

OHEL MARGULIA SEMINARY

Student Catalog
2022-2023



School Contact Information:

22 Ashel Lane

Monsey, New York 10952

845 -731-3703

seminary@viznitzny.com

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HISTORY

Viznitz, the Yiddish name for Vyzhnytsia, a village in the present day Ukraine, is also the name of a Chasidic dynasty founded by Rabbi Menachem Mendel Hager of Kosov, in the year 1802. The Viznitzer tradition traces its roots back to the founder of the Chasidic movement, Rabbi Yisroel Ben Eliezer, commonly known as the Baal Shem Tov, who lived in the middle of the 18th century.

In 1946, Rabbi Chaim Mayer Hager, a scion of the Viznitzer dynasty, then Rebbe, introduced Viznitz Chasidus in Eretz Yisroel and eventually opened the Viznitz Yeshiva there. In 1947, the Rebbe dispatched his son, Rabbi Mordechai, to the United States to open a Viznitz Kehila in the U.S., and after some time Rabbi Mordechai Hager opened the Yeshiva Gedolah of Viznitz in Monsey.

Just as the Viznitz Yeshiva in Monsey was established as an independent educational system to ensure the perpetuation of the heritage, culture and practices of Viznitzer Chasidus, the Seminary too, shares this mission by educating the young women of the Viznitz community. The goal of the Seminary, in keeping with the legacy of the Viznitz Kehila in Europe, is to prepare the student for a lifestyle in accordance with the teachings of the Torah.

MISSION

Ohel Margulia Seminary (OMS) is the premier institution for Orthodox Jewish women of the Viznitz community, offering an advanced Jewish studies curriculum and core pedagogic training. The OMS program is designed to prepare graduates to serve as teachers of Torah principles and ideals, in educational, communal and familial settings. The goal the OMS education is to provide students with the foundation for a life-long pursuit of Torah and spiritual growth, and imbue within them a commitment to the timeless Torah values and the Viznitz traditions.

OMS is committed to these principal institutional goals that are reflective of the mission:

- Jewish Knowledge & Values – students who demonstrate a depth of knowledge of Jewish texts, philosophy, and Halacha, and can utilize this knowledge in decision-making, ethical reasoning, and daily practices.
- Critical and Creative – thinking students who can analyze issues, evaluate ideas, and apply solutions.

- Pedagogic Proficiency – students who are qualified, caring educators dedicated to disseminating Torah knowledge and values, while emphasizing the Viznitz ideology and teachings.
- Community Engagement – students who are connected to alumni, parents, and the Viznitz community at large, and work collaboratively towards shared goals.

BOARD OF DIRECTORS

Mr. Abraham Einhorn
 Rabbi Zishe Friedman
 Mr. David Rosenberg
 Rabbi Meyer Rosenfeld

ADMINISTRATION

Mr. David Rosenberg	Chief Executive Officer
Rabbi Mechel Deutsch	Administrator
Mr. Pinchus Samuel	Financial Aid Administrator
Mrs. Margulis Hager	Registrar
Rebbetzin Moskowitz	Dean
Mrs. B. Horowitz	Seminary & Shana Bais Director
Mrs. S.P. Stein	Shana Alef Director
Mrs. G. Kasowitz	Extra Curricular advisor (Shabbatonim and Yemei Iyun)
Mrs. C. Goldbrener	Library and student services
Mrs. D. Feig	Academic Progress Monitor
Mrs. C. R. Morgenstern	Secretary

INSTRUCTORS

Mrs. E. F. Austerlitz
 Mrs. C. Bernfeld
 Mrs. G. Brinner
 Mrs. L. Davidson
 Mrs. G. Deblinger
 Mrs. C.S. Deutsch
 Mrs. D. Feig
 Mrs. B. Friedman
 Mrs. Y. Friedman

Mrs. R. Gestetner
Miss R.E. Hager
Mrs. L. Hager
Mrs. M. R. Hass
Mrs. B. Horowitz
Mrs. S. Horowitz
Mrs. G. Kasowitz
Mrs. S. Klughaupt
Mrs. Lapidés
Mrs. D. Meisels
Rebbetzin Morris
Mrs. E. Rosenberg
Mrs. L. Rubin
Mrs. Schiff
Mrs. G.L. Srułowitz
Mrs. P.S. Stein
Mrs. S. Tauber
Mrs. Y. Twersky
Mrs. E.S. Zims

COVID-19

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

STATE AUTHORIZATION AND ACCREDITATION

New York State Disclaimer

Ohel Margulia Seminary does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In Ohel Margulia Seminary's opinion, its studies, although different in kind, are at least equivalent in duration, intensity, depth of knowledge, and quality of scholarship to degree programs approved by the Board of Regents. The credits offered by this institution measure a student's progress toward the rabbinical 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. Ohel Margulia Seminary falls into this category and is therefore not subject to the evaluation of the New York Board of Regents.

Accreditation

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

Copies of the letter of accreditation as well as the NY State exemption letter can be viewed in the office during regular business hours.

CAMPUS

Ohel Margulia Seminary is located at 22 Ashel Lane, Monsey, NY, in the heart of the Viznitz community. The third floor contains the classrooms with sufficient space to accommodate our student body. Additionally, there are offices, an auditorium, and a baking room. The lunchroom is located on the fifth floor.

While the present facilities are not fully accessible to the handicapped student, every effort will be made to accommodate any handicapped student who is admitted to the Seminary.

LIBRARY

The Seminary library is currently located in the third floor auditorium. The library features a selection of books relevant to course material, as well as five computers with the comprehensive Otzar Hachochma digital database containing over 90,000 texts.

In addition to the Seminary's library, students may request assistance from their instructors to access the special section of the library in the Viznitz Shul, located on the upper level of the building. This section includes a comprehensive collection of works by the Rebbeim of the Viznitz dynasty, both past and present. This resource supplements the students' studies, and expands the scope of their research.

STUDENT LIFE

Ohel Margulia Seminary provides a number of extracurricular activities designed to supplement the academic curriculum and augment the students' educational experience. Thus, a tutoring program is set in place where the Seminary students are assigned an elementary school student to tutor and assist with homework, fostering warm relationships between them, and helping the Seminary students gain hands-on teaching experience.

Each week the girls are invited to come to school and listen to a special guest speaker, ensuring that the girls hold onto their learning and retain all that they have gained.

Cultural and social activities are also incorporated in the Seminary's schedule, as a natural outgrowth of the yearly holidays and academic cycle. Therefore, every Rosh Chodesh the student body gets together for an inspiring Yom Iyun, where exceptional speakers are brought in to speak about the year's theme. Moreover, in the month of Tishrei, during a period of increased introspection, there is an intense program where additional speakers are brought in, to inspire and empower the students.

Of special note is the Seminary's trip to Niagara Falls. This getaway is an opportunity to unwind and relax while seeing the beauty that nature provides.

One of the highlights of the year is the production that the Seminary girls spearhead. The production gives the girls an outlet to shine, and to lead. The girls arrange all of the aspects of the production, from the musicals to the lighting, and everything in between. They learn how to delegate and accept responsibility upon themselves. Through this involvement of the Seminary students together with other members of the community, a sense of camaraderie and warmth is felt within the community.

Towards the end of the year there is a major weekend retreat where the Seminary takes both the students and staff to the Catskill Mountains. The Seminary arranges for special programs, speakers, and workshops for the students. The students come out knowing how to transition between school and life. They gain valuable advice on jobs and marriage and learn how to keep hold of their heritage.

TEXTBOOK INFORMATION

Ohel Margulia Seminary 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.

ACADEMIC CALENDAR

Please consult the supplement to the catalog for the current academic calendar.

TUITION AND FEES

Please consult the supplement to the catalog for the current tuition and fees schedule.

ADMISSIONS POLICY AND PROCEDURES

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

In order to initiate the application process, we encourage qualified students to request an application by contacting the Registrar at:

Ohel Margulia Seminary
22 Ashel Lane
Monsey, New York 10952
845 -731-3703
seminary@viznitzny.com

Once an application is received by the Seminary Director and reviewed, if it is decided that the applicant may benefit from our Seminary, the applicant is invited to a personal interview with the Seminary Director. At the time of the interview, the Seminary Director will evaluate the applicant's suitability and assesses knowledge and skill level in Judaic studies.

Students applying to Ohel Margulia Seminary 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.

Ohel Margulia Seminary does not utilize an Ability to Benefit test for admitting students.

The Seminary Director may also request transcripts of previous advanced study in other institutions and recommendations from faculty members at their previous schools of attendance.

Each applicant is evaluated based on her suitability and potential for success as conveyed in OMS mission statement. We seek to identify whether the applicant shares the mission and goals of the program; can benefit from the academic curriculum; and demonstrates satisfactory skills and knowledge level to participate in advanced Judaic studies.

The selection of applicants will be based upon their intellectual ability, academic preparation, and personal ethical development. If accepted for enrollment, the applicant will then be asked to complete an admission form.

TRANSFER CREDIT POLICY

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

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

- Transfer credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.

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

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

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

GRADE POINT SYSTEM

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

Ohel Margulia Seminary employs a grading system that is used by other institutions of higher education.

Essentially, this system provides for the following course grades:

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

Grading Scale:

A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82
C+ = 77-79 C = 73-76 C- = 70-72 D = 60-69 F <60

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

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

Sample GPA Calculation:

A-	6 (credits)	x	3.7	= 22.2
B+	4 (credits)	x	3.3	= 13.2
C	1 (credits)	x	2.0	= 2.0
A	1 (credits)	x	4.0	= 4.0
	12 (credits)			41.4

Divided by 12 Credits for the Semester = 3.45 GPA

ATTENDANCE REQUIREMENTS

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

LEAVE OF ABSENCE

FEDERAL POLICY

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

The student must request the leave of absence in writing to the Seminary Director, Mrs. Baila Horowitz. The request must be signed and dated and must include the reason for which the

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

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

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

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

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

AVAILABILITY OF FULL TIME EMPLOYEE

Ohel Margulia Seminary has designated Mr. Pinchus Samuel, Financial Aid Administrator, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid; cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the Code of Federal Regulations. He can be reached in the administrative office during regular business hours or by calling 845-731-3700 ext. 1155.

FINANCIAL AID

Ohel Margulia Seminary utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field. Ohel Margulia Seminary offers a variety of federal financial aid programs to its students. Higher Education Compliance and Management oversees administration of the programs.

Any student who has difficulty in meeting her educational costs at Ohel Margulia Seminary should contact Mr. Pinchas Samuel to learn about the options available to her. These may include grants, scholarships, and deferred payment plans.

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

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

A student's financial need is determined by subtracting the contributions expected from the student and her parents from the total cost of education. The total financial aid awarded to a student, usually cannot exceed the student's need. This process is explained in greater detail below.

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

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

APPLYING FOR FINANCIAL AID

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

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

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

FINANCIAL AID NEED

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

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

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

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

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

siblings, or medical expenses. These expenses can be taken into account by the financial aid staff to produce an adjusted EFC.

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

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

APPLICATION DEADLINE

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

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

FEDERAL AID PROGRAMS

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an "entitlement" which means that each eligible student who attends an eligible institution and applies on time may receive a Federal Pell Grant. The maximum grant for a fully eligible student is \$6895 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the EFC generated by a federally mandated formula.

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

during the second semester. Students whose paperwork is completed during the second semester may be paid retroactively for the first semester.

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 may no longer receive Pell Grant funding.

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

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

- FSEOG - Federal Supplemental Educational Opportunity Grants

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

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

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

Payments from the FSEOG program will be made by credit to the student's tuition account. Generally, the funds are matched 25% non-federal funds to 75% federal funds. However, if in a

particular academic year the institution is granted a waiver of the institutional share requirement, the institution may choose not to provide the institutional match. Students will be informed of the expected amounts of these payments, and may inspect their tuition records during regular hours at the business office.

INSTITUTIONAL SCHOLARSHIPS

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

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

WITHDRAWAL, REFUND, AND RETURN TO TITLE IV PROCEDURES

Please consult the supplement to the catalog for the current withdrawal and refund information.

ACADEMIC REGULATIONS

SATISFACTORY ACADEMIC PROGRESS

All matriculated students pursuing an approved program at Ohel Margulia Seminary are required to maintain satisfactory academic progress toward graduation, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards required for students receiving Title IV federal financial aid are the same for all matriculated students at Ohel Margulia Seminary. Satisfactory academic progress at Ohel Margulia Seminary has two principal components: a qualitative standard and a quantitative standard:

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

- **Qualitative Standard**

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

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

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

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

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

- **Quantitative Standard**

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

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

➤ **Pace of Completion**

A student must earn 67% of her cumulative attempted credits. Every semester, each student is evaluated to see if she has successfully earned 67% of her cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 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 quantitative standard.

WHEN SAP IS NOT MET

WARNING

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

Federal Financial Aid Warning

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

APPEALS PROCESS, MITIGATING CIRCUMSTANCES

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

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

ACADEMIC PROBATION

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

ACADEMIC PROBATION WITH A STUDY PLAN

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

REEVALUATION AFTER A PROBATIONARY PERIOD

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

REINSTATEMENT FOR FEDERAL FINANCIAL AID

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

INCOMPLETES

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

included in the student's number of credits attempted but not credits completed. A grade of incomplete will be replaced with a grade at the conclusion of the period of time given for the work to be completed.

WITHDRAWALS FROM A COURSE

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

TRANSFER CREDITS AND SATISFACTORY PROGRESS

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

REPETITIONS

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

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

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

CHANGE OF MAJOR

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

ESL/NONCREDIT REMEDIAL COURSES

Ohel Margulia Seminary does not offer any ESL or non-credit remedial courses.

PLACEMENT DISCLAIMER

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

TUTORING

The Seminary faculty takes great interest in each student's overall welfare. This includes scholastic achievement, social behavior, spiritual growth, and physical wellbeing. The faculty goes to great lengths to achieve these goals. The Menahel and Seminary Director are responsible for monitoring the progress of the students. Our dedicated tutors report to the program's directors and faculty on how much progress is being made as a result of the tutoring, and much attention is given to make sure that each student does not fall behind in her studies.

COUNSELING

With the oversight of the Seminary Director, our instructors serve as mentors and provide counseling for our students. They are available to work, one-on-one, with students who may be experiencing a family or social crisis and needs help in resolving the issue. These mentors give the students valuable support and guidance and empower them to succeed.

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

HEALTH SERVICES

Students are required to maintain private health insurance coverage. Beyond the standard first-aid services, Ohel Margulia Seminary does not have the facilities to deal with medical issues. The medical needs of our students are adequately provided for through the services of local physicians recommended by the institution. In addition, in the event of a sudden severe illness or accident, there is an active "Hatzalah" program of volunteer EMT services in Monsey, which responds to any medical emergency within minutes. In such emergency situations, a member of the staff will assume responsibility for the students' care until the parents take over. Routine medical visits may be scheduled for the students' vacation time, ensuring a smooth flow of medical care.

NON-DISCRIMINATION POLICY

Qualified women of the Orthodox Jewish faith are eligible for admission to Ohel Margulia Seminary without regard to age, race, color, national origin or physical handicap. The school is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1992.

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

Ohel Margulia Seminary does not have a program for students with intellectual disabilities. Ohel Margulia Seminary provides reasonable academic accommodations for students with intellectual disabilities.

While the present facilities are not fully accessible to the handicapped student, every effort will be made to accommodate any handicapped student who is admitted to the institution.

GROUNDINGS FOR DISMISSAL

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

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

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

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

COMPLAINTS PROCEDURE

Internal Complaint Policy

Any student who has a complaint should submit it in writing to the Seminary Director, Mrs. Baila Horowitz. The complaint will be investigated, and the student will be informed in writing within 30 days of the resolution of her complaint. No person directly involved in the complaint issue will make the final determination.

AIJS Complaint Procedure

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

Association of Institutions of Jewish Studies
500 West Kennedy Boulevard
Lakewood, NJ 08701-2620
732-363-7330
Email: cstern@theaijs.com

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

1. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS's role in accrediting and overseeing the institution.
2. If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as being not within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.
3. If AIJS determines that the complaint is relevant to its accreditation standards or policies and falls within AIJS's oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS. The institution must provide, in its response to AIJS, an explanation of its actions, as well as a statement certifying that the institution followed its own published complaint policy.
4. AIJS will then review the institution's response and complaint policy.
5. If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the school, AIJS will instruct the complainant to follow the complaint policy of the institution.

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

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

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

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

Chair of Executive Accreditation Council, AIJS

500 West Kennedy Boulevard

Lakewood, NJ 08701-2620

732.363.7330

Email: cstern@theaijs.com

NY State Complaint Policy

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

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

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

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

- The Office does not intervene in matters that are or have been in litigation.

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

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

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

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

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

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

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

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

Or with:

NYS Division of Human Rights

<https://dhr.ny.gov/complaint>

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

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

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

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

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

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

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Ohel Margulia Seminary receives a request for access. A student should submit to the registrar, Dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. The written request should also specify the purpose of the disclosure and the parties to whom the disclosure may be made. The request must be signed and dated.

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

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ohel Margulia Seminary to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

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

determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

The information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, roommates, photos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or

a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Ohel Margulia Seminary forbids unauthorized distribution of copyrighted material including unauthorized peer-to-peer sharing. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, see the website of the U.S. Copyright Office at www.copyright.gov.

Legal alternatives to obtain copyrighted material include:

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

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

ACADEMIC PROGRAM

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

This curriculum of study is an intensive two-year program of class work and training. Students must complete 60 credits of coursework in two or more years to earn the degree. This credential is accepted by many Jewish schools as a qualifying credential for teaching Jewish subjects.

The following courses have been designated core courses which must be completed by all students to qualify for the degree.

THE NUMBERING SYSTEM

The course code can be understood using the following system:

The code begins with the alphabetic letters representing the department- Bible, Religion, Jewish Law, or Chinuch.

The numeric digit following indicates the year of study (Year 1 or Year 2). Following that is a course reference number, and the concluding digit of the code indicates the semester, Fall (0) or Spring (1). Coding details are described below.

BIB	BIBLE
REL	RELIGION
JLAW	JEWISH LAW
CHI	CHINUCH
JCU	JEWISH CULTURE

TEXTBOOKS AND REQUIRED MATERIALS

All required texts can be found in the library and are available at all times for student use. However, students may acquire personal copies if they wish. No other materials are required.

Shana Aleph Curriculum

BIB110 **Inyunai Bereishes I** **Fall** **2 credits**

This course covers the first day of Creation through the third. The course will include careful study of Rashi, Ibn Ezra, Radak, Rashbam, Sforno, Kli Yakar, Malbim and Breisheis Rabba as well as other exergetists on the selected topics. Topics include: basic philosophical tenets as presented by the Ramban and Ohr HaChaim Hakadosh with regard to creation, Yesh MiAyin, the concept of original matter, divine right of Israel to the Land of Israel, time and space, vegetation and other topics.

BIB111 **Inyunai Bereishes II** **Spring** **2 credits**

This course covers the fourth day of Creation through Shabbos. The course will include careful study of Rashi, Ibn Ezra, Radak, Rashbam, Sforno, Kli Yakar, Malbim and Breishis Rabba as well as other exergetists on the selected topics. Topics include: Creation of the heavenly bodies which in turn lead to the division of time into regular and predictable segments that govern daily life as we know it, the animal kingdom, creation of man, or woman, Garden of Eden, sin, responsibility or denial, punishment and other topics. This course also includes topics in Chumash Bereishes. Topics may vary.

BIB150 **Trei Asur I** **Fall** **2 credits**

This course will enhance textual skills and appreciation of Midrashic and Talmudic literature on Sefer Yonah. Emphasis will be given to principles of Teshuva and Bechirah with the commentary of the Vilna Gaon. Major topics are the historical background of Yona, Hashgachas Hashem, Reward and Punishment, T'filla and Acceptance of Rebuke. Topics may vary.

BIB151 **Trei Asur II** **Spring** **2 credits**

Major topics are the historical background of six of the Neviim in Trei Asur particularly Hoshea, Amos, Yoel, Micha and Ovadya, their mission and purpose; the end of days, cleaving to Hashem, reward for Klal Yisroel, based on the writings of Rav Shimshon Pinkus, Me'am Loez, Michtav Meliyau and more.

BIB130 **Megillas Esther I** **Fall** **2 credits**

This course covers an overview of the Megila, Chapters 1 through 5 of Megilas Esther. Major topics covered in this course are Hashgacha Pratis during the Purim story, the Gevurah of Esther, Topics may vary.

BIB131 **Megillas Esther II** **Spring** **2 credits**
This course covers Chapters 6 -10 of Megilas Esther. Major topics covered in this course are Hashgacha Pratis (Divine Intervention) in the actions of Achashverosh, the beginning of the downfall of Haman, the concept of the heart leading the mind or the reverse; the revelation of the Jewish nation to Achashverosh; the fast of Esther; the concept of the 23rd of Sivan, the value of the study of Torah. Topics may vary.

REL120 **Habayis Hayehudi I** **Fall** **2 credits**
An in-depth study of the principles and the development of ethical character according to Torah values, based on selected sections from Mesilas Yesharim. Topics may vary.

REL121 **Habayis Hayehudi II** **Spring** **2 credits**
An in-depth study of the principles and the development of ethical character according to Torah values, based on selected sections from Mishlei: Eishes Chayil using exegetists of Malbim, Meiri, Meam Loaz and Alshich. Topics may vary.

JLAW110 **Laws of Shabbos** **Fall** **3 credits**
Laws, Course includes a thorough, advanced study of the laws of Muktza, Nolad and Bosis. Special attention will be given to practical and modern day applications of these laws of Shabbos. Topics may vary.

JLAW121 **Laws of Yichud and Kereiva** **Spring** **3 credits**
This course covers the laws of Yichud and Kreivah in broad and practical detail. The course is based on the Sefer Hilchos Yichud by Rabbi Y. Y. Rosenfeld. Topics may vary.

BIB140 **Studies of the Weekly Parsha I** **Fall** **2 credits**
This course will study the character of major figures in Sefer Devarim, Bereishis and Shemos by studying the text and major commentaries. The student will be able to analyze specific textual excerpts from the language of the Parsha. The course will further develop the student's ability to read and comprehend material in the original language of the text, and better appreciate the nuances in the language. Topics may vary.

BIB141 **Studies of the Weekly Parsha II** **Spring** **2 credits**
This course will study the character of major figures in Sefer V'Yikra, and Bamidbar by studying the text and major commentaries. The student will be able to analyze specific textual excerpts from the language of the Parsha. The course will further develop the student's ability to read and comprehend material in the original language of the text, and better appreciate the nuances in the language. Topics may vary.

JCU110 Wellbeing in the 21st Century from a Torah Perspective I Fall 2 credits

The course explores topics which are vital for the wellbeing of the modern-day Jewish woman and covers topics of life saving techniques for a lay responder in an emergency situation as well as the halachic parameters of medical assistance.

JCU111 Wellbeing in the 21st Century from a Torah Perspective II Spring 2 credits

The course explores topics which are vital for the wellbeing of the modern-day Jewish woman—personal finance from a Torah perspective. This course examines the fundamentals of financial planning and practices, providing students with attainable and sustainable strategies for financial stability from a Torah perspective.

CHI110 Methods for Primary and Middle Grades Classroom Observing I Fall 3 credits

This course covers fundamental methods of classroom instruction based on traditional Jewish sources as well as modern theories. The course will place emphasis on lesson planning in Judaic. The topics covered carry over to the instruction of general studies as well. Classroom observation and a model lesson are an integral part of the course.

Major topics covered in this course are the responsibility and merit of being a teacher, building organized lessons in various Judaic subjects such as Parsha, Chumash, Peirish haTfilah and Navi, and how to create an environment conducive to learning. Students teaching in both Judaic studies and general subjects will be able to use these skills in all of their teaching preparation and classroom control.

CHI111 Methods for Primary and Middle Grades Classroom Observing II Spring 3 credits

This course uses the skills of classroom observation to teach methods of classroom instruction based on classical Judaic sources as well as a sampling of modern theories. The course will enhance skills of classroom methodology by learning to use the visual aids such as the blackboard and classroom decoration, music and chants to enhance the classroom. Classroom observation and a model lesson are an integral part of the course.

Major topics covered in this course are the use of visual aids, classroom management techniques, building complexity in the lesson through questioning techniques, observation and planning complete lessons.

Shana Bais Curriculum

CHI220 A Practicum in Jewish Education in the Jewish Day School I Fall 6 credits

During this course, the student will participate in instruction in the elementary school class. Though a combination of hands on classroom experience and lectures, the student will learn practical skills and tools for a well-run classroom. Major topics include: creating a positive environment for teaching Judaic Studies, lesson planning with the end goals in mind, discipline in the heterogeneous classroom, creating a learning environment, creating social awareness and the tools to assist students to overcome social issues.

CHI221 A Practicum in Jewish Education in the Jewish Day School II Spring 6 credits

During this course, the student will participate in instruction in the elementary school class. This course will continue to broaden the student's skills in the classroom, through a combination of classroom teaching and site-based lectures. Students will learn hands-on practical tools for a well run classroom. Topics covered in this course are : student organization skills for learning, awareness of challenging situations such as bullying, respect for personal property, social dysfunction as an element in academic and social success, teaching an appreciation for t'filla, collegial relationships and developing positive communication. Topics may vary.

Note: Practicum I is not a prerequisite for Practicum II.

CHI230 Foundations in Inyunai Chinuch I Fall 3 credits

Using the Sefer **אבני חינוך** based on the writings of R' Shmshon Rafael Hirsch and the fundamental text **ושמרו בדרך**, which brings the collective wisdom of Gedolim, this course teaches an awareness that the personal behaviors of the classroom teacher are as influential as the lessons presented in class. Major topics are: responsibilities of the teacher, teacher as personal example, humility and recognition that the success is not in the hands of the teacher, but in his aspirations and prayers for the student, concepts of personal integrity and belief, social relationships and value or harm of one's surroundings. Topics may vary.

CHI231 Foundations in Inyunai Chinuch II Spring 3 credits

Using the Sefer **אבני חינוך** based on the writings of R' Shmshon Rafael Hirsch and the fundamental text **ושמרו בדרך**, which brings the collective wisdom of Gedolim, this course offers insights into successful teaching outside the realm of classroom methods and techniques. Major topics are the joy of learning and fulfillment, the role of the parents, positivity, damage of wasting time in the classroom and in one's personal life, aesthetic behavior such as cleanliness, food and behavior as a resource for teaching. Topics may vary.

BIB260 Parsha I Fall 3 credits

The unique theme of this Parsha course is **מתי יגיעו מעשי למעשה אבותי** Weekly lectures will analyze the character and actions of major figures in Sefer Breishis and Shmos. Lectures are based on the unique insights of Rabbi Wachsman as well as early Meforshim. Students will study these behaviors and incorporate these lessons into their own lives. Parallel study of the weekly parsha and exams are a part of the course requirements.

BIB261 Parsha II Spring 3 credits

This Parsha course continues the discussion of a unique theme of each weekly Parsha. Lectures are based on the unique insights of Rabbi Wachsman as well as early Meforshim. The Parshiyos of the end of Shmos, Vayikra and Bamidbar offer insights into historical events that shaped the character of the Jewish nation and how those events can give direction to shape the character of each individual. Parallel study of the weekly parsha and exams are a part of the course requirements.

MAP

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