DERECH HACHAIM SEMINARY

CATALOG
2025-2026

5 Israel Zupnik Drive
Monroe, NY 10950
P: (845) 783-5800
F: (845) 492-5949

Table Of Contents

History 5
Mission 6
Board Of Directors 7
Administration 7
Faculty 7
State Authorization and Accreditation 8
Campus 9
Library 10
Student Life 10
Textbook Information 12
Academic Calendar 12
Cost of Attendnace 12
Financial Aid 12
- Title IV Federal Financial Aid 13
- Applying For Title IV Aid 13
- Title IV Aid Need 14
- Updated FAFSA Information 15
- Professional Judgment 15
- Title IV Application Deadline 18
- Title IV Aid Programs 18
  - Federal Pell Grant Program 18
  - The Campus-Based Programs 19
- Tuition Waivers 20

Admissions Policy And Procedures 20
Transfer Credit Policy 22
Grade Point System 23
Attendance Requirements 24
Leaves of Absence 24
Availability of Full Time Employee 25
Refund and Withdrawal Policies 25
Satisfactory Academic Progress Policy (SAP) 26
- When SAP is Not Met 28
  - Warning 28
  - Federal Financial Aid Warning 28
  - Appeals Process 28

Academic Probation 29
Academic Probation With a Study Plan 29
Reevaluation After a Probationary Period 30
Reestablishing Aid Eligibility 30
Incompletes 30
Withdrawals 31
Transfer Credits 31
Repetitions 31
Change of Major 32
Remedial Courses 32
Placement Disclaimer 32
Counseling 32
Disability Services 33
Health Services 34
Non-Discrimination Policy 34
Grounds for Dismissal 35
Complaint Policy 35
Internal Complaint Policy 35
AIJS Complaint Procedure 36
NY State Complaint Policy 38
Notification of Rights Under FERPA 40
Program Description 46
Program Design 47
Frequency of Course Offerings 48
Textbooks and Required Materials 48
The Numbering System 48
Course Descriptions 48
Sample Curriculum 53
Map of Derech Hachaim Seminary 55

TITLE IX

Derech Hachaim Seminary does not discriminate on the basis of sex in the education program or activity that it operates, in compliance with all applications under Title IX. This requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to Derech Hachaim Seminary's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Title IX Coordinator:
Name: Mrs. Miriam Kleinman
Office Address: 5 Israel Zupnik Drive
Email Address: Hi@utakj.org
Phone Number: 845-783-5820 ext. 2315

HISTORY

The founding of Derech Hachaim Seminary (DHS), its mission, and its goals must be examined within the broader context of the Satmar Chassidus. As an institution created by the community which it serves and designed by its leaders, understanding the framework within which it operates is essential.

Satmar Chassidus originated in Hungary in the towns Siget and Satmar (locally known as Máramarossziget and Szatmárnémeti). The Satmar Rabbinic lineage was historically known for its great Torah giants and courageous public leaders. Satmar always promoted living in insular communities and separating oneself from external influences. This was (and continues to be so) especially apparent in code of dress, spoken language, and educational settings.

Like most Jewish communities in Europe, the flourishing Satmar Chassidus, led by Rabbi Yoel Teitelbaum (1887-1979), was destroyed in the Holocaust. After many trials and tribulations, Rabbi Yoel Teitelbaum arrived in the US post-war - broken in body - but with a fire in his soul. He lost his family, his community, and his institutions, but the fire to build and his love for his people was not extinguished. His immense scholarship, loving dedication, and single-minded determination to reestablish Hungarian Chassidus in America brought many survivors to his reestablished court. From few followers, Satmar saw remarkable consolidation and growth, to the point where its population and its institutions quickly exceeded that of the pre-war Satmar Chassidus. Satmar continued to grow under the leadership of Rabbi Moshe Teitelbaum (1914-2006), who strengthened and developed the Chassidus and its institutions.

Today, under the leadership of Rabbi Aharon Teitelbaum, Satmar is the world's largest Chassidus, with about 100,000 members. Satmar communities can be found across the globe, all following the unchanged traditions, and committed to the same values. The Satmar philosophy shares the same foundation as all ultra-Orthodox communities – complete subservience to God, and unwavering adherence to His Torah.

At the core of the Satmar philosophy is the idea that educational institutions serve as the imperative means for transmitting the principles and beliefs of the community. At

the inception of the Satmar movement, the leaders built institutions for the young population to attend. The destruction of these institutions during the holocaust did not stifle this conviction. The first step in rebuilding the Satmar Chassidus was the reestablishment of educational institutions. As repeatedly proclaimed by Rabbi Yoel Teitelbaum, "I do not build a Beis Limud but a Bais Chinuch" -the Satmar institutions are designed to educate the future generation, not just to impart knowledge. This is especially true of the women's educational institutions. Women are viewed as the important agents for transmitting the faith and customs to the next generation, and as such, the educational experience of these women is of primary importance. This notion is apparent in the establishment of DHS and in its missions and goals.

DHS was established to answer the needs of the Satmar population located in Kiryas Joel. Recognizing the rapid population growth of the Satmar community, and the need to prepare young women for their adult role, a group of rabbinic leaders, educators, and community activists joined to create a program for post high school women. In 2003, the founding committee collaborated with the existing Satmar educational network (UTA) to establish DHS, with the purpose of perpetuating the Satmar philosophy.

DHS is the leading Satmar institution of Jewish higher education for women, dedicated to strengthening students' commitment to practicing and perpetuating the Torah's teaching and the Satmar legacy. The name of the program symbolizes its mission. The seminary was founded to provide women of the community with a Derech Hachaim – a clear path for leading a life acting as formal or informal educators in the Satmar community.

MISSION

Derech Hachaim Seminary (DHS) is the Satmar Chassidic community's leading institution of Jewish higher education for women, dedicated to strengthening students' commitment to practicing and perpetuating the Torah's teachings and the Satmar Chassidic legacy. The seminary's mission is to provide women with a "derech l'chaim", a clear path for leading lives as formal or informal educators in the Satmar community and taking their lessons with them into and out of the workplace. This is accomplished by providing a well-rounded curriculum, which includes comprehensive studies of the

Jewish Bible, Jewish law and philosophy, and a strong focus on Satmar ideology. The Seminary also places great focus on teaching its students the interpersonal skills needed as they enter the workplace, such as communication, punctuality, respect for elders and their peers, and responsibility. Students at DHS know that they are held to a higher standard and are taught to conduct themselves as such. This ensures that most students graduating from DHS are prepared to obtain entry level positions in a large variety of industries.

BOARD OF DIRECTORS

Mr. Avraham Weider
Mr. Meir Hirsch
Mr. Moshe Kepech
Mr. Berel Polatcheck
Mr. Yoel Brach
Mr. Shmuel Aron Landau
Mr. Yoel Schwartz
Mr. Shloma Zalman Weiss

ADMINISTRATION

Mr. Shloma Zalman Weiss	Chief Financial Officer/ Administrator
Rabbi Shloime Vogel	Administrative Dean
Mr. Yechezkel Steinmetz	Financial Aid Director
Mrs. Fraidy Rubin	Registrar
Mr. Chaim Kornbluth	Tuition Coordinator

FACULTY

Rabbi Elya Shloime Kohn	Executive Dean
Rabbi Shulem Weberman	Executive Dean
Mrs. Chaya Rubin	Director of Academics/Assistant Principal Year II
Rebbetzin Chaya Ashkenazi	Dean/Program Director Year II
Mrs. Miriam Kleinman	Program Director Year I
Mrs. S. Lefkowitz	

Mrs. Halberstam
Rebbetzin Meisels
Mrs. B. Moskowitz
Mrs. Spitzer
Mrs. Silberstein
Mrs. Margulies
Mrs. Sneh
Mrs. Eichenstein
Mrs. R. Teitielbaum
Mrs. Rokach
Mrs. Werzberger
Rebbetzin Horowitz
Mrs. Glick
Mrs. Dushinsky
Mrs. T. Moskowitz
Mrs. Goldstein
Mrs. Schwartz
Mrs. Silber
Mrs. Epstein
Mrs. Levy
Mrs. F.M. Rosenberg

STATE AUTHORIZATION AND ACCREDITATION

New York State Disclaimer

Derech Hachaim Seminary does not offer college credits or degrees that require authorization by the New York State Board of Regents. Under New York State Law a non-profit corporation formed for religious and educational purposes does not require New York State Education Department or New York State Board of Regents authorization to perform its postsecondary education functions in New York State. Derech Hachaim Seminary falls into this category.

ACCREDITATION

Derech Hachaim Seminary is accredited by the Association of Institutions of Jewish Studies (AIJS) and is approved to offer a Classical Torah Studies Degree, as well as an embedded Classical Torah Studies Certificate. Accreditation indicates that the institution has achieved recognition by AIJS, by demonstrating compliance with AIJS accreditation standards. AIJS is recognized by the United States Department of Education as an accrediting agency and is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701. Their telephone number is 732-363-7330.

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

CAMPUS

The DHS campus is conveniently located at the center of the Kiryas Joel community, in close proximity and central to the location to the target population.

Both the first and second year have private and spacious facilities including large and airy classrooms, ample restrooms on every floor, and comfortable office space. Additionally, the facilities provide sufficient space for auxiliary use such as a room for private faculty meetings or meetings between administration and students. There is a comfortable faculty lounge, with space for staff meetings, room for faculty members' papers and equipment, and a central location for posting important announcements to staff. Drinks and refreshments are available to staff and students throughout the school day.

As each year within the program operates under the leadership of a separate Program Director, administrative offices are found in both the first and second year areas. They are located in close proximity to their respective classrooms to enable direct and frequent interaction between staff and students. This facilitates the personal relationship between them, and provides students with easy access to all services. An elevator as well as wide doorways and hallways provide wheelchair accessibility to the entire campus.

DHS also enjoys the use of the large and fully equipped assembly hall located on the campus. The 8,000 square feet hall accommodates many of the extracurricular activities.

LIBRARY

The first and second year programs each have their own section of the library serving the students, faculty, and staff, and include all resources required for the courses studied. The library has a curriculum-oriented collection, containing works relevant to the courses studied. The students use the library to complete assignments, research, explore, and develop materials to be used in teaching, enrich their knowledge beyond the material covered within courses, and prepare for examinations. Students and faculty have the option to check out materials for use outside of the campus.

The library is managed and operated by a designated team, which includes the administrator, assigned faculty, and student volunteers. The administrator supervises the technical aspects of the library including maintenance, purchases, and organization. The functionality and structure of the library are directed by two faculty members, chosen for their experience and expertise in Judaic texts. The faculty members are responsible for the structure and organization of resources.

Two volunteer students provide assistance in maintaining order and organization of the library, and keeping record of materials checked out.

STUDENT LIFE

Aside from its intensive academic program, Derech Hachaim Seminary provides students with a full range of extracurricular events and programs.

These include:

- Multiple full day events throughout the year on a variety of topics- ex. a series of workshops on practical Halachos such as bug checking.
- A convention offering a chance to meet and interact with other Satmar schools.
- A Shabbos getaway with inspiring classes and enjoyable activities.

- A hotline that offers additional interesting audio content related to themes addressed in the curriculum. It also provides important updates and other information.
- An array of elective non-credit courses such as:

    - Baking
    - Photography
    - Haircutting
    - Graphic Design
    - Gift Wrapping
    - Closet Organizing
    - Flower Arrangement

- Monthly themed activities are scheduled to correlate with the Jewish holidays and to offer fun and practical presentations; for example:

    - Arranging Mishloach Manos baskets
    - Closet organizing tips and ideas

- Supplemental hands-on activities that are directly related to course content and reinforce textual learning:

    - To reinforce the traditions of Pesach, students participate in the production of food products from raw materials. They engage in activities to learn how to produce potato starch, grape juice, coffee, and soap.
    - To reinforce the Satmar philosophy, students participate in various entertaining and practical demonstrations that are related to popular customs practiced.

The goal of DHS is to provide a wholesome program that will provide a rigorous academic education that is supplemented with gratifying and practical activities to accomplish our mission of providing women with a Derech L'chaim, a clear path for leading lives as formal or informal educators in the Satmar community.

TEXTBOOK INFORMATION

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

ACADEMIC CALENDAR

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

COST OF ATTENDNACE

For the current schedule of cost of attendance, please refer to the yearly supplement to the catalog.

FINANCIAL AID

Derech Hachaim Seminary 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 financial aid programs to its students. Higher Education Solutions assists with their administration.

Students who have difficulty meeting their educational costs at the institution may contact the Financial Aid Administrator (FAA), Mr. Yechezkel Steinmetz at the financial aid office. The FAA is available 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 and tuition waivers. The package reflects the total amount of aid offered to eligible students by the institution to help pay for their education. Additionally, the institution may offer a deferred payment plan, allowing students to spread out tuition payments over a period of time.

Federal grants are need based and do not require repayment. Similarly, institutional tuition waivers provide financial aid based on need and do not need to be repaid. Detailed information on these programs can be found below.

TITLE IV FEDERAL FINANCIAL AID

In order to qualify for Title IV aid programs, the 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 their federal tax information transferred directly onto their Free Application for Federal Student Aid (FAFSA®) form;
- sign the certification statement on the FAFSA form stating that they are not in default on a federal student loan, do not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show they are 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 TITLE IV AID

To apply for Title IV aid, prospective recipients should complete a FAFSA form, available at the financial aid office. The completed form can be completed online through FAFSA

on the Web at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, the completed form can be mailed to the designated address.

In addition to completing the FAFSA form and providing consent, students may be required to submit additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

Title IV aid awards are offered for one award year at a time, and are not automatically renewed. Students must reapply each year before the application deadline listed below.

TITLE IV AID NEED

Eligibility for Title IV programs is determined through a process called need analysis, which assesses the amount of financial assistance a student requires to supplement the resources expected to be available from the student and, if applicable, their parents.

A student's financial need is calculated based on the formulas developed by the Department of Education. It is determined by subtracting the contributions expected from the student and, if applicable, their parents, from the total Cost of Attendance (COA). Generally, the total financial aid awarded to a student cannot exceed their financial need.

To calculate need, a student's dependency status - whether they are dependent or independent of their parents - is determined based on their answers to specific questions and other details provided on the FAFSA. Students should carefully review the instructions on the FAFSA form before answering any questions and consult with the institution's financial aid staff as needed.

Once dependency status is determined, the student's financial contribution is assessed. For independent students, this is based on their income, and, if applicable, their spouse's income, as reported on their tax return, along with any counted assets, as applicable. Certain allowances, such as the Employment Allowance, Payroll Tax Allowance and Income Protection Allowance (IPA), are factored in to offset income. The

IPA is a living allowance based on family size and considers food, housing, and other relevant factors.

For dependent students, their financial contribution is based on their income, as reported on their tax return, and applicable assets, with previously described allowances applied to offset earnings. A separate parental contribution is assessed, based on their parents' income, as reported on their tax return, and their counted assets, as applicable. Specific allowances are also allocated against their parents' income, as detailed above

The student's contribution is combined with the parental contribution, when applicable, to calculate the Student Aid Index (SAI). The student's COA includes tuition, fees, books, transportation, personal expenses, and a standard allowance for living expenses. The living expense allowance varies depending on whether the student lives on campus, off-campus or with their parents. The SAI is subtracted from the student's COA with the remaining amount known as the student's financial need.

Under certain circumstances, based on poverty guidelines, a student may automatically be eligible for either a Maximum or Minimum Pell grant (Max or Min Pell).

Updated FAFSA Information

Students may update, or be required to update, certain information on their FAFSA application, such as dependency status or household size, only under specific circumstances. These updates should be discussed with the financial aid office.

Professional Judgment

In addition to the process used to calculate financial aid need, there are unique situations where the financial aid administrator (FAA) may use professional judgment (PJ) to modify data used to calculate the SAI, adjust the student's cost of attendance, and/or perform dependency overrides. Students may pursue a PJ adjustment based on special circumstances and unusual circumstances.

Professional Judgment for Special Circumstances

Special Circumstances are financial situations that may prompt an FAA to do a PJ leading to an adjustment of the COA or an element of the SAI calculation.

To initiate a PJ request for special circumstances, a student and/or their parent must submit documentation of these circumstances to the financial aid office. Among other circumstances that might affect the student's or their parents' ability to pay for college, special circumstances may 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 their household. These factors may be taken into account by the financial aid staff to adjust the data elements in the COA or in the SAI calculation. The PJ process may be initiated at the parent's or student's request after the student's initial eligibility has been determined, and, if applicable, verification has been completed.

Professional Judgment During a Disaster, Emergency, or Economic Downturn

During a qualifying emergency, an FAA can determine that a contributor's income from work is zero, provided appropriate documentation is submitted. The FAA may also make additional adjustments to the reported income of the student, parent, parent's spouse or student's spouse, as applicable, based on the household's overall financial situation, including unemployment benefits.

Professional Judgment for Unusual Circumstances

Unusual circumstances refer to conditions that justify an FAA adjusting a student's dependency status based on a unique situation - more commonly referred to as a dependency override. These circumstances may include, but are not limited to, human trafficking, refugee or asylee status, parental abandonment or estrangement, or incarceration of the student or parent, as defined in the regulations.

When a student indicates on their FAFSA form that they have an unusual circumstance, the FAFSA Processing System (FPS) processes their application as provisionally independent, allowing them to complete the application without parental information. The student must then submit supporting documentation of the unusual circumstances to the institution.

The institution will review all requests for a determination of independence as soon as practicable, but no later than 60 days after the student enrolls. If the request is made later in the term, the institution will review it as quickly as possible, but no later than 60 days after the student submits the request and required documentation. The FAA will then make a final determination regarding the student's independent status.

A student who has obtained an adjustment for unusual circumstances and a final determination of independence will be presumed to be independent for each subsequent award year at the same institution, unless the student informs the institution that their circumstances have changed or the institution has conflicting information about the student's independence.

Students 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 2025-2026 award year, a student is independent if, at any time on or after July 1, 2024, 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 their 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 their FAFSA form that they are unaccompanied and homeless, or at risk of being homeless without a designation from a specified entity, the FPS allows

them to submit the application without parental 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.

A student who is determined to be independent due to their unaccompanied homeless youth status, will be presumed to be independent by the institution for each subsequent award year at the same institution, unless the student informs the school that their circumstances have changed, or the school has conflicting information.

TITLE IV APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2026, students should be aware that an earlier submission may be required 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 to avoid delays in processing. More importantly, some programs have limited funding and priority consideration is given to students who submit their applications earlier in the cycle.

TITLE IV AID PROGRAMS

Federal Pell Grant Program

The Federal Pell Grant Program awards grants to undergraduate students who meet federal eligibility criteria. These grants do not have to be repaid. As an entitlement program, any student whose ISIR reflects Pell grant eligibility, attends a participating 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 may receive is based on the SAI, which is calculated using a federally mandated formula, as explained above.

As part of Additional Eligibility, students may receive up to 150% of their Pell Grant Scheduled Award within a single award year. An eligible student may receive additional Federal Pell Grant funds for the additional semester, even if they received 100% of their scheduled Federal Pell Grant award during the preceding semesters in that award year.

Financial aid disbursements under the Federal Pell Grant Program are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives half of their scheduled award during the first semester and the other half during the second semester. If the student qualifies for Additional Eligibility, an additional disbursement may be made at the beginning of the third semester. Students whose paperwork is completed during the second or third semester may be paid retroactively for previous semesters in the same academic year.

Under federal law, the total amount of Federal Pell Grant funds a student may receive over their lifetime is capped at 600%. Once a student's Lifetime Eligibility Used (LEU) reaches this limit, they are no longer eligible to receive additional Pell Grant funding.

Federal Pell Grant payments are made either by applying a 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. Tuition records may be reviewed by the student 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 institution participates in the following:

- FSEOG - Federal Supplemental Educational Opportunity Grants

Each year, fixed sums are allocated to participating schools based on the Federal formula. The school 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 posted deadlines may no longer be considered for funding from these programs.

The FSEOG is a campus-based grant program available to eligible undergraduate students. Awards, when available, may range from $100 to $4,000 per award year.

FSEOG disbursements are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives one half of

their 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 eligible for retroactive payment for the first semester. However, they should be aware of the strong likelihood that FSEOG funds may be limited or no longer available at that time. FSEOG must be packaged and disbursed while the student is enrolled. Payments are applied as credit to the student's tuition account.

Generally, FSEOG funds are awarded on a 75% federal to 25% non-federal matching basis. However, if the institution receives a waiver of the non-federal share requirement for a given academic year, it may opt not to provide the non-federal match. Students will be notified in writing of the expected amounts of these payments, and may review their tuition records during regular hours at the business office.

TUITION WAIVERS

Tuition waivers may be available to students who have exhausted all other forms of assistance and are still unable to pay their direct educational charges. Students and, if applicable, their parents are expected to contribute toward the cost of education, based upon their ability to pay, as determined by formulas described above.

The application for tuition waivers for students who apply for federal and state financial aid is based on the FAFSA, although a separate tuition waiver application may be required. Students who do not file a FAFSA use the tuition waiver application to apply for a tuition waiver.

ADMISSIONS POLICY AND PROCEDURES

Application Process:

In order to initiate the application process, we encourage qualified students to contact Mrs. Miriam Kleinman, Program Director Year I, at 845-783-5820 ext. 2315.

Applicants should:

A. Provide personal and contact information.
B. Participate in a personal interview with the Program Director.

C. Provide records of high school documentation or a recognized equivalent.

No formal standardized or entrance exams are administered as part of the application process.

Admission Criteria:
Generally, students applying to DHS 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. A GED certificate.
    b. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category).
    c. An associate's degree.
    d. The 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.
    e. 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 institution will maintain documentation of the high school diploma or its recognized equivalent.

Derech Hachaim Seminary does not utilize an Ability to Benefit test for admitting students.

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

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

TRANSFER CREDIT POLICY

Derech Hachaim Seminary welcomes transfer students from other programs, and does its utmost to assist in a smooth and friendly transfer process. DHS accepts up to 30 transfer credits for courses of comparable level and content, earned at similar institutions, provided the student received a minimum grade of a C. The courses are further evaluated to determine relevancy to student's degree requirements. Transfer credits are evaluated on an individual basis, and the program reserves the right to reject such credits.

A denied transfer request may be appealed in writing to the Program Director requesting reconsideration of the decision.

No formal articulation agreements have been made with other programs.

Please be advised that the transferability of credits and acceptance of the degrees earned at Derech Hachaim 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 Derech Hachaim Seminary is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral examinations, and diligence in individual study.

Rather than deriving grades from a precise numerical average, Derech Hachaim Seminary employs a grading system that is used by other institutions of higher education.

Essentially, this system provides for the following course grades:

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

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.

In order to pass the Jewish Law course, students are required to attain a B- or higher.

Sample GPA Calculation:

A-	6 (credits)	x	3.7	= 22.2
B+	4 (credits)	x	3.3	= 13.2
C	1 (credits)	x	2	= 2
A	1 (credits)	x	4	= 4
12 (credits)	41.4			

Divided by 12 Credits for the Semester = 3.45 GPA

ATTENDANCE REQUIREMENTS

Attendance is expected at all regularly scheduled classes. Excessive unexcused absences may be grounds for grade reductions, loss of course credit, dismissal, or other disciplinary action. At the beginning of each semester Derech Hachaim Seminary confirms attendance in each course in which every student is registered. Enrollment is confirmed again at the 60% point of the semester by confirming attendance in one course.

LEAVES OF ABSENCE

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 to the Dean, Rebbetzin Chaya Ashkenazi. 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. Derech Hachaim Seminary 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

Derech Hachaim Seminary has designated Mrs. Fraidy Rubin, Registrar, as the full time employee available to assist enrolled or prospective students in obtaining information 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 phone number 845-783-5820 ext. 1323.

REFUND AND WITHDRAWAL POLICIES

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

ACADEMIC REGULATIONS

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

All matriculated students pursuing an approved program at Derech Hachaim Seminary are required to maintain satisfactory academic progress, which is defined below by the institution.

SAP standards are the same for all matriculated students, regardless of whether they receive federal financial aid. Satisfactory academic progress consists of two principal components: a qualitative standard and a quantitative standard. The institution uses standard rounding procedures when evaluating both standards. Satisfactory academic progress is always evaluated on a cumulative basis, and at the end of each semester, both standards are reviewed. A report is generated to indicate whether the student is meeting SAP requirements. If a student is readmitted, their academic file is evaluated to determine whether they are meeting satisfactory academic progress requirements.

Below is a comprehensive explanation of the qualitative and quantitative standards at Derech Hachaim Seminary.

- **Qualitative Standard**

A student is required to maintain 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 they are maintaining this minimum cumulative GPA.

Grade point averages are calculated according to the following numerical equivalents:

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

Courses with a grade of Incomplete or Withdrawn do not impact 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 their courses, they will generally be considered as having unofficially withdrawn unless there is evidence showing they 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 at least 67% of the cumulative credits they attempt. Progress is assessed by dividing the total cumulative credits earned by the total cumulative credits attempted. If this percentage is 67% or greater, the student is determined to be meeting the pace element.

WHEN SAP IS NOT MET

WARNING

If a student fails to meet the SAP standards, they will be notified by email or mail and granted a one-semester warning period. They will also be notified that they 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 them in improving their academic performance. Additionally, the student may receive various student services including tutoring, scheduling accommodation, or other academic assistance. If SAP standards are still not met after this warning period, the student will be subject to academic discipline which may include suspension, or expulsion from the institution.

Federal Financial Aid Warning

If a student falls below the satisfactory academic progress standards, they will be notified by mail or email and granted a one-semester federal financial aid warning period, during which time they will remain eligible for federal financial aid. Additionally, they will be notified of their option to appeal their SAP status in order to be granted a federal financial aid probationary period. During the warning period, the student may receive academic counseling and student services as described above. If satisfactory academic progress standards are still not met after this period, the student will be notified by mail or email that they are no longer eligible for federal financial aid.

APPEALS PROCESS

A student may appeal the institution's determination that they are not making satisfactory academic progress. Bases for an appeal include a student's injury or illness, the death of a relative, or other special circumstances. In the appeal, the student must describe why they failed to make satisfactory academic progress, and what changed in their situation that will allow them to demonstrate satisfactory academic progress at the next evaluation. The appeal, along with any relevant documentation, must be submitted in writing to the registrar's office. A senior faculty member will review the information provided by the student and, if necessary, consult with other faculty members, before reaching a decision.

If the appeal is accepted, the senior faculty member will determine whether the student can 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, they will be placed on academic probation as outlined 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, they 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 suspension or expulsion from the institution. They will also be ineligible for federal financial aid until they reestablish eligibility, as described below in the section entitled "Reestablishing Aid Eligibility". The final decision - academic probation with or without a study plan, or denial of the appeal - will be conveyed to the student by mail or email.

ACADEMIC PROBATION

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that they can meet the standard SAP requirements after a probationary period, they will be placed on academic probation. Academic probation is a one-semester probationary 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 they will not be able to meet the standard SAP requirements after a one-semester probationary period, they will be placed on academic probation with a study plan. This study plan will include customized SAP standards designed to help the student meet these requirements, as well as other academic provisions to assist them 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 the study plan in conjunction with the student and other faculty members, as needed. A student on academic probation with a study plan or a student with a study plan will continue to be eligible for federal financial aid.

A student must appeal to change their plan. They must explain what has happened to make the change necessary and how they will be able to make satisfactory academic progress.

REEVALUATION AFTER A PROBATIONARY PERIOD

At the end of the one-semester probationary period, the institution will reevaluate the student's satisfactory academic progress. If the student meets either the institution's standard SAP requirements or the satisfactory academic progress standards outlined in their study plan, they will be considered to be meeting SAP.

If the student's academic performance fails to meet the satisfactory academic progress standards of the institution, or the provisions of their study plan, they will be notified by mail or email that they no longer meet SAP standards. As a result, the student will be ineligible to receive federal financial aid, and will be subject to academic discipline which may include expulsion or suspension from the institution.

REESTABLISHING AID ELIGIBILITY

A student who becomes ineligible for federal financial aid due to not meeting satisfactory academic progress standards may reestablish eligibility by meeting those standards. Each student's satisfactory academic progress status is evaluated at the end of every semester. If a student who was previously not meeting SAP standards is now meeting them, they will be notified by mail or email that they have regained eligibility for federal financial aid.

INCOMPLETES

A student who has not completed all the required coursework for a particular course may, at the discretion of the instructor, receive additional time (up to six months) to

complete the work. During this period, a temporary grade of Incomplete will be assigned.

Courses with a grade of Incomplete will be counted toward the student's number of credits attempted but not completed. While the Incomplete grade remains on the transcript, it will not factor into the student's GPA. At the conclusion of the extension period, the Incomplete grade will be replaced with the student's earned grade. If the required work is not completed within the allotted time, the student will receive a final grade based on the coursework previously completed.

WITHDRAWALS

A student who withdraws from a course will have the course grade recorded as Withdrawn. This grade will not be included in their GPA; however, the course will still be counted towards the number of credits attempted but not those completed.

TRANSFER CREDITS

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.

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. However, a repeated course in which the student received a failing grade is always counted towards their enrollment, regardless of how many times they repeat that course in an attempt to pass.

CHANGE OF MAJOR

When a student switches their major, only the credits and grades that are applicable to the new program of study will be considered when evaluating SAP.

REMEDIAL COURSES

The institution does not offer any remedial or English as a Second Language (ESL) courses.

PLACEMENT DISCLAIMER

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

COUNSELING

The Program Director provides personal counseling and academic advisement throughout the course of the program, and aids students in educational and job placement. These meetings are initiated by the Program Director and/ or the student, as necessary.

While counseling and mentoring are directed and often take place with the Program Director, it is important to note that all staff members at DHS are encouraged to develop a personal connection with students so that they will feel comfortable seeking guidance and support. An integral part of DHS's mission is the personal growth and character development of each and every student. Thus, DHS's instructors are not only teachers imparting knowledge – but builders of souls. Every teacher is charged with the task of developing a relationship with her students that is meaningful and constructive. The interactions between the student and the teacher are a vital component in accomplishing DHS's mission of raising the future mothers and educators of the Satmar community. Instructors are provided with guidelines for effective communication and interaction with students, and are encouraged to seek direction and assistance in this important matter from the Program Director.

Instructors are required to notify the Program Director immediately in cases where there is reasonable concern for a student's emotional or physical welfare.

As an institution priding itself in providing students with a Derech L'chaim, we recognize that accessible and effective support service are essential, and spare no effort to make these available to every student.

DISABILITY SERVICES

At DHS, we work together with every student so that she can maximize her academic potential. The Program Director reviews student's documentation and collaborates with students, faculty, and professionals to develop and implement accommodations that support students' individual needs.

Students with any special need are encouraged to meet with the Program Director prior to the beginning of the school year, so that the administration can effectively plan and implement any accommodations necessary. However, the DHS administration recognizes that some students may not be fully cognizant of their difficulties, and may be entering DHS unaware of their needs. Since students' progress is closely monitored at DHS, and as a result of the direct and frequent communication between the administration and the staff, these students are 'not left behind'. Students who are performing below desired level are advised to meet with the Program Director to see if and how available disability services at the program may benefit them.

Current disability services include:

- Tutoring program – experienced tutors are available to work with students to review course materials, prepare for exams, or any other form of support necessary. Tutors periodically report to instructors and the Program Director to monitor progress and outcomes.
- Educational Accommodations – eligible students are provided with assistance or accommodations for testing, note taking, readers, etc. Eligible students can request a gradual format provided that they continue to meet the requirements of the

Satisfactory Academic Progress Policy. A gradual format accommodation may taking the course in measured increments, taking longer time to complete each unit.

- Physical Accommodations – The DHS facilities are wheelchair accessible. The DHS staff does its utmost to accommodate any other physical accommodation necessary.

HEALTH SERVICES

Health facilities and services are available in close proximity to the program. There is a fully stocked first aid cabinet in the administrative office. All DHS staff are instructed to contact emergency services when necessary.

NON-DISCRIMINATION POLICY

Qualified women of the Orthodox Jewish faith are eligible for admission to Derech Hachaim Seminary. Derech Hachaim Seminary 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:

Name: Mrs. Miriam Kleinmen
Address: 5 Israel Zupnick Drive Monroe, NY 10950
Telephone Number: 845-783-5800

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 Derech Hachaim Seminary campus is fully accessible to handicapped students, Derech Hachaim Seminary will make special arrangements, within reason, to accommodate any qualified handicapped student.

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

GROUNDS FOR DISMISSAL

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

Students who fail to adhere to the school's regulations may be placed on probation. If improvement is not seen, the Dean, Rebbetzin Chaya Ashkenazi, 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.

COMPLAINT POLICY

Internal Complaint Policy

Complaints may be submitted in writing to the Dean or Program Director. Each complaint is thoroughly investigated, and the student is informed in writing within 30 days of the resolution of the complaint. No person directly involved in the complaint will formulate 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

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, 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 Derech Hachaim Seminary receives a request for access.

   A student who wishes to inspect their education record 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 request that the school amend their education record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.

If after reviewing the request, the school decides not to amend the record as requested, Derech Hachaim Seminary 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.

Derech Hachaim 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 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.

Upon request or when initiated by the student, Derech Hachaim Seminary 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 Derech Hachaim Seminary 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, 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 Derech Hachaim Seminary's 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 Derech Hachaim 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 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, enrollment status, degrees granted, dates degrees granted, names of prior institutions attended, photos, videos, 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))

COPYRIGHT INFRINGEMENT POLICY

As per 34 CFR 668.43(a)(10), students of Derech Hachaim Seminary are hereby informed 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. . Always ensure that any content you obtain, whether free or purchased, comes 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 Derech Hachaim Seminary. Derech Hachaim Seminary does not have an institutional information technology system for the student use.

ACADEMIC PROGRAM

Derech Hachaim Seminary offers a program of study in Jewish Studies leading to a Classical Torah Studies Degree upon the completion of 60 credits, as well as a Classical Torah Studies Certificate upon the completion of 36 credits. These programs are classified under the same CIP category with one major available. In order to graduate, students must achieve a minimum of a 2.0 cumulative GPA.

Program Description

The main subject areas emphasized at Derech Hachaim Seminary are the studies of religion and religious texts. The Jewish Law course details practical application relevant to everyday Jewish life. The Jewish Philosophy and Chinuch courses are aligned with the mission of Derech Hachaim Seminary to equip students with advanced knowledge and practical information regarding how to educate children, impart our heritage, and an in-depth understanding of basic Jewish philosophical tenets- including the Satmar philosophy, which is the foundation of our community's uniqueness.

The main studies are complemented by the Toldos Hadoros and Torah Perspective courses, which examine recent events in Jewish history as well as provide students with historical and cultural context, practical information, and most importantly a Torah perspective in the areas of personal finance and health.

The basic Chinuch (education) course offers students the background and requisite knowledge for understanding principles of methodology and pedagogical approaches, based on Judaic sources. The advanced Chinuch courses provide more specialized knowledge in specific areas that students can immediately implement. Together, these courses provide students with the foundational knowledge and skills required to fulfill their roles.

The academic program of studies was designed to achieve our mission of providing Jewish higher education courses that will forge a clear path for leading lives as formal and informal educators of the Satmar community.

Program Design

These courses are typically studied over a period of two years and are designed in a progressive manner. During the first year, the aim is to develop a broad base of knowledge relevant to DHS's goals, including reading and accessing secondary source materials, acquiring advanced level of fluency in Bible studies, Liturgy, Jewish law and philosophy, and developing the skills to share this knowledge as educators.

Year I courses involve classroom-based learning complemented by engaging electives such as cake decorating, miniatures and chocolates, home economics, hair cutting/styling, computer literacy and basics of graphic design.

Year II is an independent and guided study program that includes a practicum and seminars. It is designed for teachers and educators who work with students providing instructional materials as well as an exploration of hands-on methods.

All courses throughout the curriculum share the goal of developing an appreciation and understanding of the significance of the Torah, its laws, ethics and philosophy, and their particular emphasis within the Satmar ideology. The program seeks to produce students who are not only knowledgeable and skilled in the field of Judaic studies, but also embody and can transmit the values and morals of Satmar.

Frequency of Course Offerings

Students enrolled at Derech Hachaim Seminary generally take the maximum number of courses offered each term at their grade level and progress toward their degrees in the time frame outlined in the sample curriculum. Courses are offered with enough frequency to enable students to complete the course requirements and graduate within the expected time frames.

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.

THE NUMBERING SYSTEM

BIB	BIBLE
REL	RELIGION
JLAW	JEWISH LAW
JPH	JEWISH PHILOSOPHY
FIN	TORAH PERSPECTIVE
TH	TOLDOS HADOROS
CHI	CHINUCH

COURSE DESCRIPTIONS

Bible and Liturgy:

Survey of Tanach **BIB136FA-BIB137SP** **2 credits each**

A survey of major topics in the Chumash, Nevim Rishonim, and Kesuvim using Yiddish translations of the texts, Midrashic and Aggadic literature, and commentaries. The course explores selected themes, events and personalities in-depth and their philosophical, theological and moral underpinning, focusing on values and lessons applicable to contemporary Jewish life.

Mishlei **BIB120FA-BIB121SP** **2 credits each**

An in-depth study of Mishlei chapter 31, providing a comprehensive analysis of the virtues of the Eishes Chayil (Woman of Valor). Topics reflect the qualities described by Shlomo Hamelech, and focus on practical implications for the modern-day Jewish woman.

Topics in Prayer **REL114FA-REL115SP** **1.5 credits each**

A study of select prayers, providing students with an in-depth understanding of the text and the philosophical, theological and ethical messages within the prayers.

Jewish Law:

Topics in Halacha **JLAW116FA-JLAW117SP** **3.5 credits each**

A comprehensive study of some of the laws relating to daily Jewish life. The course provides a framework for understanding the principles governing these laws, so that students can utilize their knowledge towards practical application. Part I includes in-depth study of topics relating to the laws of Shabbos. Part II focuses on common matters in Jewish law pertinent to the student population, including financial matters, slander, marriage technology and food checking.

Jewish Philosophy and Ethics:

Topics in Mussar **JPH110FA-JPH111SP** **1 credit each**

The topics in Mussar course provides an in-depth study of the philosophy and the development of the ethical character and true Torah values, based on selected sections from Pirkei Avos and Mesilas Yesharim. The Topics covered focus on practical applications and real life challenges.

Shabbos **JPH124FA-JPH125SP** **1 credit each**

A comprehensive study of the uniqueness of the Shabbos experience. The course examines philosophical and theological themes within selected prayers and traditions of Shabbos. Additionally, students further explore and apply concepts covered within the course in guided self-study and experiential workshops

Satmar Philosophy I JPH215FA 2 credits

An in-depth study of the Satmar philosophy based on a comprehensive analysis of the works of its founder; Rabbi Yoel Teitelbaum.

Satmar Philosophy II JPH216SP 2 credits

An in-depth study of selected events in the life of Rabbi Yoel Teitelbaum the founder of Satmar and how it impacted the formation of the tenets of the Satmar philosophy specifically the unique Satmar positions regarding Chinuch Habanos.

Ethical Interpersonal Communication I-II JPH220FA-JPH221SP 1 credit each

The Ethical Interpersonal Communication course is designed to give students a deep and clear understanding of the laws of guarding one's tongue. The course is based upon various Biblical and Rabbinic sources on verbal abuse and includes the practical laws as well as well-rounded discussions on daily application of said laws. Students are taught how to deliver interactive lessons based on this course to their young students.

Toldos Hadoros

Jewish History TH114FA-TH115SP 1 credit each

A survey of key events and developments in recent Jewish History. Part I provides the history of Orthodox Jewry in North America, focusing on their religious, cultural, and economic experiences. It spans the immigration of orthodox Jews beginning with the colonial period through the 20th century. Part II focuses on the period of the Holocaust, from the interwar period through liberation of the camps.

Torah Perspective

Torah Perspective on Finance FIN112FA -FIN113SP 4 credits each

Torah Perspective on Finance is a multi-faceted course that gives students the tools to succeed in the workplace on a practical level and on a hashkafic level, as well as how to responsibly manage financial matters in their personal lives. The Microsoft Excel and QuickBooks courses include an interactive and thorough introduction to the QuickBooks software, which will give students the proper

foundation for computerized bookkeeping, as well as a comprehensive course on Microsoft Excel.

The running theme throughout the Torah Perspective on Finance course is how money and dealing honestly with it are central to a Torah lifestyle. Numerous sources from the Torah and Chazal are included to drive home the fact that this is not something to take lightly. Additionally, the responsibility of scrupulous honesty in all business dealings is largely based on correct bookkeeping skills.

Chinuch:

Teaching Methods CHI114FA-CHI115SP 2 credits each

A study of the fundamentals of teaching methods, encompassing essential educational theories and techniques. Classroom learning is augmented by interactive workshops, observation sessions, model lessons, and student teaching to provide practical application of ideas studied. Topics include: lesson and unit planning; empowering and motivating children; reaching all learners; the teacher as a role model; reading fundamentals; assessment methods; the home-school relationship; discipline; and instructional and oratory skills.

Mentoring for Teachers I CHI212FA 2 credits

This course engages in the close examination of mentee's practices in the classroom and their interactions with the students. It focuses on helping participants develop effective teaching skills by analyzing their behaviors and skills. This course provides personalized and group guidance by an experienced mentor with the goal to improve teacher performance.

Students will participate in group discussions on a variety of topics such as how to deal with disrespectful students, how to motivate students and how to handle bullying in the classroom. Discussions and ideas about how to address chronic tardiness, absenteeism, student's lack of responsibility regarding homework and assignments will also be offered.

Mentoring for Teachers II CHI213SP 2 credits

This course engages in the close examination of mentee's practices in the classroom and their interactions with the students. It focuses on helping participants develop effective teaching skills by analyzing their behaviors and skills. This course provides personalized and group guidance by an experienced mentor with the goal to improve teacher performance.

Students will participate in group discussions on a variety of topics such as how to deal with disrespectful students, how to motivate students and how to handle bullying in the classroom. Discussions and ideas about how to address chronic tardiness, absenteeism, student's lack of responsibility regarding homework and assignments will also be offered.

Teaching Practicum I CHI220FA 6 credits

This course promotes the fundamental Jewish value of Chinuch and presents an integrated Torah and practical approach to key principles of classroom management and student relationships. Informational seminars, a teaching practicum and regular self-reflection provide students with a deeper understanding of practical applications to real-life settings and situations.

Teaching Practicum II CHI221SP 6 credits

This course promotes the fundamental Jewish value of Chinuch and presents an integrated Torah and practical approach to key principles of parent involvement, classroom milieu, and social skills. Informational seminars, a teaching practicum and regular self-reflection provide students with a deeper understanding of practical applications to real-life settings and situations.

Chinuch I-II CHI230FA-CHI231SP 1 credit each

This course is designed to serve as a culminating experience in which students apply teaching and learning strategies. Seminars on advanced topics will be presented and students will analyze and critique a variety of methods related to classroom management, discipline, motivation relating to elementary age students. The goal is to offer and discuss a variety of practical ideas that can be implemented immediately.

Students will reflect on their own experience as teachers and use the reflections to improve future teaching methods, teaching style and interactions with their students. Some of the topics that will be covered are: Implementing classroom routines, classroom management, forming a connection with students and promoting positive student behaviors.

SAMPLE CURRICULUM

YEAR 1

Fall Semester

BIB136FA	Survey of Tanach	2 credits
BIB120FA	Mishlei	2 credits
REL114FA	Topics in Prayer	1.5 credits
JLAW116FA	Topics in Halacha	3.5 credits
JPH110FA	Topics in Mussar	1 credit
JPH124FA	Shabbos	1 credit
TH114FA	Jewish History	1 credit
FIN112FA	Torah Perspective on Finance	4 credits
CHI114FA	Teaching Methods	2 credits
	Total:	**18 credits**

Spring Semester

BIB137SP	Survey of Tanach	2 credits
BIB121SP	Mishlei	2 credits
REL115SP	Topics in Prayer	1.5 credits
JLAW117SP	Topics in Halacha	3.5 credits
JPH111SP	Topics in Mussar	1 credit
JPH125SP	Shabbos	1 credit
TH115SP	Jewish History	1 credit
FIN113SP	Torah Perspective on Finance	4 credits
CHI115SP	Teaching Methods	2 credits
	Total:	**18 credits**

Students receive a Classical Torah Studies Certificate at the successful completion of 36 credits.

YEAR 2

Fall Semester

CHI230FA	Chinuch I	1 credit
JPH220FA	Ethical Interpersonal Communication I	1 credit
JPH215FA	Satmar Philosophy I	2 credits
CHI220FA	Teaching Practicum I	6 credits
CHI212FA	Mentoring for Teachers I	2 credits
	Total:	**12 credits**

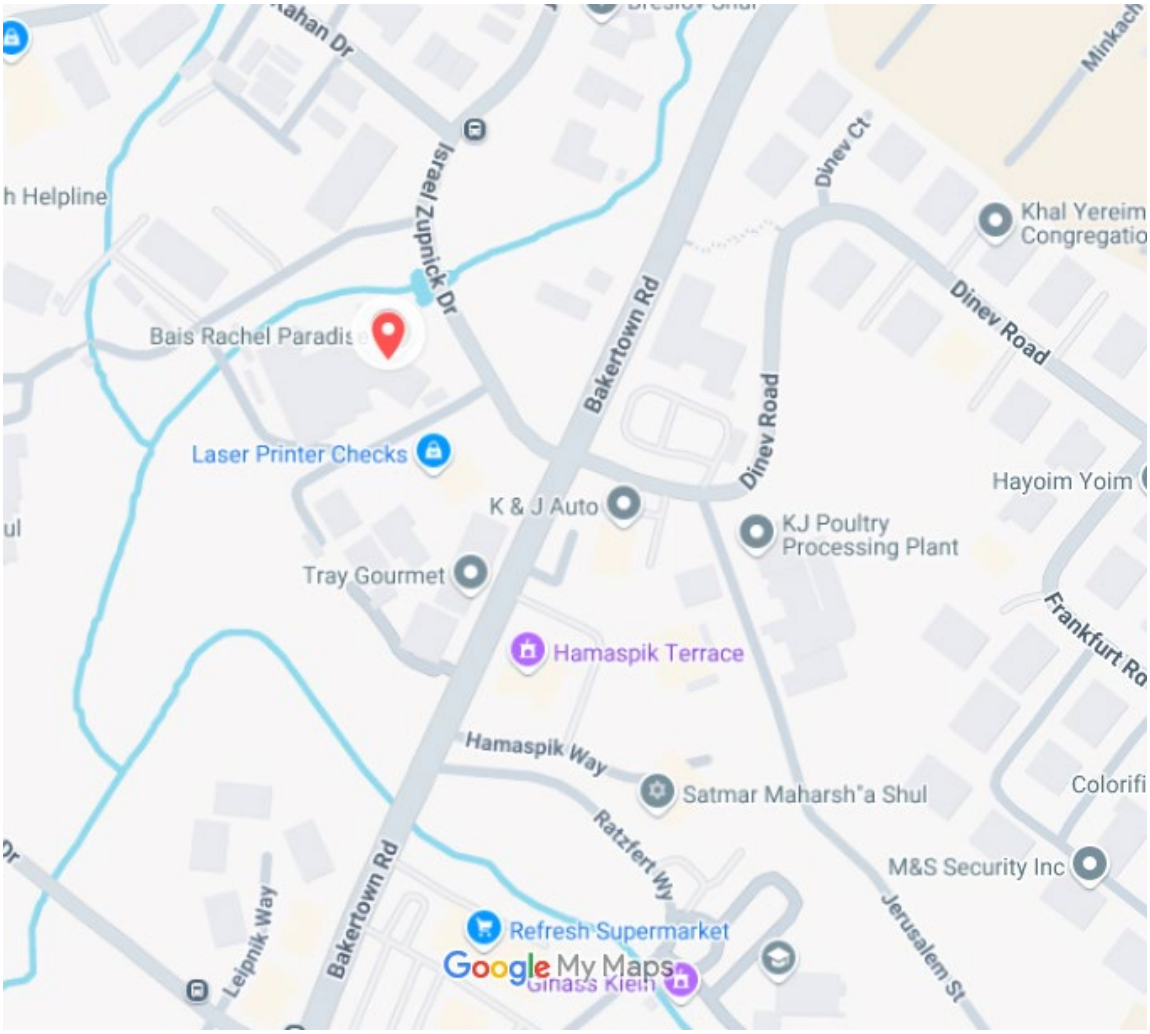
Spring semester

CHI231SP	Chinuch II	1 credit
JPH221SP	Ethical Interpersonal Communication II	1 credit
JPH216SP	Satmar Philosophy II	2 credits
CHI221SP	Teaching Practicum II	6 credits
CHI213SP	Mentoring for Teachers II	2 credits
	Total:	**12 credits**

Students receive a Classical Torah Studies Degree at the successful completion of 60 credits.

MAP OF DERECH HACHAIM SEMINARY

5 Israel Zupnik Drive

Monroe, NY 10950

845-783-5800