importance of and be able to engage students, use different learning modalities, encourage accountability. Students use data-driven instruction and use professionally developed and academically- sound standards developed specifically for Judaic Studies instruction known as the Zekelman Standards, which are similar to Common Core. Major topics include: Bloom's Taxonomy, Common Core Standards, Classroom Management, Curriculum Design, Instructional Methods, Differentiated Instruction, Evaluation and Assessment Methods, Lesson Planning and Writing Learning Objectives, Grouping and Cooperative Learning.

PSY 230      Psychological Foundations of Education      3 credits

Major topics covered in the course are: theoretical perspectives and research pertinent to education and educational experience. It includes teaching in the classroom, how different children develop, interact, learn within educational settings and psychological evaluation of classroom learning and school achievement.

### **ADDITIONAL ELECTIVES**

PSY 101      Introduction to Psychology      3 credits

Major topics covered in the course include biological bases of behavior, perception, learning and memory; problem solving, mental health; psychological development, social psychology . The course also includes Units of relationship between Torah and psychology.

PSY 383 Survey of Exceptional Children 3 credits

Major topics covered in the course are: are an introduction to the study of exceptional children: Laws and legislation regarding individuals with special needs, early intervention, Regular Education Initiative, learning disabilities, mental retardation, attention deficit and hyperactivity disorder, speech and language disorders, autistic spectrum disorder, hearing impairment, visual impairment, emotional and behavioral disorders, physical disabilities and giftedness. The incidence of these phenomena; etiology; diagnosis and treatment; behavior management and intervention in the inclusive classroom.

PSY 282/SOC 397 Interpersonal Behavior in Small Groups/Group Dynamics 3 credits

Major topics covered in the course are groups, group formation and development; emergent group structures; mediating group processes; interpersonal power within groups; status and role; group tasks and group goals; groups in action; effective participation in groups; and leadership styles.

PSY 211 Developmental Psychology I 3 credits

Major topics covered in the course are physical, cognitive, emotional, and social aspects of various stages from adolescence through adulthood.

HIS399 Jewish Intellectual History from the Mishna until Modern Times 3 credits

Major topics covered in the course are:-The creation and function of the Mishna and Talmud, Geonim, The formation of Sefardi and Ashkenazi Jewry, The "Golden Age" of Spain and its Torah figures, The Halachic Codification of Talmudic law through the Medieval period,, Sefardi and Ashkenazi Schools of thought in Torah Commentary; The Maimonidean controversy, The Expulsions of the 14th and 15th Centuries and the creation of the modern Diaspora, The writing of the Shulchan Aruch , Commentators on the Shulchan Aruch, The emergence of Chassidut, Modern Orthodoxy and Torah U'Madda.

HIS337 History of the Jewish Community in Land of Israel 3 credits

History of the recreation of the Jewish community in the Land of Israel beginning with the first returnees in the aftermath of the Crusades and culminating with the establishment of the modern State of Israel. Emphasis is placed on investigating the nature of the historical issues and personalities who played a significant role in the development of the community and the direction in which it eventually evolved.

CST495 Judaic Studies Capstone 3 credits

Upon successful completion of the course, students will be able to: determine an issue, problem, information gap, or creative endeavor in the field of Jewish Studies; demonstrate

proficiency as an independent learner and critical thinker; engage thoughtfully with Jewish texts from a range of time periods and perspectives; demonstrate proficiency analyzing Jewish texts in their original Hebrew (where applicable); apply research and analysis techniques to the explanation and resolution of an information gap, issue, or problem by studying or creating a project in a respective field; design a project based on theory and knowledge from Jewish Studies courses; synthesize research components to produce a comprehensive valid result in a concrete format; reach conclusions through the use of external resources that reflect knowledge; apply all elements of scholarly activity to a written document, utilizing Standard American English and APA or MLA format; present an ethically responsible final project in an academic and professional format as a bridge to future work/employment; and demonstrate a comprehension of diverse perspectives within the field of Jewish studies. Instruction is based on self-paced study with a monitored format that includes periodic assignments and required completion date. Major topics include: definition and purposes of a Capstone; types of Capstone projects (research paper, creative project, applied project); research components; ethical research; plagiarism; annotated bibliography; Importance of background reading; crafting a thesis statement; and methodology. Methods of instruction include: required interaction and discussions with instructor, required text, supplemental readings, essay assignments, and homework.

COM108      Public Speaking      3 credits

The purpose of this course is to train undergraduates to be successful speakers and, particularly, persuasive ones. The specific skills needed to speak and argue well require mastery of logical persuasion, the ability to elicit empathy, and appeal to a sense of authority of subject matter as well as include non-verbal communication skills.

HEB198      Elementary Modern Hebrew      6 credits

Upon successful completion of the course, students will be able to: demonstrate proficiency in listening, reading, comprehension and writing necessary for elementary basic communication in a foreign language. Specifically, students will recognize the alphabet, demonstrate an ability to understand the main ideas and information on a variety of familiar topics. Students read and understand simple texts of familiar topics, including standard vocabulary and basic syntax; communicate basic ideas and needs orally by using patterned responses and in writing, by writing simple sentences and linking them into a paragraph. Grammar is expressed in present and one other time frame in comprehensible language. Students will be able to spell phonetically.

HEB297      Intermediate Modern Hebrew      6 credits

Upon successful completion of the course, students will be able to demonstrate proficiency in listening, comprehension, reading and writing necessary for basic communication in a foreign language; demonstrate an ability to understand the main ideas and information on a variety of topics; discuss texts of familiar topics which include standard vocabulary and basic syntax; and communicate ideas, feelings and needs in writing. Grammar uses basic tenses with mistakes. Spelling will be comprehensible, but possibly incorrect.

HEB398      Advanced Modern Hebrew      4 credits

Upon successful completion of the course, students will be able to: demonstrate proficiency in listening, comprehension, reading and writing necessary for useful communication in the workplace and social situation in a foreign language; read and understand texts of familiar and academic topics; communicate ideas and needs in writing with sufficient accuracy for most social and formal settings. Grammar reflects the ability to manipulate language with some proficiency in a variety of tenses. Students prepare for this proficiency examination using modern Hebrew language texts focusing on grammar and vocabulary and aural comprehension materials. Students use modern Hebrew Literature texts to prepare for the reading and writing sections.

LAN198      Elementary Yiddish      6 credits

Upon successful completion of the course, students will be able to: demonstrate proficiency in listening, reading, comprehension and writing necessary for elementary basic communication in a foreign language. Specifically, students will demonstrate an ability to understand the main ideas and information on a variety of familiar topics. Students read and understand simple texts of familiar topics, including standard vocabulary and basic syntax; communicate basic ideas and needs orally by using patterned responses and in writing, by writing simple sentences and linking them into a paragraph. Grammar is expressed in present and one other time frame in comprehensible language. Students will be able to spell phonetically.

LAN297      Intermediate Yiddish      6 credits

Upon successful completion of the course, students will be able to: demonstrate proficiency in listening, comprehension, reading and writing necessary for basic communication in a foreign language; demonstrate an ability to understand the main ideas and information on a variety of topics; discuss texts of familiar topics which include standard vocabulary and basic syntax; and communicate ideas, feelings and needs in writing. Grammar uses basic tenses with mistakes. Spelling will be comprehensible, but possibly incorrect.

LAN398      Advanced Yiddish      4 credits

Upon successful completion of the course, students will be able to: demonstrate proficiency in listening, comprehension, reading and writing necessary for useful communication in the workplace and social situation in a foreign language; read and understand texts of familiar and academic topics; communicate ideas and needs in writing with sufficient accuracy for most social and formal settings. Grammar reflects the ability to manipulate language with some proficiency in a variety of tenses. Students prepare for this proficiency examination using Yiddish language texts focusing on grammar and vocabulary and oral comprehension materials. Students use Yiddish Literature texts to prepare for the reading and writing sections.

CIS 101      Computer Concepts & Applications      4 credits

This course is intended as an introduction to computers and the basic application software categories of word processing, database, presentations and spreadsheets using Microsoft Office software applications.

BIO 208      Nutrition      3 credits

Topics include digestion, absorption of nutrients, carbohydrate, fat, protein, vitamin and mineral requirements, additives, food fads, diet, exercise and body response, socioeconomic influence on nutritional habits and culture, consumer concerns.

Associated Beth Rivkah Schools – Division of Higher Learning offers optional coursework and credits reviewed by The American Council on Education and by NCCRS facilitated by Maalot International. 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.

Most of the courses students are taking at Associated Beth Rivkah Schools – Division of Higher Learning as part of the certificate programs are matched with comparable courses from Maalot International.