

# **Gratz College Academic Catalog**

## **2022 - 2023**



Updated: August 15, 2022

The College reserves the right to make changes to the Academic Catalog at any time.

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## General Information

Gratz College has a long history of educational service to the Philadelphia area. Founded in 1895, Gratz is the oldest independent and pluralistic college for Jewish studies in North America. From its inception Gratz holds the distinction of being the first institution of advanced Jewish learning to accept women on par with men.

Addressing evolving needs, Gratz College grew to offer training programs for educators and communal professionals in the Jewish and secular communities. Over the last 20 years, the College has expanded its offerings to include a broad array of credentials and programs, including a PhD and EdD, Masters' programs, BA completion programs, and graduate and undergraduate certificates. An early adopter of online education, Gratz offers blended and fully online degrees and has enrolled students from 36 states and 6 countries. Gratz is a private non-profit institution with a Carnegie Classification as a Master's – Large Programs level and first received accreditation from the Middle States Commission for Higher Education (MSCHE) in 1967.

Gratz College is accredited by the Middle States Commission on Higher Education, recognized by the Ministry of Education and Culture of the State of Israel, and is a partner of the Jewish Federation of Greater Philadelphia. The institution is guided with transparency by its Board of Governors.

### Statement of Non-Discrimination

Gratz College does not discriminate on the basis of race, color, gender, religion, national and ethnic origin, creed, age, veteran status, disability, sexual orientation or gender identity, or any other basis prohibited by law.

*This catalog is reviewed and updated yearly. Gratz College reserves the right to change, add, or delete any information contained herein without prior notice. Students are advised to check the website and their advisors regarding changes that may affect them.*

## Academic Calendar 2022-2023

### Fall 2022

Monday, July 11	Registration Opens For ALL Fall courses
Wednesday, August 17	Fall A completed application deadline
Wednesday, August 31	First day of Fall Traditional (15 wks) & Sem. A (8 weeks)
Monday, September 5	Labor Day, CAMPUS OFFICES CLOSED
Tuesday, September 6	Drop deadline for Fall Semester A
Tuesday, September 13	Drop deadline for Traditional Semester
Friday, September 23	Final withdrawal date for Fall Semester A
Monday, September 26	Rosh Hashana, CAMPUS OFFICE CLOSED
Tuesday, September 27	Rosh Hashana II, CAMPUS OFFICE CLOSED
Wednesday, October 5	Yom Kippur, CAMPUS OFFICE CLOSED
Monday, October 10	Sukkot I, CAMPUS OFFICE CLOSED
Tuesday, October 11	Sukkot II, CAMPUS OFFICE CLOSED
Wednesday, October 12	Fall B completed application deadline
Monday, October 17	Shmini Atzeret, CAMPUS OFFICE CLOSED
Tuesday, October 18	Simchat Torah, CAMPUS OFFICE CLOSED
Tuesday, October 25	Last day of Fall Semester A
Wednesday, October 26	First day of Fall Semester B (8 weeks)
Friday, October 28	Final withdrawal date for Fall Traditional Semester
Tuesday, November 1	Drop deadline for Fall Semester B
Friday, November 4	Grades Due for Fall Semester A
Friday, November 18	Final withdrawal date for Fall Semester B
Wednesday, November 23	Thanksgiving Eve, CAMPUS OFFICES CLOSED 3pm
Thursday, November 24	Thanksgiving, CAMPUS OFFICES CLOSED
Friday, November 25	Thanksgiving, CAMPUS OFFICES CLOSED
Tuesday, December 13	Last day of Traditional Semester (15 weeks)
Tuesday, December 20	Last day of Fall Semester B
Wednesday, December 21	Winter Break
Wednesday, December 21	Final submissions due for Capstone, Thesis and Final Project students
Saturday, December 24	CAMPUS OFFICES CLOSED until 1/2/2023
Tuesday, January 3	Grades Due for Fall Semester B and Fall Traditional
Friday, January 6	Fall Conferral Date

### Spring 2023

Monday, November 7, 2022	Registration Opens For ALL Spring courses
Wednesday, December 14, 2022	Spring A completed application deadline
Monday, January 2	CAMPUS OFFICES OPEN
Wednesday, January 4	First day Spring Traditional (15 weeks) & Spring A (8 weeks)
Tuesday, January 10	Drop deadline for Spring Semester A
Monday, January 16	MLK, Jr. Day, CAMPUS OFFICES CLOSED
Tuesday, January 17	Drop deadline for Spring Traditional Semester
Friday, January 27	Final withdrawal date for Spring Semester A
Wednesday, February 15	Spring B completed application deadline
Monday, February 20	President's Day, CAMPUS OFFICES CLOSED
Tuesday, February 28	Last day of Spring Semester A
Wednesday, March 1	First day of Spring Semester B (8 weeks)
Friday, March 3	Final withdrawal date Spring Traditional Semester
Tuesday, March 7	Drop deadline for Spring Semester B

Friday, March 10  
 Friday, March 24  
 Thursday, April 6  
 Friday, April 7  
 Sunday, April 9  
 Wednesday, April 12  
 Thursday, April 13  
 Tuesday, April 18  
 Tuesday, April 25  
 Friday, April 28  
 Friday, May 5

Grades Due for Spring Semester A  
 Final withdrawal date for Spring Semester B  
 Pesach I, CAMPUS OFFICE CLOSED  
 Pesach II, CAMPUS OFFICE CLOSED  
 Easter  
 Pesach VII, CAMPUS OFFICE CLOSED  
 Pesach VIII, CAMPUS OFFICE CLOSED  
 Last day of Traditional Semester  
 Last Day of Spring Semester B  
 Grades Due for Spring Traditional Semester  
 Grades Due for Spring Semester B

### **Summer 2023**

Monday, March 13  
 Wednesday, April 19  
 Wednesday, May 3  
 Tuesday, May 9  
 Tuesday, May 16  
 Friday, May 26  
 Saturday, May 27  
 Monday, May 29  
 Tuesday, May 30  
 Wednesday, June 14  
 Monday, June 19  
 Tuesday, June 27  
 Wednesday, June 28  
 Friday, June 30  
 Tuesday, July 4  
 Wednesday, July 5  
 Friday, July 7  
 Sunday, July 9  
 Friday, July 21  
 Tuesday, August  
 Sunday, August 20  
 Tuesday, August 22  
 Friday, August 25  
 Friday, September 1  
 Sunday, September 3

Registration Opens For ALL Summer courses  
 Summer A completed application deadline  
 First day of Summer Traditional (15 weeks) & Spring A (8 weeks)  
 Drop deadline for Summer Semester A  
 Drop deadline for Traditional Semester  
 Shavuot I CAMPUS OFFICE CLOSED  
 Shavuot II  
 Memorial Day CAMPUS OFFICES CLOSED  
 Final Withdrawal Date for Summer Semester A  
 Summer B completed application deadline  
 Juneteenth CAMPUS OFFICE CLOSED  
 Last day of Summer Semester A  
 First day of Summer Semester B  
 Withdrawal date for Traditional Semester  
 Independence Day CAMPUS OFFICE CLOSED  
 Drop deadline for Summer Semester B  
 Grades Due for Spring Semester A  
 Summer Institute - Sunday through Tuesday  
 Final withdrawal date for Summer Semester B  
 15 Last day of Traditional Semester  
 Final submissions due for Capstone, Thesis & Final Project students  
 Last day of Summer Semester B  
 Grades Due for Summer Traditional Semester  
 Grades Due for Summer Semester B  
 Commencement

\*Eligible students in all degree programs can have their degree awarded in January or August. However, there is only a single commencement ceremony held each year, in August.

# **Mission and Values**

## **Mission Statement**

Gratz College advances both education and applied Jewish wisdom for the benefit of a diverse student population, the Jewish community, and all people. The College achieves this mission through accredited degree programs, scholarship, and public engagement.

## **Vision Statement**

Gratz College is internationally recognized as a leader in developing effective educators, professionals, leaders and scholars, both within and beyond the Jewish community; inspiring life-long learners; and helping to build informed and strong communities through education grounded in Jewish values.

## **Core Values**

1. Perpetuating and developing educational and other professional resources for the Jewish community
2. Promoting life-long learning and love for knowledge
3. Inspiring study and academic excellence
4. Nurturing critical thinking
5. Upholding integrity and ethics as a foundation for the conduct of the institution, its personnel, and the educational process
6. Advancing professional development and scholarship
7. Fostering diversity and respect for the individual
8. Building communities of learners through collaboration
9. Contributing a Jewish perspective to the marketplace of ideas



## Greetings from the President

Dear Students,

I am very pleased to welcome you to Gratz College for the 2022-2023 academic year. Gratz has served as a stabilizing force amid a protracted period of insecurity. Our faculty and staff are committed to cultivating a rich environment for students to think deeply and thoughtfully. In addition, much of Gratz's success during the Covid pandemic is due to our students. They are leaders within schools and other settings. Our community of teaching and learning includes managers and professionals from a variety of fields. Our students bring their unique knowledge and variegated backgrounds into our online learning environment, enhancing each other's experiences and forming valuable communities of practice.

The global pandemic has rendered online learning a permanent tool in the realm of higher education. Thankfully, Gratz College has taken on a leading role in online education for more than two decades. Our faculty, academic leaders, librarians, and support staff have expanded the range of online modalities—and continue to pave a forward-thinking path into this ever-growing field of higher education.

Gratz College's commitment to excel in the Digital Age is a testament to its mission. The College remains devoted to a dynamic form of pluralistic education, open to teachers and students of all kinds. As the oldest independent Jewish college in the United States, Gratz possesses a long legacy of sharing and curating applied Jewish wisdom, ably instructing in a range of academic and professional disciplines within and without the Jewish tradition. Upon completion of their programs, Gratz's students understand that the College's commitment to goals such as critical thinking, diversity, scholarship, ethics, and mastery of core areas of knowledge is concomitantly anchored in a historic mission and in concert with the high bar established for American higher education.

The very best manifestation of Gratz's dedication to these multiple learning values are the courses and policies that shape the College. Along these lines, this academic catalog is meant to inform and empower you of the expectations and services available to you. I, along with our entire staff, am eager to support you on this journey at Gratz College.

Fondly,

Zev Eleff, Ph.D.  
President, Gratz College

## **Full-time Faculty**

Joseph Davis, A.B. (Brown University), Ph.D. (Harvard University); Professor of Jewish Thought; Director, MA in Jewish Studies

Donna Guerin, B.A. (Temple University), M.S.L.S. (University of Pittsburgh); Director of Library Services

Dina Maiben, B.A. (University of Utah), M.A.J.S. (Gratz College), A.C.J.E. (Gratz College), Ed.D. (Gratz College); Assistant Professor; Director, Hebrew program

David Malter, B.S. (James Madison University), M.A. (Montclair State University); Assistant Professor; Director of MS in Camp Administration and Leadership

Honour Moore, B.A. (Rosemont College), M.A. (Villanova University), Ed.D. (Nova Southeastern University); Dean of the College; Associate Professor; Director, EdD in Educational Leadership

Philip Moore, B.A. (Syracuse University), M.F.A. (Goddard College), Ed.D (Gratz College); Assistant Professor of Education; Director of Online Learning; Director, Master of Education and Master of Science in Teaching Practice

Ruth Sandberg, B.A. (Bryn Mawr College), Rabbi (Reconstructionist Rabbinical College), Ph.D. (University of Pennsylvania); Leonard and Ethel Landau Professor of Rabbinics

Abraham Skorka, Rabbi (Seminario Rabinico Latinoamericano); Ph.D. (University of Buenos Aires); Visiting Distinguished Professor

Lance Sussman, B.A. (Franklin and Marshall College), Rabbi, M.A. (Hebrew Union College – Jewish Institute of Religion in Cincinnati), Ph.D. (Hebrew Union College); Professor of Jewish History

## **Administration**

Zev Eleff, M.A. (Teachers College, Columbia University), Rabbi (Rabbi Isaac Elchanan Theological Seminary, Yeshiva University), Ph.D. (Brandeis University); President

Thomas R. Cipriano, Jr., B.S. (King's College); Manager of Business Operations and Facilities

Deborah Aron, MSW (Yeshiva University), LCSW (Brandeis University); Director, Nonprofit Management Programs; Liaison for Midcareer Fellowships

Lori Cohen, B.F.A (Arcadia University); Director, Marketing and Design

Naomi G. Housman, B.A. (Emory University), Ed.M. (Harvard University); Director, Institutional Advancement

Scott Minkoff, B.A. (Temple University), M.A. (University of Illinois); Registrar, Director of Information Technology

Honour Moore, B.A. (Rosemont College), M.A. (Villanova University), Ed.D. (Nova Southeastern University); Dean of the College

Suzette Martinez-Quiles, B.S., M.B.A. (DeVry University); Information Technology

## **Staff**

Rosie Actor-Engel, B.A.; Instructional Design Assistant

Mindy Blechman, B.A., M.A.J.S.; Associate Director of Enrollment Management

Jeanne Cavalieri-Grover; M.S.; Director of Financial Aid

Mindy Cohen, M.A.; Development Office

Ernest Collins, Maintenance

Anthony DePaul, MBA; Project Manager/Business Process Manager

Josey Fisher, B.A., M.S.W., M.A.; Director, Holocaust Oral History Archive; Consultant in Holocaust Education; Adjunct Faculty

Dwayne Gable, Information Technology Support

Yaffa Howard, A.A.; Accounts Payable, Business Office

Jade Jackman, B.S.; Academic Support Specialist

Dodi Klimoff, B.F.A.; Assistant to the President

Adrienne Levantovsky, B.A.; Admissions and Recruitment Specialist

Hope Matles, Administrative Assistant

LaSalle Miller, Maintenance

Andrew Pollak, B.A., M.S.L.S.; Librarian and Information Technology Support Specialist

Sheila Stevens, B.A.; Business Office Administrative Support; Collections/Circulation Assistant, Tuttleman Library

Karen West, B.A., Student Billing, Business Office

Lovisa Woodson, B.S.; Coordinator, Office of Student Records

## Board of Governors

The Board of Governors has primary responsibility for oversight of the College. The Board selects the President of the College and establishes policies related to governance, course of studies, and management of the College's resources and assets. The Board meets 4 times per year.

### Executive Committee

Kathy Elias, '09 *Board Chair*  
David Brawer, *Facilities Committee*  
Zev Eleff, Ph.D., *ex officio*  
Jonathan Levin, Esq., '66. *Chair, Institutional Advancement*  
Leon L. Levy, *Chair, Investment Committee*  
Sharon F. Liebhaber, Esq., *Secretary*  
Michelle Portnoff, Esq., '77 *Board Chair Emerita*  
Ben Stein, *Treasurer*  
Rabbi Lance J. Sussman, Ph.D., *Immediate Past Board Chair*

### Members

Bernard "Buz" Eizen, Esq., *Member*  
Steven Friedman, *Member*  
Rabbi Albert Gabbai, *Member*  
Carl Goldstein, *Member*  
David Gordon, *Member*  
Shelly LaPrince, Ph.D., *Member*  
Jonathan Mandell, *Member*  
Maurice Mitts, Esq., *Member*  
Philip Moore, Ed.D., *Faculty Representative*  
Zipora Schorr, Ed.D., '17, *Member*  
Emily Shore, *Member*  
Melissa Shusterman, *Member*  
Saul Wachs, Ph.D., '51, *Member*  
Jonathan Wallace, *Member*  
David H. Weinstein, Esq., *Board Chair Emeritus*  
Arthur J. Wolak, Ph.D. '13, *Member*

## **Academic Policies and Procedures**

The following policies and regulations govern academic life at Gratz College. Gratz College reserves the right to change academic requirements and policies without prior notice in order to reflect current advances in academia and changes in professional requirements. Unless otherwise specified, students are bound by the specific program requirements in effect when they begin their studies. However, it is the responsibility of the student to know and comply with all current academic policies and regulations of the College as follows.

### **Academic Freedom Statement**

Gratz College is dedicated to the advancement of knowledge and ideas, supporting freedom in teaching and research for all members of the academic community. Gratz College values inclusivity and mutual respect, resisting any attempts to suppress the free expression of ideas. The College is, and should be, a forum for discussion, debate, and mutually respectful dialogue in which all members of the academic community can engage in the spectrum of ideas in a civil and mutually respectful fashion. Respectful dialogue is the heart of what Gratz College does.

### **Advising**

Gratz College takes the responsibility of academic advising seriously. Students are urged to consult with their program directors each term before registering for courses, when preparing for final projects/theses, and any time academic or personal issues arise that interfere with academic progress.

### **Grades**

Undergraduate students are expected to maintain at least a cumulative grade-point average of 2.0 ("C" average) in their academic studies. Graduate students are required to maintain a cumulative grade-point average of at least 3.00 ("B" average) and cannot be approved for graduation unless this average has been maintained. Additionally, some academic programs may require a minimum grade to satisfy degree requirements. Please see program summaries for specific requirements.

### **Identification Cards**

All Gratz College students may request a photo identification card. Online students may email a headshot to the Admissions Office to have an ID card created and mailed to their home address.

## **Information Technology**

### **Email Policy**

A Gratz College email account is a tool provided by the college and serves as a primary means of communication and to improve the education of students. Users have the responsibility to use this resource in an efficient, ethical and lawful manner. Students are required to use the @student.gratz.edu email address that they receive as a registered student to communicate with faculty, staff, and other students.

Students are subject to underlying copyright and other intellectual property rights under applicable laws and college policies. The college also owns data transmitted or stored using the college email accounts.

While the college will make every attempt to keep email messages secure, privacy is not guaranteed and users should have no general expectation of privacy in email messages sent through college email accounts. Access to email accounts by anyone other than the student will be on an as-needed basis and any email accessed will only be disclosed to individuals who have been properly authorized and have an appropriate need to know or as required by law. All email users are bound by the appropriate acceptable use policy of both Gratz College and Google, the email provider.

The following email activities are prohibited by policy:

- Using email for purposes of political lobbying or campaigning.
- Posing as anyone other than oneself when sending an email.
- Reading another user's email unless authorized to do so by the owner of the email account.
- Using email software that poses high-security risks to Gratz College Information Resources.
- Sending unsolicited messages, except as required to conduct Gratz College business.
- Sending excessively large messages or attachments unless for College business.
- Sending or forwarding an email that is likely to contain computer viruses.

Email messages may not include any user's identification number (e.g., social security number), should include only unique identifying information that is pertinent to the message being conveyed and should not reference any student's academic record or confidential employee information. There is an exception for instructors sending grades directly to the Registrar's Office.

Altering electronic communications to hide one's identity or to impersonate another individual is considered misrepresentation and/or forgery and is prohibited under this policy.

The user should avoid opening messages or attachments received from unknown senders. Messages and attachments can carry viruses.

Use of email for profit-making activities (sales or distribution of commercial products or services for profit, etc.) including product advertisement and mass-mailings or use by for-profit companies is unacceptable unless otherwise authorized by the President of Gratz College.

The use of email or any college system for harassment or criminal activity may result in criminal penalties, including fines and imprisonment.

Faculty, students, or staff in need of an email password reset can contact the Gratz Help Desk at [helpdesk@gratz.edu](mailto:helpdesk@gratz.edu) or call (215) 635-7300 ext. 111

### **Technology Use and Abuse Policy**

Responsible use of technology, including wireless, copiers, or printers on-campus is expected of all students, faculty and staff. Failure to do so will result in an investigation. If a violation is determined, suspension of computer resource privileges may occur. Examples of technology abuse include:

- Unauthorized attempt to modify computer equipment or peripherals
- Unauthorized attempt to add, delete, or change software, such as games, graphics, operating systems, compilers, utility routines
- Use of an account without proper authorization from the owner of the account
- Reading or using private files, including the college's administrative or academic files, without proper authorization, or changing or deleting private files belonging to another user without proper authorization
- Violations of property rights and copyrights in data and computer program
- Use of software to communicate offensive or obscene messages to other users of the system
- The use of any Gratz College computer for copying licensed or copyrighted software (whether the software is owned by the college or not) is strictly prohibited
- Copying college-owned licensed or copyrighted software on any other PC
- You may not be paid, or otherwise, profit, from the use of any college-provided computing resource or

from any output produced using it. You may not promote any commercial activity using college resources.

## **Copyright Infringement**

All Gratz College students are expected to be familiar with and abide by the copyright laws of the United States. Such use must also comply with laws defined by the Digital Millennium Copyright Act of 1998. For more information on copyright, please visit <https://www.copyright.gov/legislation/dmca.pdf>

## **Social Media**

All Official Gratz College Social Media Sites must adhere to state and federal laws and regulations, and University policies. Only public information may be posted on Official Gratz College Social Media Sites. Official Gratz College Social Media Sites must not contain sensitive personal information or other confidential information as defined by the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), as applicable. Any sensitive personal information or other confidential information posted on an Official Gratz College Social Media Site must be removed by the site administrator as soon as practically possible upon discovery.

Gratz College is committed to fostering an educational environment that allows for freedoms of speech and expression in accordance with the First Amendment to the U.S. Constitution. However, the college will not tolerate any activity or posting on an Official Gratz College Social Media Site that loses First Amendment protection such as any unlawful, defamatory, or obscene activity or posting. Gratz College reserves the right to remove any such posting without notice. Gratz College also reserves the right to refer social media activity to the applicable social media platform and/or appropriate authorities for appropriate action.

All Official Gratz College Social Media Sites must respect intellectual property rights, federal Copyright law, and the college's policies.

Primary administrative rights for Official Gratz College Social Media Sites will be assigned only to employees. Official Gratz College Social Media Sites will have a minimum of two administrators to ensure that the site is consistently managed. Should one administrator be unavailable, the second assigned administrator will manage the site. At least one of the two administrators should be a college employee.

All content on Official Gratz College Social Media Sites must comply with 1 TAC 206 and 1 TAC 213 to ensure that the information is accessible and usable by people with the widest range of capabilities possible. Accessibility requirements apply to the content on the social media tool, not the features of the tool. Therefore, if the Official Gratz College Social Media Site does not use an inaccessible feature, it is not in violation of accessibility requirements. It is the responsibility of the Official Gratz College Social Media Site administrator to ensure social media content is fully accessible.

All Gratz College Social media sites must comply with any approved applicable college branding standards.

## **Student Accessibility Services**

Gratz College has a desire and a legal and educational obligation to provide equal access to College's resources, coursework, programs, and activities as well as employment opportunities for all qualified individuals in compliance with federal disability law, including the Americans with Disabilities Act of 1990 (ADA), Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program.

This regulation establishes the process and the appeal procedures for which Accessibility Services establishes disability eligibility criteria, makes disability eligibility determinations, and establishes appropriate Reasonable Accommodations.

Please visit the College's [Accessibility Services](http://www.gratz.edu/students/policies/accessibility-services) online at [www.gratz.edu/students/policies/accessibility-services](http://www.gratz.edu/students/policies/accessibility-services) for all information related to Gratz College's accessibility policy, procedure, and forms required to request a reasonable accommodation.



## Transfer of Credits

### Graduate Transfer Credits

Applicants to Gratz College Masters' level programs may transfer in up to 6 credits toward their degree at the discretion of the Program Director and/or Dean. Grades of B (3.0) or better are eligible for transfer credits for Master's level students. The transfer course must be a match to the graduate program at Gratz. Generally, credits older than 7 years will not be accepted for transfer. Once a student has matriculated into a degree program all courses toward the degree must be taken at Gratz. Transfer credit will not be awarded for courses that are used for an earned degree at the graduate level. Doctoral level academic programs usually do not permit the transfer of any credit toward degree requirements from outside institutions.

### Undergraduate Transfer Credits

Students in the BA program may transfer in up to 81 credits. **The BA program is currently not accepting applicants.**

Students who have taken undergraduate college courses at another institution prior to attending Gratz College must submit official transcripts reflecting grades for those courses during the application process. Additional documentation, such as course descriptions and syllabi, may be required by program directors or the dean to determine which courses qualify for transfer credit. Coursework that lies outside the scope of the degree program is not necessarily applicable for degree credit. Transfer credit will not be awarded for college level courses that are used to meet high school graduation requirements. Gratz College undergraduate certificate programs do not permit the transfer of any credit toward degree requirements from outside institutions. Only grades of C or better are eligible for transfer credit for undergraduates.

### Undergraduate Life Experience Credits

Gratz College will grant undergraduate students up to 18 credits for life experience. The student petitioning for life experience credit will submit a portfolio with supporting documentation reflecting on the experience and on what he or she has learned, and what knowledge and skills and understanding s/he has acquired. Ordinarily, the student's petition will also be accompanied by a letter from a director or supervisor of the program in which the student participated. The letter will spell out the nature of the program and its educational content.

The number of credits granted will be determined by the Dean of the College, in consultation with appropriate members of the faculty and administration. The Dean's office will then notify the Office of Financial Aid of any award of credits. The following are some general guidelines:

- Gratz gives life experience credit to undergraduates, not to graduate students.
- Gratz gives credit for experiences after high school graduation, not for experiences or learning achieved as a child or in high school.
- Gratz gives credit for demonstration of fluency in languages other than English.
- Gratz gives life experience credit for formal, non-academic educational experiences, e.g., study in non-academic institutions or participation in a non-credit bearing travel seminar. Ordinarily, Gratz

does not give credit for informal experiences.

- Gratz does give life experience credit for study in religious or synagogue-based or church-based classes and seminars.
- Gratz students who teach or who are docents may get life-experience credit for their teacher training.
- Undergraduates at Gratz may arrange to receive credit for life-experience programs supervised by their advisors or by Gratz faculty members. Credit for life experience is not limited to learning achieved before matriculating at Gratz. Students interested in Life Experience credits should contact the Director of the BA program for guidelines for submitting the required documentation and portfolio.
- There is no fixed ratio between hours of life experience and credits earned. Life experience credits are given for achieved learning, not for participation as such.

## **Degree Requirements**

Candidates for the B.A. must complete 120 credits. Candidates for a master's degree must complete the requirements prescribed by their program. Depending on the program, 30 to 48 credits are required for the degree. Candidates for the Ed.D. and Ph.D. must complete 48 credits beyond the master's level.

## **Registration**

Registration opens six weeks before the beginning of a semester. The first two weeks of registration are open to matriculated students only. Students needing courses for degree requirements will get priority registration for those courses. After the first two weeks, registration is open to anyone and priority will be based on the timestamp of submissions.

### **Non-Matriculated Courses**

Students not admitted to a degree program (non-matriculating students) are permitted to register for up to 6 credits. After earning 6 credits students must apply to a degree program.

### **Matriculated Courses**

Eligible students who have been admitted to a degree or certificate program must register during the period announced by the Office of Student Records. Courses are offered in the fall, spring, and summer terms on a full and part-time basis. Students are eligible to register if they are in good academic and financial standing with the college. *Students with two or more incomplete courses are not eligible to register.*

### **Dropping Courses**

Students have up until the published drop deadline to drop courses with the approval of their advisor. A dropped course will not appear on a student's transcript. After the drop deadline, students may withdraw from a course. Any such withdrawal will appear on the student's transcript.

## **Auditing a College Course**

Those who are interested in graduate-level online learning, but do not require credit for degree requirements or professional development, may request to audit a course.

Auditors are expected to complete weekly reading assignments and actively participate in online class discussions to remain a student in the class. Auditors are *not* required to submit research papers or take exams.

Auditors are admitted to a course at the discretion of the professor. Matriculated students taking courses for degree credit have first priority when course registration opens. Non-Matric students taking courses for professional development credit may begin registering two weeks later. Auditors may be asked to hold their registrations until two weeks before the course begins to ensure that all students requiring credit have been accommodated.

The Non-Matric Registration form is typically used for auditor registrations. However, current matriculated students seeking to audit a course *outside* their degree requirements, should contact the Registrar for assistance.

The tuition rate for auditors is \$626 per course. Alumni auditors are offered a special tuition rate of \$419 per course.

For questions about auditing a course, please contact the Office of the Registrar at [registrar@gratz.edu](mailto:registrar@gratz.edu).

## **Residency Requirements**

All undergraduates must complete a minimum of 39 credits in Jewish Studies and/or Hebrew language at Gratz College.

Doctoral students should consult their specific program requirements for participation in the Summer Institute.

## **Language Requirements**

### **Hebrew Requirement**

Some Gratz College programs have Hebrew language proficiency requirements. Students may take examinations to place out of language requirements in lieu of required Hebrew courses or meet the requirements with transfer credits documented on official transcripts from other approved institutions. In most cases, the Hebrew language requirement is considered a co-requisite and must be satisfied by the time the student graduates Gratz College. The level of Hebrew required is based on the specific program in which the student is enrolled. Please consult specific programs for language requirements.

### **Ph.D. Language Requirement**

The Ph.D. in Holocaust and Genocide Studies program may require students to complete a reading competency in a foreign language to successfully complete the program. Students are expected to show proficiency in reading a foreign language relevant to their research. Students are expected to complete this requirement on their own with proof of proficiency.

## **Commencement**

Gratz College holds one virtual annual Commencement Ceremony at the end of August.

Students who expect to graduate have the responsibility of applying for graduation to the Registrar no later than the date specified in the Academic Calendar for the semester in which they expect to complete their programs. Failure to submit the proper paperwork and fees by the stated deadline may result in a delay in receiving a diploma and/or omission of the student's name from the commencement brochure. All academic requirements must be completed and processed before the date of graduation and all financial obligations must be satisfied to qualify for graduation.

## **Honors**

There are no honors for graduate students.

Undergraduate students who are eligible will receive Latin Honors at graduation. To be eligible for "Cum Laude," an undergraduate student must attain a minimum cumulative grade point average of 3.5; for "Magna Cum Laude," a student must attain a minimum cumulative grade point average of 3.75; and for "Summa Cum Laude," a student must attain a minimum cumulative grade point average of 3.9. Latin Honors are based on Gratz College courses only.

## Thesis/Final Project/Capstone/Dissertation

Some Gratz College graduate level programs require a thesis, which is the equivalent of 6 credits, or a final project, which is the equivalent of 3 credits. The thesis or final project is prepared under the supervision of a designated advisor or chair. A capstone assignment may be required at the graduate level to complete the program requirements. For the EdD in Educational Leadership, doctoral students are required to complete a dissertation, which is 9 credits and consists of a concept paper, proposal, and the dissertation project. For the Holocaust and Genocide program, doctoral students are required to complete a dissertation, which is 6 credits and consists of a dissertation proposal and the dissertation project. The dissertation is prepared under the supervision of the dissertation chair and committee.

## Grades and Grade Point System

Letter grades are recorded at the end of each term by the due date listed on the Academic Calendar for that term. Grades are available on the Student Portal as soon as they are posted by the faculty.

The progress and quality of students' work is measured by a system of letter grades, numerical grades, and grade points. The meaning of each grade and point value is as follows:

Letter Grade	Numerical Grade	Grade Points per Credit Hour	Performance
A	93-100%	4.0	Excellent
A -	90-92%	3.7	Nearly Excellent
B +	87-89%	3.33	Very Good
B	83-86%	3.0	Good
B -	80-82%	2.67	Mostly Good
C +	77-79%	2.33	Above Average
C	73-76%	2.0	Average
C -	70-72%	1.67	Mostly Average
D +	67-69%	1.3	Below Average
D	60-66%	1.0	Poor
F	0-59%	0.0	

Additional Grades are as follows:

F	0.0	Fail due to inadequate performance
FA	0.0	Fail due to absences
P		Pass ("C" or better for undergraduate students, "B" or better for graduate students)
CR		Credit
NC		No Credit/Audit
W		Withdrew
INC		Incomplete
IP		In progress
TR		Transfer Credit

Undergraduate students are expected to maintain at least a cumulative grade point average of a "C" (2.0) in their studies. Graduate students are expected to maintain at least a cumulative grade point average of a "B" (3.0) average in their studies. Refer to the financial aid section for additional information about academic progress and minimum program completion standards to remain eligible for financial aid.

### Required Graduate Grade Point Average

In graduate study, the student is expected to do more than pass the required courses. Specifically, students must maintain a cumulative grade point average (GPA) of 3.0. The MA to PhD in Holocaust and Genocide

Studies requires MA students to maintain a 3.5 GPA. The GPA is derived from the grades and credit hours of the courses taken, and is computed by multiplying the number of credits for each course the student has attempted by the authorized quality points for the grades received and dividing the total grade points by the total credit hours attempted.

## **Academic Probation**

The record of any undergraduate student whose cumulative or semester grade point average falls below 2.0 and any graduate student whose cumulative or semester grade point average falls below 3.0 will receive a warning and must raise their cumulative grade point average within two semesters in consultation with their academic advisor and/or program director.

While on academic probation, the student is limited to a schedule of two courses. A student on probation is required to do the following:

- Meet with his or her program director during the registration period to discuss the probationary status before registering for the next semester. With the program director, the student will decide on an appropriate plan for the semester that will assist that student in being academically successful.
- Follow the agreed upon plan.

Students who do not follow the above requirements will be subject to academic suspension from the institution based on the guidelines specified in the Satisfactory Academic Progress section of this catalog regardless of their aid recipient status.

## **Additional Grading Policies**

### **1. Pass/Fail**

Students in all degree programs are permitted to take up to two courses on a pass/fail basis. The designation of pass/fail must be elected prior to the start of the semester. The Pass/Fail Election form must be submitted to the Office of Student Records by the first day of class for the semester. The designation of “pass” will appear on the transcript but is *not* added into the student’s GPA. **Due to COVID, the two course rule does not apply for Fall 2022.**

### **2. Course Failure**

The grade of “F” is computed in the cumulative grade-point average. Students must repeat the course or an equivalent course in which the grade of “F” has been received, in order to receive credit for the course and complete the program.

### **3. Course Withdrawal**

“The “W” grade indicates approved withdrawal from a course without academic penalty. The parameters governing possible financial refunds are described in the refunds section of this catalog.

After the drop/add dates published in the Academic Calendar only officially documented, substantive non-academic reasons (such as prolonged serious illness) will be considered sufficient to receive a “W” grade. No “W” grades will be granted for purely academic reasons. Students must complete and submit the Course Withdrawal Form to the Registrar by the Final Day to Withdraw without academic penalty date published in the Academic Calendar for that semester. Withdrawal requests will not be accepted after this date.

#### **4. Incomplete Coursework**

An "INC" (incomplete) grade indicates that the instructor has agreed to give the student an extension for completion of the course assignments. All syllabi indicate what minimal work (i.e. 50% of all assignments) student must complete in order to be eligible for an incomplete. The "INC" grade automatically converts to an "F" grade if the work is not completed and submitted to the instructor within one semester after the end of the term. Beyond that one-semester deadline, students must petition in writing to the Dean of the College for a further extension.

Grades are part of the student's permanent record. Typically, no changes other than "INC" grades can be made. Students must request an incomplete by submitting the INC Request Form to the Registrar by the last scheduled day of class. The specific conditions (new deadlines, expectations etc.) will be sent to the student in writing from the instructor and a copy of those conditions will be on file with the Registrar.

Students who have two or more Incompletes will not be able to register for further courses until they satisfy the requirements outlined in an individualized education contract approved by their program director. Students are required to contact their program director within 15 days after receiving notice of two or more Incompletes to arrange for the individualized education contract. Failure of students to act on notification of two or more Incompletes may result in academic probation or suspension.

Students will not be permitted to register if they have two or more Incompletes on their record at the time registration opens. Students are encouraged to complete their incompletes at the earliest possible opportunity.

#### **5. Medical Withdrawal**

In the case that a student, at any point in a term, is suffering from a serious medical condition that precludes his or her ability to complete the term, s/he may apply for a medical withdrawal. A medical withdrawal can also be applied for by a student who experiences a death or serious illness in the immediate family. Supporting documents for a medical reason must include a personal statement and current medical documentation. In the case of a traumatic event (e.g., death of family member, acts of violence, etc.) documentation must also include a copy of death certificate or obituary for the immediate family member, or when relevant, a copy of the police report. This information should be submitted by email, fax, or regular mail to the Registrar. A favorable review will result in a grade of "W." If a student is given permission to withdraw from a course, the student is still responsible for the tuition costs as per the institution's refund policy.

#### **6. Leave of Absence with Intention to Continue Matriculation**

From time to time, circumstances may require students to take a leave of absence from their studies. All students who are planning to take a leave of absence or do not plan to take any courses in the upcoming semester must submit the Leave of Absence (LOA) Form to the Registrar. If a student is out for more than 180 days within a 12 month period, s/he will lose matriculation status and will have to be readmitted to Gratz College in order to continue studies. Exceptions, such as military deployment, will be taken into consideration.

## **7. Withdrawal from the College**

Students planning to end their studies and withdraw from Gratz College must inform their program director and the Registrar by submitting the Withdrawal Form. If students have completely withdrawn from a program, they may not resume their studies until they have been formally readmitted. Students who withdraw during a semester without any notice to their academic advisor will receive an "F" grade in any courses in which they are enrolled unless a grade of "W" has been approved.

## **8. Administrative Withdrawal**

Students who have not registered for courses or have not made satisfactory progress towards degree requirements for two consecutive semesters may be administratively withdrawn from their program at the discretion of the program director in consultation with the Registrar. Any student who has been administratively withdrawn must reapply to the school in order to continue working towards a degree.

Program directors and/or the Registrar will make every effort to contact the student before proceeding with administrative withdrawals following communication policies of the school. If contact has not been made by the end of two semesters, the student will be withdrawn.

All outstanding fees are due and must be paid in full after a student leaves the college for any reason.

## **9. Re-admittance**

A student who withdrew from the college, or who has previously attended the college and has been absent from one consecutive academic year without a LOA, or who has an LOA but did not reenroll after 180 days in a 12 month period, will be required to reapply to the academic program under the advisement of the office of admissions. A returning student in good academic standing will be readmitted into the same academic program the student was previously enrolled in provided the program is offered in that academic year. If the program no longer exists at the college, the student will need to apply to a new program and credits may be evaluated for transfer into the new program.



## Student Complaint Policy

STUDENT COMPLAINT POLICY
<p>Students are entitled to bring complaints regarding but not limited to, issues of discrimination, academic concerns, financial assistance, disabilities, and disagreement with school policies. Following are the steps in the complaint procedure:</p> <ol style="list-style-type: none"><li>1. If possible, students seeking to resolve problems or complaints should first contact the person or persons with whom they have the conflict.</li><li>2. If unresolved, the student seeking to resolve the problem may contact the program director. The student may be asked at this point to put the complaint in writing. The official Complaint form is available online: <a href="https://gratzcollege.formstack.com/forms/grievance_procedure">https://gratzcollege.formstack.com/forms/grievance_procedure</a></li><li>3. If still unresolved, the student may then contact the Dean of the College. The Dean will make the final decision concerning the complaint.</li></ol> <p>The staff and administration at Gratz College will make every effort to review and respond to complaint procedures within 10 business days of receiving the complaint.</p>

Depending on the nature of the student complaint, there are several different venues through which modifications and improvements can be made:

1. The viable complaint can be taken to the faculty to determine whether any academic change should be made, such as changes in course content or requirements, changes in textbooks, revision of the grading scale, etc.
2. If the viable complaint involves an academic dispute involving an instructor, the Dean and program director will determine if the instructor needs further training in pedagogy or course design, or in the case of adjuncts, a recommendation might be made against rehiring.
3. If the complaint is of a non-academic nature (i.e., discrimination, financial issue, or school policies), the Dean will decide the appropriate venue for modifications.

### Academic Grade Appeals

The policy for a student who disagrees with a grade received should 1) discuss the matter directly with the professor, and if unsatisfied, 2) discuss the matter directly with the program director, and if still unsatisfied, 3) discuss the matter directly with the Dean of the College in writing. In such cases, the decision of the Dean is final. *The student must discuss the complaint within 14 days after the grade is posted.*

If a student believes that an improper grade has been assigned, an appeal may be filed on the following grounds:

1. **Discrimination:** On the basis of race, color, gender, religion, national origin, age disability, sexual orientation or any other legally protected characteristics.
2. **Capricious Academic Evaluation:** Deviation from grading procedures or a grade assigned arbitrarily.
3. **Error:** Determinations that an error resulted in the entry of an incorrect grade.

## Code of Academic Responsibility

Honesty and integrity are central human and Jewish values. Cheating and plagiarism are intolerable and are always considered extremely serious offenses by Gratz College faculty and administration. It is recognized that the vast majority of students do not participate in such acts but ultimately suffer when cheating and plagiarism and other academic violations occur. Dishonesty diminishes the quality of scholarship and compromises the integrity of the institution and Gratz College faculty and administration.

It is a serious violation of the norms of the academic community to appropriate the ideas of other people without credit or permission, and it is important to learn to discriminate between exploitation and the legitimate use of the ideas of others. The most general rule is that any use of another person's ideas, whether the source is published or not, should be acknowledged fully and in detail. Since disciplines show some differences on how this should be done. Students should refer to the Gratz style guide for writing in the learning management system for specific details.

### Procedures for Papers, Reports, Take Home Exams, and Other Written Work

When preparing any and all written work, great care must be taken to fully acknowledge the sources of all ideas, concepts, language and images (including but not limited to drawings, designs, photographs, diagrams and charts). For specific questions, consult with a faculty member, but the following rules must be observed:

- Any sequence of words appearing in essay which do not belong to the student must be enclosed in quotation marks and the source identified in a manner designated by the instructor.
- A paraphrase should not be enclosed in quotation marks, but should be footnoted and the source given.
- An interpretation based on an identifiable source must be so attributed.

If a student seeks assistance from another student (i.e., proofreading for typographical errors), consult the instructor to determine if such assistance is permissible. If permitted, such assistance should be acknowledged in the written work.

## Violations of the Code of Academic Responsibility

Each of the following constitutes a violation of the Code of Academic Responsibility:

A. Plagiarism: if a student appropriates the ideas, concepts, images, or language of another person and presents them without attribution, that student has committed plagiarism. This includes the purchase or acquisition of papers or other material from any source. Any use of a commercial writing service is forbidden.

B. Submitting the same work for credit in more than one course without permission of each instructor involved

C. Attempting to give or to receive unauthorized assistance on academic work and attempting to hinder others in their academic work

D. Furnishing false information to College officials on matters relating to academic work. This is to include, but not be limited to:

- False information provided for the purpose of obtaining special consideration (for example, postponement of examinations or of deadlines for written work)
- Fraudulent registration for classes
- Signing the name of an absent person to an attendance sheet
- Reporting the results of studies not performed

E. Attempting to gain unauthorized access to exams or tests

F. Cheating during examinations includes:

- Attempting to look at another student's exam
- Attempting to communicate concerning the content of the exam with another student
- Attempting to use any materials (such as notebooks, notes, textbooks) not specifically authorized by the faculty member

G. Failure to sign a book or periodical out of the Library

### **Procedures for Reporting Violations**

1. If a student has violated an academic regulation, that student may report himself or herself to the faculty member involved within 36 hours of the infraction.

2. If a student or Gratz College official suspects that a violation has occurred, they may submit to the instructor of the course a written, dated, and signed report of the suspected violation within 5 days of witnessing or discovering the violation. A student or Gratz College official also has the option to bring the suspicion to the attention of the Dean of the College. Persons who have knowledge of the violation may be summoned by the faculty member or the Dean to be questioned and to give testimony.

3. Charges against students must be resolved within ninety (90) days of the first report of the alleged infraction.

### **Procedures for Determining Level of Responsibility for Violations and Penalties**

After a violation has been alleged, one of the two following procedures must be followed:

1. The student who is accused of the violation and the faculty member involved may choose to have the faculty member decide the case and assess the penalties as he or she determines. There will be no appeal process for cases decided in this fashion. Charges against students must be resolved within ninety (90) days once reported.

- A faculty member who suspects a student of violating academic regulations will notify the student of the allegation immediately after the discovery by the faculty member or of its being reported, of the grounds for suspicion, decision of the faculty member, and penalties.
- Should the faculty member find the student to be responsible for the infraction, the faculty member must report the infraction to the Dean of the College. A record of the report will be kept in the student's file. If there is no repeat offense, the letter will be removed before graduation. If

there is a second offense, the letter will stay in the student's permanent file and further sanctions may be taken.

II. The student accused of the violation, or the faculty member involved, may choose to refer the case directly to the Dean of the College.

- In this instance, the party so choosing must present to the Dean of the College a written, dated and signed statement of the reasons for the hearing within one week of discovery of the violation.
- The Dean of the College will review the case.
- The faculty member involved must await the results of the Academic Standards Committee's decision before assessing any penalties in the course.
- If the student is found responsible for the infraction, the Dean of the College will write a letter describing the violation and the penalties applied. This letter will be kept in the student's file until graduation. A copy must be sent to the student and to the faculty member involved. If there is no further infraction, the letter will be removed from the student's file by graduation.
- In every case concerning academic integrity, the faculty member has final authority for determining the course grades.

### **Sanctions**

Sanctions for violations of the Code of Academic Responsibility include, but are not limited to:

- Formal written warning
- Lowering the letter grade for the work involved
- Lowering the letter grade for the course
- Resubmission of work or additional assignments
- Grade of "F" for the course
- Suspension for a semester
- Dismissal from the College

## **Writing Format and Style Guide**

Gratz College requires all students enrolled in undergraduate and graduate level courses and the EdD in Educational Leadership to follow the rules and standards suggested by the Publication Manual of the American Psychological Association (APA). APA is an editorial style which includes formatting of written work as well as the expected format for in-text citations and references. Gratz provides students with an APA style guide to use as a reference guide.

Students in the Holocaust and Genocide program are required to use the Chicago Manual of Style (CMS). Therefore, the style of writing depends on the degree program or the course subject matter, and the course syllabus and instructor should be the resource for clarification.

# **Student Records**

## **Student Records Policy**

Gratz College, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, has adopted this Student Records Policy to address the following issues with respect to education records: (1) disclosure of directory information (2) confidentiality of personally identifiable information, and (3) student rights to inspect, review, and seek amendment of their records. In general, education records are defined as records maintained in any form by the College that are directly related to a student.

## **Disclosure of Directory Information**

Information concerning the following items about individual students is designated by the College as directory information and may be released or published without the student's consent: full name, student identification number, address (local, home, or electronic mail), telephone number, photograph or video, date and place of birth, major, field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, degrees and/or honors received, most recent previous educational institution attended, and participation in officially recognized college activities. Students who do not wish directory information to be released or made public must inform in writing the Registrar.

## **Confidentiality of Personally Identifiable Information**

All personally identifiable information contained in student records other than directory information is considered confidential information. This information includes, but is not necessarily limited to: academic evaluations; general counseling and advising records; disciplinary records; financial aid records; letters of recommendation; medical or health records; clinical counseling and psychiatric records; transcripts, test scores, and other academic records; and cooperative work records. Personally identifiable information means that the information includes: the name of the student, the address of the student, a personal identifier such as social security number, or a list of personal characteristics or other information that would make the student's identity easily traceable.

The College will generally not disclose personally identifiable information to third parties without the written consent of the student. The signed and dated consent should specify the records to be disclosed, the purpose of the disclosure, and to whom the records are to be disclosed. However, personally identifiable information may be disclosed, without the student's consent, to the following individuals or institutions, in accordance with FERPA, including in the following circumstances:

- To College officials (or office personnel ancillary to the officials) who require access for legitimate educational purposes such as academic, disciplinary, health, or safety matters. College officials may include, without limitation, the Board of Governors, the President, Dean, Faculty Members, General Counsel, and Admissions Officers. College officials also include contractors, consultants, volunteers, and other outside parties, such as an attorney or auditor providing services on behalf of the College for which the College would otherwise use employees.
- To the party(ies) who provided or created the record(s) containing the personally identifiable information
- To officials of other educational institutions to which the student seeks or intends to enroll or where the student is already enrolled, for purposes related to the student's enrollment or transfer (on condition that the student upon request is entitled to a copy of such records)
- To appropriate federal, state or local officials or authorities, consistent with federal regulations
- To the U.S. Attorney General (or designee) pursuant to an ex parte order under the U.S. Patriot Act in

connection with certain investigations or prosecutions

- To organizations conducting studies for, or on behalf of, educational agencies or institutions
- To accrediting organizations to carry out their accrediting functions
- To parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986
- To parents of a student under the age of 21, where the information pertains to violations of any federal, state, or local law or of any College rule or policy governing the use or possession of alcohol or a controlled substance, and the student has committed a disciplinary violation
- In connection with the student's application for, or receipt of, financial aid
- To comply with a judicial order or lawfully issued subpoena (on condition that a reasonable effort is made to notify the student of the order or subpoena, if legally permitted to do so)
- In case of an emergency, to appropriate parties, including parents, to protect the health or safety of the student or other individuals, where the College determines that there is an articulable and significant threat to the student or other individuals
- The disclosure of information concerning registered sex offenders provided under state sex offender registration and campus community notification programs
- The outcome of a disciplinary proceeding to a victim of or alleged perpetrator of a crime of violence or non-forcible sex offense
- The outcome of a disciplinary proceeding where a student is an alleged perpetrator of a crime of violence or non-forcible sex offense and is determined to have violated the College's rules or policies

If required under FERPA, the College will inform a party to whom a disclosure of personally identifiable information is made that it is made only on the condition that such party will not disclose the information to any other party without the prior written consent of the student.

### **Non-Education Records**

The following are not considered education records, and thus are not protected by FERPA and this policy:

- Employment records of students as College employees
- Campus law enforcement records, in accordance with the requirements of FERPA
- Records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in his or her paraprofessional capacity, and that are made, maintained, or used only in connection with treatment of the student and are disclosed only to individuals providing the treatment. These records may be reviewed, however, by a physician or other appropriate professional of the student's choice.
- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons, that are in the sole possession of the maker of the record and are not accessible or revealed to any other individual except a temporary substitute for the maker
- Records that only contain information about a person after that person was no longer a student at the College and that are not directly related to the individual's attendance as a student (e.g., information collected by the College pertaining to accomplishments of its alumni)
- Grades on peer graded papers before they are collected and recorded by a faculty member

**Inspection and Review Rights; Right to a Hearing**

A currently or previously enrolled student has the right to inspect and review his or her educational records. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing, and may ask for, but not require, the reason for the request. The College will comply with requests to inspect and review a student's records that it has determined to honor within a reasonable period of time, but in no case more than forty-five days after the request was made.

Records to which students are not entitled to access include:

- Confidential letters and statements of recommendation placed in a student's record before January 1, 1975, or confidential letters and statements of recommendation to which students have waived their rights of access
- Financial records of the parents of the student or any information contained in those records
- Those portions of a student's records that contain information on other students

Students may be invited but not required to waive their right of access to confidential letters of recommendation for admission, honors or awards, or employment. Failure to execute a waiver will not affect a student's admission, receipt of financial aid, or other college services. If a student signs a waiver, he or she may request a list of all persons making confidential recommendations.

A student who believes that any information contained in his or her educational records is inaccurate or misleading, or otherwise in violation of his or her privacy rights, may request that the College amend the records. The student should first discuss his or her concerns with the individual responsible for the office where the records are maintained. If the student is not satisfied with the resolution, the student should contact the individual to whom that person reports. If still not satisfied, the student may contact the appropriate vice president or designee. The final level of appeal is a formal hearing. To obtain a hearing, the student should file a written request with the Dean of the College. The hearing will be conducted in accordance with the requirements of FERPA.

The substantive judgment of a faculty member about a student's work (grades or other evaluations of work assigned) is not within the scope of a FERPA hearing. A student may challenge the factual and objective elements of the content of student records, but not the qualitative and subjective elements of grading. If as a result of a hearing the College determines that a student's challenge is without merit, the student will have the right, and will be so informed, to place in his or her records a statement setting forth any reasons for disagreeing with the College's decision.

Students have a right to file complaints concerning alleged failures by the College to comply with the requirements of FERPA and the implementing regulations. Complaints should be addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC 20202-5901. Students are encouraged to bring any complaints regarding the implementation of this policy to the attention of the Dean of the College and the Chief Operating Officer.

## **Student Privacy and Identity Verification Online**

The online courses offered at Gratz College are primarily Graduate-Level studies. Our courses typically do not have the students' learning assessed through the usage of exams, i.e., taking of quizzes, mid-term or final exams. Most learning is demonstrated through the usage of discussion forums, written papers, case studies, live presentations (through usage of webinars), demonstrated experiential learning, etc.

We do however, offer classes to both high school students and adults in Hebrew language. All assessment of students learning Hebrew are performed by our instructors in an online course through the use of Zoom, a webinar type environment. The instructors meet with the students enrolled in each course and have the students respond directly, converse directly and meet with the instructor over the 15-week course offering. All final exams or any testing are given in a one-on-one environment via Zoom Conference with the student meeting with the instructor who is evaluating their grasp of the materials presented. The classes are relatively small, the students retain the same instructor throughout the class and even often through multiple classes, thus the instructors become quite familiar with the students taking their courses and therefore usage of proctoring software and identification software would be an added expense that we would need to pass onto the participants of these courses.

Our LMS (Learning Management System), Canvas, and our student registration process through Blackbaud's Student Portal, requires our students to log in using their provided Gratz Gmail login and password. We ensure that only the student know their personalized password. Should a student forget their password, they can access the Gmail website, click on forgot password, and reset their own password without assistance from any staff members at Gratz College. We do not keep a log with student passcodes nor do we have access to them. We can however issue a user passcode to the student (in case they forgot their passcode for their student email account) which we do initially issue along with their ID. However, we instruct students to immediately go in and change their passcodes, thus allowing only the student to know the passcode they set up. We do not give any information out to anyone, in keeping in compliance with FERPA requirements.

## **Canvas Instructure Privacy Statement**

Please see the most updated privacy notice issued by our LMS software provider, Canvas, at this site: <https://www.instructure.com/policies/privacy>

## **Institutional Review Board**

Gratz College is committed to fostering a number of core values which include compassion, social responsibility, and respect for the dignity of each person. In conducting research, investigators must uphold these values in their interactions with human subjects, as well as comply with applicable federal regulations.

As such, the College has established an Institutional Review Board (IRB). The purpose of the IRB is to protect the rights and welfare of human research subjects recruited to participate in research activities.

Detailed information on Gratz's IRB as well as instructions for submission can be found on our website: <https://www.gratz.edu/institutional-review-board>.



**IRB Contact Information**

Dr. Ruth Sandberg Gratz  
College IRB Chair  
7605 Old York Road  
Melrose Park, PA 19027  
Direct: 215-635-7300, ext. 168  
rsandberg@gratz.edu

**IRB Members for the academic year 2022-2023:**

Dr. Ruth Sandberg, IRB Chair  
Ms. Debbie Aron  
Dr. Karen Galardi (external member)  
Ms. Naomi Housman  
Dr. Honour Moore  
Dr. Philip Moore

**Acquaintance Rape and Sexual Violence Policy**

Definition of Sexual Assault: Under Pennsylvania law, sexual activity, including sexual penetration or sexual conduct carried out under coercion, with the threat of a weapon, through the threat of bodily harm, through a position of authority, or when the victim/survivor is mentally handicapped or physically helpless constitutes criminal sexual conduct. By Pennsylvania law, having a previous relationship of any nature, including prior sexual contact with the victim/survivor is not acceptable as a cause for sexual assault. The victim/survivor does not need to prove that he/she resisted and another witness is not needed to prosecute the case. The relative age of the persons involved, the victim's/survivor's fear of bodily harm to self or another, the use or threat to use a weapon by the perpetrator, and the affliction of either physical or emotional anguish upon the victim/survivor are among the criteria taken into account.

Acquaintance Rape is a form of sexual violence. For the purpose of this policy, acquaintance rape/sexual violence is defined as any act in which a person forces another with whom he or she is acquainted to engage in sexual activity against his or her will or without his or her consent. Assent shall not constitute consent if it is given by a person who, because of youth, mental disability or intoxication is unable to make a reasonable judgment concerning the nature of or harmfulness of the activity. This policy applies to groups as well as individuals.

**Pennsylvania State Law on Criminal Sexual Conduct**

Gratz College expects that all members of the school will conduct themselves in a responsible manner that shows respect for others and the community at large. The same behavioral standards apply to all individuals. The College will do whatever possible to offer safety, privacy and support to the victim/survivor of sexual assault. Helping the victim/survivor look at options for reporting the assault and taking care of him/her are the immediate concern of the school. The school will assist the victim/survivor in contacting an appropriate agency if such assistance is desired.

**If you are sexually assaulted on campus:**

1. If the assault takes place at the school, the victim/survivor should immediately contact the Dean of the College for assistance. The name of the victim/survivor will not be revealed unless he or she chooses to be identified.
2. Gratz College shall, at all times, have readily available the name(s) of local law enforcement agencies and sexual assault centers that are to be called for immediate help.

3. If the assault takes place outside the school, the victim/survivor should immediately contact, or have a friend contact 911, the appropriate local law enforcement agency, hospital or sexual assault center. Further, in either case, the victim/survivor should do the following:

- a. It is helpful to have a written summary of what happened while the memory is still clear.
- b. No attempt should be made to bathe, change clothes, or otherwise clean up prior to examination by a medical practitioner qualified to make determinations regarding sexual assault.
- c. If possible, have a friend with you when talking to the police, sheriff, or sexual assault center officer.

Gratz College will provide resources to support victims/survivors and will investigate reports of sexual violence with appropriate jurisdiction.

### **Sanctions for Sexual Violence**

Students wishing to make a formal complaint of sexual violence may follow the guidelines for making a complaint under the sexual harassment policy (see below). College sanctions will be imposed in accordance with appropriate College processes upon persons found to have violated this policy. These sanctions can include but are not limited to suspension, expulsion, and/or separation from the College. In addition, an individual charged may be subject to prosecution by the Office of the District Attorney under Pennsylvania Criminal Statutes.

## **Sexual Harassment Policy**

Sexual Harassment is against the law. It violates Title VII of the 1964 Civil Rights Act, The Pennsylvania Human Rights Act, the City of Philadelphia Human Rights Ordinance, the Pennsylvania Civil Right Ordinance, and the policies and procedures of Gratz College.

### **Teachers and Students**

The relationship between teacher and student is central to the academic mission of the college. No non-academic or personal ties should be allowed to interfere with the integrity of the teacher-student relationship. Consensual sexual relations between teacher and student can adversely affect the academic enterprise, distorting judgments or appearing to do so in the minds of others, and providing incentives or disincentives for student-faculty contact that are equally inappropriate. For these reasons, any sexual relations between a teacher and a student during the period of the teacher/student relationship are prohibited. The prohibition extends to sexual relations between a graduate or professional student and an undergraduate, when the graduate or professional student has some supervisory academic responsibility for the undergraduate, to sexual relations between department chairs and students in that department and to sexual relations between graduate group chairs and students in that graduate group. In addition, it includes sexual relations between academic advisors, program directors, and all others who have supervisory academic responsibility for a student, and that student.

The term "sexual harassment" is defined as "unwelcome sexual advances, requests for sexual favors and other verbal/non-verbal or physical conduct of a sexual nature" and that

1. Involves a stated or implicit threat to the victim's academic or employment status;
2. Has the purpose or effect of interfering with an individual's academic or work performance; and/or;
3. Creates an intimidating or offensive academic, living, or work environment.

The use of a position of authority to seek to accomplish any of the above constitutes sexual harassment.

Sexual harassment may be physical, verbal and/or non-verbal in nature. One incident or the aggregation of a series of incidents (even when a single incident would not necessarily be considered to be harassing) may constitute sexual harassment whether it occurs on or off campus or during working or non-working hours. Although sexual harassment has typically involved a female victim, members of either sex can harass both males and females. Although sexual harassment typically involves a person in a superior position as the offender, people in subordinate or equal positions also may be offenders.

Sexual harassment may occur in a variety of ways, e.g., harassment of a student by a student, or of a faculty/staff member by a staff member, or of a student by a faculty/staff member, or of a staff member by a student.

Sexual harassment can include:

1. An offer for a grade of an "A" for sexual favors;
2. Suggestions or threats that refusal of sexual favors might hinder one's academic, social or professional standing;
3. Constant efforts to change a professional relationship into a personal one;
4. Unwanted sexual looks or gestures;
5. Persistent and offensive sexually oriented jokes and comments;
6. Social or professional comments demeaning to a particular gender;
7. Unwanted physical contact such as patting, pinching or touching; and
8. Telling lies or spreading rumors about a person's sex life.

Sexual harassment can cause:

\* Emotional effect such as fear, shame, humiliation, depression, guilt, feelings of powerlessness, confusion, self-doubt, isolation, anger, anxiety, negative self-esteem, and embarrassment.

\* Physical effects such as nausea, headaches, stomachaches, high blood pressure, muscle tension, weight changes, sleeplessness, too much sleep, accident proneness, and skin problems.

\* Academic/employment effects such as dropping a class, changing a major, failing an exam, decreased educational/job satisfaction, increased absenteeism, loss of fringe benefits or promotion, being fired, and exclusion from peer groups.

Faculty, staff, and students of Gratz College who believe they have been the victims of sexual harassment should contact the Office of Human Resources for assistance. The individual has the option of making a formal or informal complaint according to the procedures outlined below. No retaliatory actions may be taken against any person because he or she makes such a complaint or against any member of the school who serves as an advisor or advocate for any party in such a complaint. Incidents should be reported within 30 days, if possible, and all information will be kept confidential if requested by the person making the complaint. At any time during the procedures, both the person bringing the complaint and the person against whom the complaint is made may have a representative present in discussions with Gratz College.

### **Informal Complaints**

a. Any student or employee may discuss an informal complaint with Gratz College. If the person who discusses an informal complaint with Gratz College is willing to be identified to other school officials, but not the person against whom the informal complaint is made, Gratz College and/or other school officials will make a confidential record of the circumstances and will provide guidance about various ways to resolve the problem or avoid future occurrences.

b. If the person bringing the complaint is willing to be identified to the person against whom the complaint is made and wishes to attempt informal resolution of the problem, Gratz College and/or other

school officials will make a confidential record of the circumstances (signed by the complainant) and suggest and/or undertake appropriate discussions with the persons involved.

c. When a number of people report incidents of sexual harassment that have occurred in a public context (for instance, classroom situation) or when the designated school official receives repeated complaints, he or she may inform the person complained against without revealing the identity of the complainant.

### **Formal Complaints**

A formal complaint of sexual harassment must include a written statement signed by the complainant specifying the incident(s) of sexual harassment. The statement may be prepared by the complainant or by an advisor as a record of the complaint. The complaint must be addressed to the Dean of the College. Formal complaints will be investigated in the following manner:

- \* The Dean and/or other school officials will decide whether circumstances in the complaint warrant a formal investigation.

- \* If the circumstances warrant an investigation, the person complained against is notified of the complaint and the substance of the complaint.

- \* The investigation will be limited to what is necessary to resolve the complaint or make a recommendation. If it is necessary for the Dean and/or other school officials to speak to people other than those directly involved in the complaint, the complainant and the person complained against will be notified.

- \* The Dean and/or other school officials will complete an investigation within 60 days and will either:

- a. Resolve the complaint to the satisfaction of the complainant and the person complained against and report the findings and resolution to the College President.

- b. Report the findings with appropriate recommendations for corrective action to the College President.

- c. Report to the College President that there is not sufficient evidence to support the complaint.

College sanctions will be imposed in accordance with appropriate College processes upon persons found to have violated this policy. These sanctions can include but are not limited to suspension, expulsion, and/or separation from the College. In addition, an individual charged may be subject to prosecution by the Office of the District Attorney under Pennsylvania Criminal Statutes.

If a student feels that the college administration has not adequately addressed the complaint, the student may then appeal the decision to the Board of Governors of Gratz College.

If the student is not satisfied with the decision of the Board of Governors, the student may contact: Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17126-0333; (717) 787-3787.

## **Security Policies and Procedures**

### **Security**

The Gratz College Maintenance Department, in conjunction with the Jewish Federation of Greater Philadelphia, maintains the building and grounds with a concern for safety and security. Reports of potential safety hazards, such as broken windows, should be made to the Maintenance Department at (215) 635-7300, ext. 166 or the Reception Desk at ext. 100. There are fire alarms throughout the building and should be used in the event of an emergency. During times when the facility is closed, the building is monitored by Anaconda Protective Concepts.

### **Campus Law Enforcement**

Students are encouraged to report all on-campus crimes to Office of Information Technology/Campus Security at (215) 635-7300, ext. 213 during the day. During evening hours, students should report all on-campus crimes directly to the receptionist at the Front Reception Desk. Where appropriate, crimes will be reported to local enforcement agencies by dialing 911.

### **Crime on Campus**

In compliance with the Commonwealth of Pennsylvania's College and University Security and Information Act 73 of 1988, Gratz College is required to report the incidence of crime on campus for three years before October 1<sup>st</sup>. A complete copy of this report is on file in the office of Information Technology/Campus Security and is available for inspection. The report is also available on the Gratz College website.

### **Weapons on Campus**

No students, faculty, staff or visitors to facility are authorized to possess weapons. In the event security personnel are hired for a particular event, or in response to a particular issue, only trained and licensed professionals are authorized to possess weapons.

## **Additional Policies**

### **Kashrut Policy (Jewish Dietary Laws)**

In recognition of Gratz College's Jewish legacy and our commitment to pluralism, Gratz College always accommodates those who observe the Jewish Dietary Laws, which is known as *kashrut* in Hebrew or "keeping kosher." We order food from kosher caterers and we serve food with kosher certification. Our kitchen appliances are also maintained in accordance to the laws of *kashrut*.

### **Smoking**

As required by the Pennsylvania Clean Indoor Air Act of 1990, Gratz College maintains a smoke-free environment. Students who choose to smoke may do so outside the front door or on the campus grounds with an understanding that all litter must be placed in an appropriate container so as to eliminate the risk of fire.

## Tuition and Fees

Tuition rates are listed below by **credit**. Most courses are **3 credits**. All exceptions should be noted. Please consult course schedules and descriptions to verify the number of credits per course. To calculate total course tuition, please multiply the credit rate by number of course credits. Gratz College reserves the right to change fees and tuition rates at any time.

### Tuition

Programs	Per Credit Rate
Undergraduate Jewish Studies Degrees	\$583
Master's in Education, Master's Plus Certificates, Master of Science in Teaching Practice	\$450*
Master of Science in Camp Administration, Master of Arts in Holocaust and Genocide Studies, Master of Arts in Human Rights, Master of Arts in Interfaith Leadership, Master of Arts in Jewish Communal Service, Master of Arts in Jewish Studies, Jewish Professional Studies, Master of Science in Nonprofit Management, Graduate Certificates	\$698
Doctoral	\$914
Non-matriculated undergraduate	\$583
Non-matriculated graduate	\$698
Non-matriculated graduate in Education	\$450
Gratz alumni auditor (online/on campus)	\$419 (per course)
Auditor (online/on campus)	\$626 (per course)
Hebrew Mechina online	\$600 (per course)
Hebrew I (non-credit) and Yiddish (non-credit)	\$900 (per course)

*\*Special reduced tuition rate for Philadelphia School District education students*

### Fees

Graduation	\$125
Application	\$50
Registration per semester	\$70
Tech fee per online course	\$75
Language placement exam	\$100
Late registration	\$35
Transfer credit (per credit)	\$10
Comprehensive exams (per exam)	\$300
Dissertation or Capstone per semester	\$650
Transcript fee	\$12
Tuition Payment Plan	\$25/semester

## **Refunds**

Students may drop courses as required until the end of the drop deadline listed in the Academic Calendar without penalty. Individuals will be held financially obligated for those classes that are not dropped within the timeframe published in the Academic Calendar. Fees are not refundable.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the Registrar. Failure to attend class **is not** a withdrawal and students will not receive adjustment of charges if they do not attend class.

## Financial Assistance

Jeanne Cavalieri-Grover, Director of Financial Aid

Gratz College believes that any student wishing to enroll in the college should not be denied the opportunity because of financial reasons. Therefore, Gratz College continues to promote fellowships, institutional aid and loans for its qualified, deserving students who are in need of funds in order to attend. Provided that the student meets all of the Federal eligibility criteria, the College will do everything possible to help students and their families maximize the amount of aid they receive. The college provides institutional funds to supplement the funds the student may be eligible to receive from Federal, State and private sources. Financial planning issues for families who do not qualify for Federal, State or private assistance, or who feel they still need further assistance beyond their need based financial aid, will be counseled with an emphasis on interest-free payment plans and private loan programs.

While the goal of the College is to meet full financial need, the realities of institutional funding have precluded this in the past and will most likely continue to do so. The Institutional Aid Committee will continue to distribute the limited institutional funds in a manner to best serve the needs of the students and the institution. The College will continue to fund institutional financial aid as a top priority.

The following are proposed as principles for the Gratz College Institutional Aid program.

- Selection of students to receive financial aid will be made without regard to age, sex, race, color, religion, national origin or handicap.
- The basic premise in awarding financial aid is that the primary responsibility for financing education lies first with the student and his/her family. The family's ability to pay is the first criterion which is examined in determining a student's eligibility for financial assistance. When the total resources which can be provided by the family do not meet the expenses of the College, the College attempts to provide assistance in conjunction with Federal, State and private sources.
- In determining a student's resources, factors which are considered include, but are not limited to, family income, family assets, student assets and prior year earnings, number of people in the household and number in college. Efforts will be made to verify the accuracy of these factors, as reported. Individual circumstances will be taken into account whenever possible.
- In selecting students to receive aid, and determining the amount they receive the college will consider:
  - a) The date of the student's Institutional Aid application (did the student apply before or after the April 15th priority deadline);
  - b) The availability of funds as of the date of application, for funds which are limited;
  - c) Factors listed in #3 above;
  - d) Special factors as determined by the College on an annual basis to serve the needs of special populations.
- Once the determination of need is made, the College will look first to the Federal Pell Grant program and PHEAA State Grant program for assistance. Once assistance from those two sources is subtracted from the student's need, then Federal Direct Loans are used as an alternative. Students still requiring additional assistance to meet their need will then be considered for Gratz Institutional Aid.
- Because the College has limited funds available to students, students are expected to utilize all possible alternatives available to them, in addition to College funds.
- Financial aid awards, which include any Title IV aid, will not exceed need. If a student receives outside assistance which causes an over award, the student's Gratz College Institutional Aid award will be modified. Every effort will be made to reduce loan assistance before reducing grant assistance.



- After an Institutional Aid award has been sent to the student, the student or his/her parents may request a reevaluation. No student will be considered for reevaluation or request for additional assistance, until all other resources (e.g. Federal Direct Loans) have been utilized.
- Gratz College awards merit scholarships to students displaying no need through its Gratz College Fellowship Program. No need students receiving merit scholarships will be awarded an amount approved on an annual basis by the Admissions Office.
- There will be limited college funds available to International students. Awards will be made based on a combination of the student's need and merit.

The following financial aid is available for Gratz students:

**Grants:** Federal and State grants are awarded to undergraduate students based on need and income. Grants are considered “gift” aid – they do not need to be repaid.

**Federal Pell Grant:** Available for Undergraduate students, awarded based on EFC, COA and enrollment status. Students can receive this grant for a maximum of six years, including enrollment at other colleges.

**Federal Direct Loan Program:** Loans that are part of the Federal Direct Loan program which help students pay for their educational expenses by borrowing directly from the government. Terms of the loan are covered in greater detail in the required Federal Loan Entrance Counseling and Master Promissory Note. Loan repayment begins six months after a student graduates, withdraws, or drops below half-time status.

**Federal Direct Subsidized Federal Loan (Undergraduate Students only):** If you have Unmet Need, a portion of your Direct Loan may be offered as a Subsidized Direct Loan. The federal government pays the interest on subsidized loans while you are enrolled at least half-time.

**Federal Direct Unsubsidized Federal Loan:** You are not required to have Unmet Need to borrow an unsubsidized loan, but you are responsible for interest that accrues during deferment periods with this loan type.

**Federal Direct Parent PLUS Loan:** Parents of dependent students may apply for a Parent PLUS loan, limited to the cost of attendance minus other financial aid received. PLUS loan borrowers cannot have an adverse credit history.

**Federal Direct Graduate PLUS Loan:** A Graduate PLUS loan is an unsubsidized loan for graduate/professional students, limited to the cost of attendance minus other financial aid received. PLUS loan borrowers cannot have an adverse credit history.

**Alternative Loan:** Credit based Alternative/Private loans are an additional way to finance the costs of higher education when federal options are exhausted. They are offered through private lenders whose loans are unassociated with any federal student loan program. Because of this, terms and conditions vary greatly.

### **The Academic Year**

The academic year is divided into three semesters; fall, spring and summer. The fall semester typically begins in early September and ends in late December. The spring semester begins in mid-January and ends in May. The summer session begins in June and continues through August. The Gratz College academic year typically consists of 16-week semesters for fall, spring and summer. Specific dates are posted in the academic calendar.

A regular Undergraduate academic course load:

6 to 8 credits =  $\frac{1}{2}$  time enrollment

9 to 11 credits =  $\frac{3}{4}$  time enrollment

12 and > = fulltime enrollment

A regular Graduate academic course load:

4.5 to 8 credits =  $\frac{1}{2}$  enrollment

9 and > = fulltime enrollment

A regular Doctorial academic course load:

3 to 5 credits =  $\frac{1}{2}$  enrollment

6 and > = fulltime enrollment

### **Class Year Defined by Credits for Financial Aid**

A student's grade level classification for financial aid is determined according to the number of credits he/she completes. Such classification is based on the following:

For Undergraduates\*:

0-23 credits	Freshman
24-47 credits	Sophomore
48-71 credits	Junior
72+ credits	Senior

For Graduates:

0-17 credits	Graduate Level A
18-35 credits	Graduate Level B
36-53 credits	Graduate Level C
54+ credits	Graduate Level D

\*Successful completion of a total of 120 credits is required for Undergraduate graduation.

### **Gratz College's Policy of Verification**

Verification is a requirement of the U.S. Department of Education and is the process of confirming information submitted on the various Federal Title IV Funds including the Federal Direct Stafford Loan. Applicants should be aware that this federal regulation requires them to submit tax data and other requested information to the Office of Financial Aid before the processing of student loan applications and/or the awarding of funds. Students must submit the required information to complete the verification process no later than 45 days before the last day of the student's enrollment.

Items to be verified include: adjusted gross income from the IRS form; U.S. income taxes paid; number of family members for whom parents provide more than half of their support; the number of children in

postsecondary schools who are enrolled at least half time; dependency status; untaxed income; eligible non-citizen status and any other item for which conflicting information has been submitted to the Office of Financial Aid.

#### **Documents Required:**

- Verification Worksheet
- For dependent students: IRS Tax Transcript from the student and the custodial parent(s)/stepparents (if applicable) from the appropriate tax year (as determined by the US Department of Education) and all W-2 forms.
- For independent students: IRS Tax Transcript from the student (and spouse's if applicable) from the appropriate tax year (as determined by the US Department of Education) and all W-2 forms.
- Other documents as requested.

Please Note: If the student and/or parent used the Data Retrieval Tool (DRT) to transfer their income from the IRS onto the FAFSA, they are not required to submit their IRS Tax Return Transcripts. If the student and/or parent did not use the DRT, they must request a "Tax Return Transcript" (do not request the IRS "Tax Account Transcript") directly from the IRS. The IRS Tax Return Transcript can be requested by calling 1-800-908-9946 or online at <https://www.irs.gov/individuals/get-transcript>.

If the student or custodial parent or stepparent (if applicable) did not file a federal tax return, they must provide documentation from the IRS that indicates that an IRS income tax return was not filed. A confirmation of non-filing can be obtained from the IRS using form 4506-T and checking box 7 (Allow at least 10 business days to process your request), or by calling 1-800-908-9946.

#### **Exclusions**

Listed below are certain circumstances where students do not have to complete verification. The FAO must identify and document in the aid folder why the student is not required to complete verification.

1. An applicant died during the award year.
2. A resident of Guam, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, and the Trust Territory of the Pacific Islands (Palau).
3. A student who is incarcerated.
4. Certain spouse or parent status unavailable.
  - Spouse or parent is deceased, mentally or physically incapacitated
  - Residing outside the United States and cannot be contacted
  - The spouse or parent cannot be located because the address is unknown and the applicant cannot obtain the address
  - The applicant is a recent immigrant
  - The applicant completed verification at a previously attended school in the same award year
  - A student does not receive Title IV funds.

#### **Verification Time Frames**

When a student is selected for verification, they will be notified by the Financial Aid Office of their selection. In general, the student will have 14 days to provide the necessary documentation and complete the verification process. If there are unusual circumstances that delay the process, they must be noted in the student file. **If the student does not comply with this time frame, no financial aid will be disbursed.**

If any information needs to be corrected or updated on the FAFSA, due to the results of verification

process, the Financial Aid Office will make the necessary changes online. If the student needs to make any updates due to the verification process, they will be notified via email to go online and make the changes within 14 days. In the event that an award changes due to the results of the verification process, the student will be notified via email of such changes.

### **Policy on Dependency Status Overrides**

On an individual, case-by-case basis, the Financial Aid Director may exercise Professional Judgement to change a students' status from dependent to independent by reason of unusual circumstance. The reason for the decision must be carefully documented in the student's file. Examples of such special circumstances may include but are not limited to abusive family situation or documented proof that the student has lived separately from the parents for a prolonged period of time and has received no financial support from the parents for that period of time. Professional Judgement should not be used simply because a parent is unwilling to provide his/her information.

### **Policy Regarding Treatment of Outside Scholarships**

The following policy is regarding the treatment of outside scholarships and grants. It is applied consistently to all financial aid recipients and protects the institution against "over awards" and potential federal liability in the administration of federal financial aid monies. Upon notification of an outside scholarship or grant, the funds are added into the recipient's financial aid package.

1. If the amount of the scholarship or grant does not exceed their "unmet need", the scholarship will simply be recorded on the student's account and in their file, and no modification of their award will be made.
2. If the amount of the scholarship or grant does exceed their "unmet need", their financial aid package will be decreased by the Federal Direct Loan.

### **Veterans Benefits**

The Department of Veterans Affairs determines the eligibility of educational benefits to which Undergraduate and Graduate students are entitled. Gratz College is dedicated to assisting veterans and their dependents as they reach personal, professional and academic goals. If you have any questions regarding the application for your benefits, remaining entitlement, or any other general benefits questions, please contact the Veteran's Affairs Office of the Philadelphia Education Department at 1.888.GI-BILL-1 (1.888.442.4551) or visit [www.gibill.va.gov](http://www.gibill.va.gov).

Below are some of the different benefits available:

- Chapter 33 – Post 9/11 GI Bill ®
- Transfer of Post 9/11 GI Bill ® Benefits to Dependents (TEB)
- Chapter 30 – Montgomery GI Bill ® - Active Duty
- Chapter 31 – Vocational Rehabilitation
- Chapter 35 – Dependents Educational Assistance

You may be eligible to use VA educational benefits at Gratz College. If you are, you must select which benefit to receive. You cannot receive payment for more than one benefit at a time. If you are eligible for more than one benefit, you should contact the VA to discuss your educational plans.

#### VA Student Responsibilities:

- Be accepted for enrollment to a degree program or be currently enrolled in a degree program at the Gratz College.
- Submit the Certificate of Eligibility provided to them by the VA to Gratz College's School Certifying Official (SCO).
- Submit a written request (finaid@gratz.edu) to be certified by Gratz College's SCO for each semester of enrollment. The SCO will submit enrollment, tuition and fee information for each semester of enrollment to the VA.
- It is the responsibility of the VA student to provide the SCO with any changes to enrollment (add, drop, withdraw from a course) each semester on a timely basis. This can be done by emailing the SCO at finaid@gratz.edu.
- Whenever you add, drop or withdraw from a course, it may affect your VA benefits. The VA will notify you if the change in enrollment resulted in a debt to the VA. You will be responsible for paying any debt back to the VA.
- Gratz College will hold a student responsible for any portion of tuition and other fees not covered by the VA.

In accordance with Title 38 US Code 3679 subsection (e), Gratz College adopts the following additional provisions for any students using [U.S. Department of Veterans Affairs \(VA\) Post 9/11 G.I. Bill®](#) (Ch. 33) or [Vocational Rehabilitation and Employment](#) (Ch. 31) benefits, while payment to the institution is pending from the VA.

#### Gratz College will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

#### **Gratz College's SCO:**

##### **Jeanne Cavalieri-Grover**

VA Certifying Official / Director of Financial Aid

Gratz College

Office: (215) 635-7300 ext. 102

[finaid@gratz.edu](mailto:finaid@gratz.edu)

#### **Change of Address**

If your address changes anytime during the academic year, it is your responsibility to notify Gratz College. You must also update your Free Application for Federal Student Aid (FAFSA) with your new address. This can be done online at <https://studentaid.gov>.

#### **Applying for a Federal Direct Loan**

To apply for a Federal Direct Loan, all first-time borrowers must complete a Master Promissory Note (MPN) online at <https://studentaid.gov>. Federal Direct Loans are low-interest loans for students to help pay for the cost of a student's education. The lender is the U.S. Department of Education rather than a bank or other financial institution. The MPN is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the Department. It also explains the terms and conditions of your loan(s). In most cases, once you've submitted the MPN and it's been accepted, you won't have to fill out a new MPN for future loans you receive. You can borrow additional Direct Loans on a single MPN for up to 10 years.

### **Entrance/Exit Counseling**

Entrance Counseling is required of all students who borrow under the Federal Direct Loan Program. The Entrance Counseling session will provide important details regarding loan repayment options, borrower's rights and responsibilities, debt management and loan default consequences. You may satisfy this requirement by completing the Entrance Counseling session online at <https://studentaid.gov>. Your federal loan funds will not be disbursed until the Entrance Counseling session is completed.

Exit Counseling is required before a student graduates, withdraws or drop below half time enrollment status. Exit Counseling provides important information which prepares students to repay their federal student loan. The Exit Counseling session can be completed online at <https://studentaid.gov>.

### **Loan History**

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of Education's programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data. To review your complete federal student loan history: <https://nslds.ed.gov>.

### **Federal Direct Subsidized Loan Program**

Direct Subsidized Loans are available to undergraduate students with financial need. The Financial Aid Office will determine the amount you can borrow, and the amount may not exceed your financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan:

- while you're in school at least half-time,
- for the first six months after you leave school (referred to as a grace period\*), and
- during a period of deferment (a postponement of loan payments).

### **Federal Direct Unsubsidized Loan Program**

Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. The Financial Aid Office determines the amount you can borrow based on your cost of attendance and other financial aid you receive. You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If you choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, your interest will accrue (accumulate) and be capitalized (your interest will be added to the principal amount of your loan).

### **Federal Direct Parent PLUS Loan Program**

To receive a Parent PLUS loan, you must be the biological or adoptive parent (or in some cases, the stepparent) of a dependent undergraduate student enrolled at least half-time at an eligible school, not have an adverse credit history and meet the general eligibility requirements for federal student aid (your child must

also meet these requirements.) The U.S. Department of Education is your lender. A credit check will be conducted. The maximum PLUS loan amount you can receive is the cost of attendance (determined by the school) minus any other financial aid received.

### **Federal Direct Graduate PLUS Loan Program**

The Graduate PLUS Loan is a federal student loan available to students attending graduate school and professional school. It offers a fixed interest rate and flexible loan limits. Eligibility for the Graduate PLUS Loan does not depend on demonstrated financial need, but you need to file the FAFSA (Free Application for Federal Student Aid) to qualify. You also have to pass a simple credit check. Graduate students must use their Federal Direct Unsubsidized loan eligibility prior to applying for a Federal Direct Graduate PLUS loan. The Graduate PLUS Loan allows you to borrow up to the full annual cost of attendance (COA) minus other financial aid received (scholarships, fellowships, grants, federal student loans, private student loans). There is no aggregate (cumulative) loan limit.

### **Alternative/Private Loans**

Alternative/Private Loans are available to assist students who may need additional financing beyond the Federal Direct Loan Program to fund their education. Students may borrow up to the cost of attendance, minus other financial aid received. Loan approval is generally based on credit worthiness and ability to repay. The student is the primary borrower although a creditworthy co-signer is often required if the student does not have a credit history of his/her own. The interest on most alternative loans accrues while the student is in school; however, it can be deferred in many cases until after graduation or when the student ceases to be enrolled at least half-time.

*Careful consideration should be made in determining the amount to be borrowed, taking into consideration the interest rate, possible fees, deferment option and repayment term of the loan*

### **Direct Loan Interest Rates**

The Bipartisan Student Loan Certainty Act ties federal student loan interest rates to the 10-year Treasury note. This Act re-establishes the interest rates for new Federal Direct Student Loans, moving them from a fixed interest rate to a “fixed variable” interest rate that will be established each year on June 1 and effective on July 1 of that year. A “fixed variable” rate means that a new interest rate will be set each year, but the rate will be fixed for the life of the loan for any loans disbursed between July 1 of that year and June 30 of the next year. As a result this may mean that upon graduation a borrower may have a set of fixed-rate loans, each with a different interest rate. The bill also imposes a cap to ensure interest rates never exceed 8.25% for undergraduate students and 10.50% for graduate students.

### **Repayment**

The student is responsible for repayment of all Federal Direct Loans. The length of repayment is 10 years, but may be extended to 25 years. Repayment begins six months after graduation, withdrawal from the Gratz College, or if you drop to below half-time enrollment. Repayment can be deferred if you return to school at least half-time and for certain other circumstances. Graduated, income-sensitive, and extended repayment options may also be available.

### **Deferment and Forbearance**

Borrowers can get an in-school deferment on their Direct Loans whenever they are enrolled halftime or more. Other types of deferments include partial financial hardship or unemployment deferment.

Deferments are typically given for 12 month periods of time. Interest will not accrue on subsidized loans during deferments. Contact your loan servicer for the appropriate forms.

Forbearance means a temporary lowering of payments for a certain amount of time, usually for several months. Forbearance is given due to unforeseen financial, health or military circumstances. Interest will continue to accrue on all loans during forbearances, and accrued interest may be capitalized (added to your principle) after a forbearance ends. Contact your loan servicer for the appropriate forms.

### **Loan Disbursements**

At Gratz College, we have three payment periods: fall, spring and summer. All loans proceeds will be disbursed once per payment period. If you will be enrolled for all three semesters (fall, spring and summer) at Gratz College, 1/3 of your total loan proceeds will be disbursed for the fall semester, 1/3 will be disbursed for the spring semester and the final 1/3 will be disbursed for the summer semester. All federal loans and most private loans are sent directly to the school according to the school's academic calendar. You will receive a loan disbursement at the beginning of each payment period once your enrollment has been verified (in addition, your Master Promissory Note and Entrance Counseling session must also have been completed and approved). Please refer to your financial aid award letter for exact loan amounts and disbursement dates.

### **Refunds**

If the total amount of your financial aid for the semester exceeds your tuition and fees, you will receive a refund of the remaining balance from the Business Office. If eligible, you will receive your refund within 14 days of crediting the award(s) to your student account. All refunds checks are sent to the student's home address. If you have questions concerning your tuition bill or refund, please contact Karen West from the Student Billing Office at 215-635-7300 x163.

### **Tuition and Fees**

It is your responsibility to make sure all tuition and fees are paid by the appropriate deadline. Tuition and fees are charged for each semester of enrollment. Gratz College accepts cash, checks or credit card payments. If you have questions concerning you tuition bill, please contact the Karen West at 215-635- 7300 x163.

### **Return of Title IV Funds**

If a student completely withdraws from the College and has utilized Federal Title IV Funds (e.g. Federal Pell Grant, Federal Direct Loan, Federal Direct Parent Loan for Undergraduate Students or Graduate Student (PLUS) during the semester in which they withdraw, the College will observe the federally mandated process in determining what, if any amount of money must be returned to the federal program(s). All unearned Title IV funds must be returned to the Department of Education within 45 days of the date of the student's withdrawal from Gratz College.

Students who intend to withdraw from the College must complete the process as outlined in the Student Handbook under the Academic Policies section. In cases where a student has received federal financial assistance during that semester, the Financial Aid Office will determine what, if any adjustment must be made. This determination will be based on the formula prescribed in the federal regulations for the return of Title IV funds. This determination is made on the basis of the number of calendar days completed in the semester prior to the student's notification to withdraw, divided by the total number of days in the semester. If the



resulting percentage is after 60% of the enrollment period, no return of federal funds will take place since the student has earned 100% of their Title IV funds.

If the percentage is less than 60% of the enrollment period, this percentage will be used to determine the portion of Title IV aid that has been “earned”. The remaining amount must be returned in the following order:

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct Plus Loans
- Federal PELL Grant
- Federal SEOG
- Other Title IV Aid

NOTE: Refunds as a result of official withdrawal or leave of absence will be made in accordance with the College’s refund policies which appear in the Refund Policy section of the Academic Bulletin.

If the amount of money that must be returned to Title IV programs exceeds that which exists in the students account as a result of the College’s refund policy, the student will be notified as to the amount of any grant money that must be repaid. This repayment must take place in order for a student to reestablish eligibility to receive federal funds in the future. Any loan proceeds which must be repaid will become part of the normal repayment procedures for the loan program.

Once the Return to Title IV Funds calculation has occurred, the Financial Aid Office will notify the student of the results of the calculation and the aid that was returned. The Business Office will notify the student of any outstanding balance now due to the institution as a result.

### **Federal Direct Loan Aggregate Limits**

The lifetime aggregate limits for federal student loans (FFELP and Direct) are as follows:

- Graduate students: \$138,500 combined (only \$65,500 may be subsidized; includes amounts borrowed as an undergraduate student).
- Dependent undergraduate students: \$31,000 combined (only \$23,000 may be subsidized).
- Independent undergraduate students: \$57,500 combined (only \$23,000 may be subsidized).
- Parent PLUS Loans and Graduate PLUS Loans do not have a lifetime maximum.

### **Responsible Borrowing**

Unlike scholarships and grants, student loans (such as the Federal Direct Loan, Parent/Graduate PLUS Loan or Alternative/Private Loan) are considered borrowed money that must be repaid with interest. You should borrow wisely and borrow only what you need. How you manage your loan debt can affect your credit rating and your ability to borrow in the future. Repaying a student loan on time can create and build an excellent credit history. Should you have trouble making your student loan payments, contact your lender, options are usually available to temporarily postpone payments.

### **Questions about Repayment of your Federal Loans**

If you have questions about loan repayment or loan deferment, please contact your federal loan servicer.

You can find your federal loan servicer on the National Student Loan Database System (NSLDS)

<https://nslds.ed.gov> or by calling the Federal Student Aid Information Center at 800-4-FED-AID.

### **Independent or Dependent Student**

Legislation defines an independent student as an individual who is at least 24 years old by December 31 of the academic year for which aid is sought. If the student will not be at least 24 years old, then he/she must meet at least one of the following criteria to be considered independent:

- Be an orphan or ward of the court
- Be a veteran of the U.S. Armed Forces or serving on active duty in the US Armed Forces (other than training)
- Be a married student
- Be a graduate student
- Be a student who has legal dependents other than a spouse
- Be a student for whom the Financial Aid Office makes a documented determination of independence by reason of other unusual circumstances.

Dependent Student Students who do not comply with the requirements above must apply as a dependent student. All dependent students must provide parental information on the FAFSA.

### **Satisfactory Academic Progress Requirements - How Your Grades Impact Your Financial Aid Eligibility**

There are three parts to the Satisfactory Academic Progress requirement:

1. Qualitative Standard - Grade Point Average (GPA)
2. Quantitative Standard – Credits Earned
3. Maximum Time Frame

Students must comply with all three requirements to remain eligible for aid, as explained in the following:

1. **Qualitative Standard - Grade Point Average (GPA)** - Satisfactory Academic Progress regulations require that students maintain a minimum cumulative grade point average (GPA) in order to remain eligible for financial aid. **Undergraduate** students must maintain a minimum cumulative grade point average of 2.0. **Graduate and Doctoral** students must maintain a minimum cumulative GPA of 3.0.
2. **Quantitative Standards – Credits Earned** - Satisfactory Academic Progress regulations also contain a quantitative component, meaning that students are required to make steady progress toward their degree by completing at least two-thirds (67%) of all their attempted cumulative credit hours in the program. For example, if a student is enrolled in their second academic year and has earned 25 credit hours out of 36 cumulative attempted credit hours, then the rate of progression in the program is 69.4%.
3. **Maximum Time Frame** - Satisfactory Academic Progress regulations also contain a maximum timeframe component. All students are expected to complete their degree programs within the defined maximum program completion time, which should not exceed 1 ½ times (150%) the normal time frame. Gratz College defines the normal time frame as the length of time it would take an average student to complete the total program credits listed in the Academic Catalog.

### **Measuring Academic Progress**

All academic transcripts are reviewed by the Financial Aid Office at the end of each academic year. Measurement begins with the fall semester and ends with the last summer session. All financial aid applicants

are subject to the Satisfactory Academic Progress Standards regardless of whether or not they received financial assistance previously.

### **When the Minimum Standard of Academic Progress is Not Achieved**

A student who does not make satisfactory academic progress will be placed on financial aid suspension until the requirements are met. During this suspension, a student is denied federal financial aid. The student will be notified in writing of the financial assistance suspension. A student who is denied assistance will be considered for reinstatement of their financial aid when standards have been achieved.

### **Reinstatement of Financial Aid**

Reinstatement of financial aid is not automatic. Once financial aid has been discontinued, it will be reinstated provided: the student has successfully achieved the required cumulative grade point average and number of credits (see qualitative and quantitative standards). The student must request the reinstatement in writing.

### **Appeals**

If a student has failed to achieve satisfactory academic progress, the student can appeal the decision to the Financial Aid Office. The appeal must be submitted in writing and specify the extenuating circumstances which prevented the student from achieving satisfactory academic progress. The following types of special circumstances may be considered when a student appeals, such as: injury or extended illness of the student, death in the family, or a change in educational objectives. The Financial Aid Office may request additional documentation and/or require a personal interview with the student.

If a student appeals their SAP and the appeal is approved by the Financial Aid Office, then Title IV program assistance will only be awarded for one probationary period. If SAP is not successfully achieved at the end of that probationary period, then the student is no longer eligible to participate in the Title IV programs.

### **Title IX Policy**

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in any federally funded education program or activity. Gratz College is committed to providing an environment free from discrimination on the basis of sex. Pursuant to Title IX of the Education Amendments of 1972 and 34 C.F.R, Part 106, Gratz College has designated a Title IX Coordinator that has the primary responsibility for coordinating the school's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Amendment prohibits sex discrimination in all the operations at Gratz College, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of a recipient's educational programs and activities. Sexual misconduct against students, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination under Title IX.

The Title IX coordinator oversees the school's response to reports and complaints that involve possible sex discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate, so the school can address issues that affect the wider school community.

You should contact the Title IX Coordinator in order to:

- seek information or training about students' rights and courses of action available to resolve reports or complaints that involve potential sex discrimination,
- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify the School of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination,
- ask questions about the School's policies and procedures related to sex discrimination, including sexual misconduct.

The Title IX Coordinator at Gratz College is the Interim Dean of the College (215-635-7300 x120).

### **FERPA and the Financial Aid Office**

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records by requiring prior written consent before disclosing personally identifiable information to a third party. It applies to all colleges and universities that receive funding from the federal government.

Records created and maintained by the Financial Aid Office are considered to be education records and may not be disclosed without the student's consent. This includes at least all of the following records:

- Records relating to eligibility and disbursement of Federal student aid funds
- Student account
- Federal work-study payroll records
- Financial aid applications
- SAR's and ISIR's
- Documentation of professional judgment decisions
- Documentation relating to a refusal to certify Federal education loans
- Financial aid history information (for transfer students)
- Cost of attendance information, including documentation relating to any adjustments
- Satisfactory Academic Progress (SAP) documentation
- Documents used for verification
- Entrance and exit counseling records
- Financial records

Educational records include any materials received from the student and/or parents. It also includes any records that were used to make decisions about the student.

Only those records that are directly related to the student are considered to be educational records. Although employment records are not considered education records by FERPA, student employment records are considered to be education records, therefore, the employment records of a work-study student are protected by FERPA.

**Voter Registration**

Gratz College students are encouraged to register to vote and exercise their right to have a voice in democracy. If you need to register to vote, visit <https://vote.gov>. Depending on your state's voter registration rules, the site can help you:

- Register online
- Download the National Mail Voter Registration Form
- Find guidance for states and territories with different registration procedures

**Constitution Day and Citizenship Day**

As an online institution, Gratz College will recognize Constitution Day each year by featuring an activity on the college website which promotes discussion and reflection on the importance of the U.S. Constitution. September 17th is Constitution Day and Citizenship Day. This day commemorates the September 17, 1787 signing of the United States Constitution. Each educational institution that receives Federal funds for a fiscal year is required to hold an educational program about the U.S. Constitution for its students.

## **Transcripts**

All requests for transcripts must be submitted via [Parchment](#). Gratz College partners with [Parchment](#) to provide official digital and paper transcripts.

## **Health Insurance**

Gratz College strongly encourages all students to maintain health insurance. The college assumes no financial responsibility for medical expenses or medical assistance incurred by students.

## **Tuttleman Library**

The Edna and Stanley Tuttleman Library is a private, academic library that primarily supports the online graduate programs of Gratz College.

A place of connection for contemporary adult student engagement, the Library offers quality resources and dedicated staff to build confidence and ensure academic success at the graduate level.

The Tuttleman Library overall houses approximately 80,000 items, including books, periodicals, reference materials, sheet music, sound recordings in various formats, films, rare books and ephemera, and archival material. The Library has been held in high regard for its notable collection of Hebraica and Judaica, is a major Judaic resource, and has formerly served locally as the Jewish Public Library of Greater Philadelphia.

In the past decade the Library has expanded its online and electronic resources. Its current focus is on expanding access to digital content. The digitized content of these collections integrates into the Gratz curriculum across courses of study; supports graduate-level research; provides critical resources for K-12 teacher professional development; and supports a range of other educational initiatives.

For more information, please see the website at [www.gratz.edu/academics/library](http://www.gratz.edu/academics/library)

## **Graduate Admissions**

Applicants to all graduate programs are required to submit the following in order to be considered for admission:

Completed online application

A personal statement

Current résumé

Two recommendations, one academic and one professional

Official, sealed transcripts from all colleges and universities attended

\$50 application fee

\*The doctoral level programs require an additional letter of recommendation and an interview.

Gratz College does not require Graduate Records Examination (GRE) test scores.

Some degree programs have additional pre---requisite or co---requisite requirements that are detailed in the individual program descriptions.

Applications are considered on a rolling basis, and students may apply to begin in fall, spring or summer terms. However, priority deadlines are posted on the web site which give applicants the best opportunities for admission and scholarship review.

Admission decisions are based on many factors, such as the quality of the applicant's prior academic degree, application materials, and relevant work experience. Gratz College offers admission to applicants whose records demonstrate a high potential for graduate study.

Achievement of a 3.0 cumulative grade point average at an accredited institution is a necessary requirement to be accepted into the graduate programs. Applicants not meeting the minimum requirements still may be considered for admission pending review and approval by the Graduate Admissions Committee. These applicants may be considered for a conditional acceptance. Program directors and advisors will monitor a conditionally accepted student's academic progress according to the guidelines outlined in the letter of acceptance.

### **Non-Native English Speakers**

Students whose native language is not English must pass the TOEFL exam with a score of 90 or better.

### **Transfer Students**

Transfer credit towards graduate degrees may be granted for appropriate academic work completed with a grade "B" (3.0) or better at an accredited institution. A \$10 fee per credit will be applied to all graduate transfer credits. Courses must be evaluated during the admissions process and at the discretion of the program director and/or Dean.

## Graduate Programs

### Graduate-level Institutional Learning Goals

While each graduate program at Gratz College has its own program goals, the following were developed as shared goals of the institution for all students pursuing advanced degrees.

*Upon completion of a graduate degree at Gratz College, the student will demonstrate the ability to:*

**1. Critical Thinking**

Evaluate research and claims within the respective field of study, based on the standards of the discipline.

**2. Diversity**

Negotiate complex interactions involving diverse and multiple points of view.

**3. Scholarship/Research**

Utilize disciplinary scholarship and/or research, which has been located through appropriate use of technology.

**4. Values and Ethics**

Reflect on personal experiences in order to develop values and goals.

**5. Core Knowledge**

Apply understanding of core knowledge, core skills, and contemporary issues within the respective field of study.

Gratz College offers the following Master's Programs leading to degrees in:

- Master's in Education
- M.A. in Holocaust and Genocide Studies
- M.A. in Human Rights
- M.A. in Interfaith Leadership
- M.A. in Jewish Studies
- M.A. in Jewish Professional Studies
- M.S. in Camp Administration and Leadership
- M.S. in Nonprofit Management
- M.S. in Teaching Practice

Gratz College offers two doctoral programs, an Ed.D. in Education Leadership and a Ph.D. in Holocaust and Genocide Studies.

Gratz College also offers a number of graduate-level certificate programs. Students interested in pursuing any of these certificates should see the program descriptions in this catalog and should consult the appropriate program coordinator for advisement.

12-credit Graduate level certificates are available in:

- |                                  |                            |
|----------------------------------|----------------------------|
| • Chaplaincy                     | • Interfaith Leadership    |
| • Curatorial Studies             | • Jewish-Christian Studies |
| • Education (Master's Plus)      | • Jewish Communal Service  |
| • Health Administration          | • Jewish Education         |
| • Hebrew Instruction             | • Jewish Studies           |
| • Holocaust and Genocide Studies | • Nonprofit Management     |
| • Human Rights                   |                            |



## Master of Education

**Program Director: Philip Moore, Ed.D, M.F.A.**

The Gratz College Master of Education (M.Ed.) degree is an online, 30 credit (10 course) program designed for teachers currently teaching in classrooms or other educational spaces. Guided by the principle of *Tikkun Olam* (Repairing the World), the program advocates for learning that matters, for transformative potential in education, and for advancing the ideas of equity, inclusion and social action.

The program invites students who want to critically engage with their practice and the greater educational terrain. As a student, you will be joining a community of scholar practitioners and encouraged to think broadly and creatively about teaching and learning.

The 8 week, asynchronous online courses allow students to learn from individual work and reflection, from other students, and from our faculty of practitioners. We hope students leave our program re-energized about teaching and inspired to continue their good work in the world.

Students wishing to specialize in [Jewish Instructional Education](#) may choose a special 33-credit curriculum concentration which includes courses in Jewish Studies, teaching methods, and Fundamentals & Orientations in Jewish Education.

### Program Goals

*Upon completion of the Master of Education, the student will demonstrate the ability to:*

**1. Critical Thinking**

Evaluate and recharge a personal teaching practice.

**2. Diversity**

Identify a diversity of learner needs in a learner centered classroom.

**3. Scholarship/Research**

Respond to a variety of ideas on effective teaching and learning practices.

**4. Values and Ethics**

Collaborate in a positive and effective shared online learning environment.

**5. Core Knowledge**

Select context appropriate instructional and assessment approaches

### Requirements for the Following Concentrations (30 credits):

Creativity & Cognition  
Curriculum & Instruction  
Early Childhood  
Equity & Inclusion  
Educational Leadership  
Integrated Learning

### Required Core Courses (9 credits)

Select one course from each of the foundational areas:

#### Classroom Practice & Instruction

EDU 522 Assessment  
EDU 510 Applying Universal Design  
EDU 554 Contemporary Issues in Classroom Management

#### Equity, Inclusion & Opportunity

EDU 518 Law & Ethics  
EDU 555 Culture & Family Dynamics  
EDU 559 Teaching Tolerance in the Classroom

**Philosophical Foundations**

EDU 516 Instructional Design  
EDU 532 Moral Education  
EDU 591 School & Society

**Concentration Courses (15 credits)**

**Early Childhood (5 of these)**

EDU 505 Teaching Through Movement  
EDU 527 Teaching the Whole Child Through Multiple Intelligences  
EDU 533 Integrated Learning  
EDU 543 Designers of Learning  
EDU 553 Child Development Prenatal through Grade 4  
EDU 560 Leadership & Advocacy for Early Childhood Education  
EDU 562 Issues in Supervision of Programs for Young Children  
EDU 563 Play as the Foundation of Learning  
EDU 546 Arts Integration in the Classroom: Application Across Curriculum  
EDU 574 Social and Emotional Learning in the Classroom

**Creativity & Cognition (5 of these)**

EDU 512 Motivating Today's Learners  
EDU 520 The Empowered Learner  
EDU 521 Growth Mindset  
EDU 533 Integrated Learning  
EDU 540 Foundations of Creativity  
EDU 541 The Creative Educator  
EDU 542 Creative Pedagogy  
EDU 544 Creative Technologies  
EDU 572 Brain Based Learning  
Edu 574 Social and Emotional Learning in the Classroom

**Integrated Learning**

Any 7 EDU courses for your concentration & electives

**Curriculum & Instruction (5 of these)**

EDU 505 Teaching Through Movement  
EDU 512 Motivating Today's Learners  
EDU 520 The Empowered Learner  
EDU 546 Arts Integration in the Classroom: Application Across Curriculum  
EDU 527 Teaching the Whole Child Through Multiple Intelligences  
EDU 536 Kinesthetics Across the Curriculum  
EDU 537 Teaching Conflict Resolution  
EDU 542 Creative Pedagogy  
EDU 544 Creative Technologies  
EDU 574 Social and Emotional Learning in the Classroom

**\*or any of the Classroom Practice & Instruction foundational choices above not used towards that**

## **requirement**

### **Equity & Inclusion (5 of these)**

EDU 523 Gender & Learning  
EDU 537 Teaching Conflict Resolution  
EDU 556 Inclusive Practices in the Diverse Classroom  
EDU 557 Understanding Economics, Class, and Language  
EDU 559 Teaching Tolerance in the Classroom  
EDU 560 Leadership & Advocacy for Early Childhood Education  
EDU 574 Social and Emotional Learning in the Classroom  
EDU 575 Social Justice in the American Classroom  
EDU 590 Creating Safe Spaces: LGBTQ  
EDU 597 Poverty & the American School

**\*or any of the Equity, Inclusion, & Opportunity foundational choices above not used towards that requirement**

### **Educational Leadership (5 of these)**

EDU 514 Professional Learning Community & Mentorship  
EDU 524 School as Cultural & Political Entity  
EDU 528 Personality & Leadership Theory in the Classroom  
EDU 535 Technology & the 21<sup>st</sup> Century Learners (2015)  
EDU 560 Leadership & Advocacy  
EDU 562 Issues in Supervision of Programs for Young Children  
EDU 568 Introduction to Teacher Leadership  
EDU 580 Current Issues in Secondary Education  
EDU 597 Poverty & American Education

### **Electives (6 credits)**

Electives can be any EDU course which has not been used for a requirement above, or one of the following:

EDU 506 Wellness & the Educator  
EDU 543 Designers of Learning  
EDU 566 Trauma Sensitive Schools  
EDU 593 Instruction, Students, Resources  
EDU 594 The Positive Classroom  
EDU 595 Classroom Interaction & Engagement  
EDU 596 Professional Responsibilities  
EDU 605 Special Topics (depending on the topic, this course may be used for a concentration requirement)  
Courses from other Gratz College graduate programs may be used with permission of Program Directors from both programs.

### **Requirements for the Jewish Instructional Education concentration (33 credits)**

Merging current pedagogy with the deep traditions of Jewish education, the Jewish Instructional education concentration serves those wishing to improve their skills and knowledge base as they pertain to all Jewish instructional settings. Students in this concentration take only 2 foundational courses from the MEd roster, and then the following concentration and elective selections:

**Prerequisite/Co-Requisite:** College Level Hebrew III or exam exemption

#### **Concentration Courses:**

- JED 510 Fundamentals & Orientations in Jewish Education

- 6 credits, Jewish Education Methods courses (student choice)
- 9 credits, Jewish Education or Jewish Studies courses (student choice)
- 9 credits, Electives (student choice from Education, Jewish Education, Jewish Studies, or Holocaust & Genocide, or Non-Profit Management)

## **Master of Science in Teaching Practice**

**Program Director: Philip Moore, Ed.D, M.F.A.**

The M.S in Teaching Practice promotes a deeper thinking about your classroom practice and the role of education in society. The ten-course (30-credit) program is designed for teachers with at least five years of teaching experience. As with the other education programs at Gratz, the program advocates for learning that matters, for transformative potential in education, and for advancing ideas of equity, inclusion and social action.

The program includes the *Grossman Seminar on Contemporary Issues in Education*. This course offers students a chance to hear from visiting scholars and to explore a contemporary issue based on their scholarly and professional practices. The *Educational Inquiry* and *Capstone* class asks students to research a specific issue in education, and to complete an applied project related to their professional practice.

The 8 week, asynchronous online courses allow students to learn from individual work and reflection, from other students, and from our faculty of practitioners. We hope students leave our program re-energized about teaching and inspired to continue their good work in the world.

*Upon completion of the Master of Science, the student will demonstrate the ability to:*

**1. Critical Thinking**

Advance personal philosophies of education related to personal practice and the broader American education system.

**2. Diversity**

Evaluate learning contexts and systems for opportunities in equity and inclusion.

**3. Scholarship/Research**

Conduct a thorough literature review in an educational area and apply this research to an action project.

**4. Values and Ethics**

Collaborate in a positive and effective shared online learning environment.

**5. Core Knowledge**

Demonstrate skills in emerging areas of teaching leadership and research.

### **Required Core Courses: (6 credits)**

EDU 591 School & Society

EDU 605 Special Topics or any Contemporary Issues in Education course:

- EDU 554 Contemporary Issues in Classroom Management
- EDU 557 Understanding Economics, Class, & Language
- EDU 562 Issues in Supervision of Programs for Young Children
- EDU 580 Current Issues in Secondary Education
- EDU 590 Creating Safe Spaces: LGBTQ
- EDU 597 Poverty & the American School

### **Concentration Courses: (12 credits)**

#### **Teacher Leadership Concentration**

EDU 568 Introduction to Teacher Leadership

EDU 514 Professional Learning Community & Mentorship

EDU 538 Change & Accountability

EDU 524 School as Cultural & Political Entity

**Creative Movement Concentration**

EDU 576 Introduction to Dance & Creative Movement

EDU 577 Historical & Cultural Context of Dance & Creative Movement

EDU 578 Creating Dance & Creative Movement

EDU 579 Activity Management

**Integrated Learning Concentration**

Any 7 EDU courses for your concentration & electives

**Electives (6 credits)**

Any EDU course which has not been used for a requirement above may be used for an elective. Courses from other Gratz College graduate programs may be used with permission of Program Directors from both programs

**Capstone Project (6 Credits)**

EDU 571 Educational Inquiry

EDU 599 Capstone

**Master's Plus Certificate**

Any student who has earned a Master's degree can take any additional EDU courses to earn a Master's Plus Certificate. This certificate can be earned with 15, 30, 45, or 60 credits.

**Graduate Certificates in Education**

Any concentration can be a graduate certificate with the completion of 12 credits:

- Early Childhood Education
- Creativity & Cognition
- Curriculum & Instruction
- Equity & Inclusion
- Educational Leadership
- Teacher Leadership
- Creative Movement

**Pennsylvania State Endorsements**

Students who hold an existing Pennsylvania Level I or Level II certificate will be eligible for the state endorsement in Creative Movement PreK-12 or Skills for Teacher Leaders with the completion of the four courses and the completion of both 25 hours of appropriate field work and the learning portfolio to identify, document and analyze this work.

The Pennsylvania state endorsement highlights knowledge in new and emerging areas of learning. It does not replace a certificate required to teach in any specific content area.

## Master of Arts in Holocaust and Genocide Studies

The Gratz College Holocaust and Genocide Studies master's level program provides in-depth courses on a wide range of Holocaust topics as well as other genocides including Armenia, the Balkans, and the Native American genocides. The M.A. and graduate certificate are for those seeking a challenging academic experience to expand their knowledge and address the broader phenomenon of genocide in modern times.

### Transfer Credit Policy from the MA to the PhD in Holocaust and Genocide Studies

2 courses from the Holocaust and Genocide Studies MA can be applied to the PhD program ONLY for students who have applied and have been accepted to *switch* from the MA to the PHD *while they are still completing their MA*. Students who have completed the MA may not use two MA courses towards the PhD.

## Program Goals

*Upon completion of the Master of Arts in Holocaust and Genocide Studies, the student will demonstrate the ability to:*

### 1. Critical Thinking

Utilize critical thinking to investigate topics in Holocaust and genocide studies and their larger historical contexts.

### 2. Diversity

Recognize the diversity of cases of genocide and mass murder and of historical approaches to their study and analyze the unique experiences of marginalized groups within the specific historic context.

### 3. Scholarship/Research

Identify basic scholarship on the Nazi murder of Jews 1933-45, as well as other contemporary genocides.

### 4. Values and Ethics

Reflect on the impact of Holocaust and genocide studies on their own professional and personal identity.

### 5. Core Knowledge

Identify the larger historical and cultural contexts, past and present, in which the Holocaust and other genocides have unfolded.

## Requirements: Master of Arts

The Master of Arts in Holocaust and Genocide Studies (MAHGS) consists of 36 credits, all of which may be taken online, including 2 required courses, 8-9 electives, and a 6-credit thesis or 3-credit project.

## Required Courses

HGS 510: The Holocaust and European Mass Murder

HGS 557: Comparative Genocide

## Electives (8-9) from the following options:

HGS 503: Women in the Holocaust

HGS 504: Holocaust Art

HGS 507: Their Brother's Keepers: Rescuers and Righteous Gentiles

HGS 511: History of Antisemitism

HGS 512: Teaching the Holocaust

HGS 517: Resistance in the Holocaust

HGS 518: State and Society in Nazi Germany

HGS 524: Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families

HGS 525: Post-Holocaust Theology  
HGS 526: Nazi Germany and Corporate Collaboration  
HGS 527: Native American Genocides  
HGS 533: Before Hitler: East European Jewish Civilization  
HGS 535: Literature of the Holocaust  
HGS 537: Holocaust Historiography  
HGS 541: From Armenia to Auschwitz: An Examination of the First Modern Genocides  
HGS 554: The Warsaw Ghetto  
HGS 555: Holocaust and Memory  
HGS 556: Genocide Prevention  
HGS 558: Gender and Genocide in the 20th Century  
HGS 559: The Holodomor  
HGS 560: America's Response to the Holocaust  
HGS 562: The Church and the Holocaust  
HGS 563: The Holocaust and Ethical Reasoning  
HGS 632: Jews and Germany: Rise, Fall and Rebirth  
HGS 633: Loss and Renewal: The Aftermath of the Holocaust  
HGS 634: Hitler's Other Victims  
JST 515: The Problem of Evil: The Jewish Response (cross-listed)  
JST 615: Judaism and Christianity (cross-listed)

**Project or Thesis**

HGS 598: Master's Thesis (6 credits)  
HGS 599: Master's Final Project (3 credits)



## **M.A. to Ph.D. in Holocaust and Genocide Studies**

Students have the option of applying to both the M.A. and Ph.D. programs in Holocaust and Genocide Studies at the same time.

The M.A. to Ph.D. in Holocaust and Genocide Studies is a total of 75 credits, 27 M.A. credits and 48 Ph.D. credits. M.A. students who are approved to continue into the Ph.D. program do NOT have to complete a master's thesis or final project.

After 18 M.A. credits, students will be reviewed by the program director to determine if they are qualified to continue on to the doctorate. If approved by the program director, M.A. students will need to meet minimal standards of GPA (3.5) while completing their M.A., in order to continue on into the Ph.D. program.

M.A. students who are approved to continue into the Ph.D. program pay the M.A. tuition rate for the first 27 credits and then pay the Ph.D. rate after that. After completing **27** M.A. credits, M.A. students approved by the program director may begin to take Ph.D. courses.

Students who elect **not** to continue on to the doctorate, or who are not accepted to continue by the program director, will complete the 36-credit M.A. requirements with a thesis or final project and required electives as designated in the original MAHGS.

If a student has already completed the first 9 credits of the doctoral program and then decides to opt out of the Ph.D., those 9 credits (3 courses) will be applied back to the M.A. requirements, and the student may graduate with a terminal master's degree with no thesis or final project.

Students who have completed the Gratz College MAHGS who wish to apply to the M.A.-Ph.D. combined program must do so within two years of receiving the Gratz MAHGS. Gratz M.A. graduates may be awarded 9 credits towards the Gratz College Ph.D. at the discretion of the program director.

Students may still apply separately for the distinct MAHGS (36 credits including final project/thesis) and Ph.D. (48 credits including proposal and dissertation) program options.

Students enrolling in the Gratz Ph.D. with a completed master's degree from *outside* of Gratz College will not receive any transfer credits toward the Gratz Ph.D.

## **Graduate Certificate in Holocaust and Genocide Studies (GCHGS)**

The Graduate Certificate in Holocaust and Genocide Studies consists of 12 credits, all of which may be taken online. Any four courses in Holocaust and Genocide Studies may be taken at either the 500-level or the 600-level.

### Transfer Credit Policy from the Certificate to the MA in Holocaust and Genocide Studies

All 4 courses from the current HGS Certificate can be applied to the HGS MA program. All 6 courses from the previous HGS Certificate can be applied to the HGS MA program.

## **Graduate Certificate in Curatorial Studies (in partnership with Carleton University)**

HGS students interested in working in a museum may also take a Certificate in Curatorial Studies, which can be taken as part of the MA in Holocaust and Genocide Studies, or separately. Gratz College has an agreement with Carleton University for Gratz students to receive a 5-course Certificate in Curatorial Studies through Gratz:

### **4 courses in Curatorial Studies (taught online by Carleton instructors at Gratz)**

- HGS 568/768 Curatorial Studies I - The course will introduce the student to various historical and contemporary topics within curatorial practice and will provide an intellectual framework to develop critical, research, practical, and professional competencies about general curatorial practices.
- HGS 569/769 Curatorial Studies II - Practical examination of art exhibition practices; workshops designed to help students develop curatorial skills and navigate the museum world. This course trains students in the core competencies of curatorial practice.
- HGS 570/770 Curatorial Studies III - Practical work in the collecting of artifacts, including a written assignment.
- HGS 571/771 Curatorial Studies IV - Project-oriented course focused on curatorial practices. Completion and presentation of an individual exhibition proposal. Stage-by-stage approach covering all required aspects of proposal development.

### **1 course in Holocaust and Genocide Studies**

Students may select any elective course in Holocaust and Genocide Studies at Gratz.

## Master of Arts in Human Rights

The MA in Human Rights is a 30-credit degree and is intended for students who are committed to social justice and the equality of all people and who have the desire to be leaders in the cause of Human Rights, which is especially urgent in today's troubled world.

"Human Rights" refers to the basic rights of dignity and equality that belong to all human beings, regardless of gender, sex, age, sexual orientation, religious belief, or any other status as established through the Universal Declaration of Human Rights in 1948. People who have the knowledge and expertise to promote human rights and understanding are increasingly in demand in a world that is in desperate need of these skills. Students take courses in areas such as Civil Rights, Women's Rights, Children's Rights, Sexual Identity and Gender Rights, and Refugee Rights, among others, and can complete the program in 2 years.

### Program Goals

*Upon completion of the Master of Arts in Interfaith Leadership, the student will demonstrate the ability to:*

1. **Critical Thinking:** Evaluate whether the foundational principles of Human Rights are currently being applied in human rights crises around the world.
2. **Diversity:** Articulate in what ways the various aspects of Human Rights reflect the diversity of human culture.
3. **Scholarship/Research:** Utilize the foundational documents and work of major leaders in Human Rights in academic research.
4. **Values and Ethics:** Articulate how studying the history and development of the field of Human Rights has affected your personal values and goals.
5. **Core Knowledge:** Demonstrate knowledge of the broad definition of "Human Rights" and its application in world situations.

### 27 credits (9 courses) in Human Rights Courses, which include the following courses, among others:

HRI 520 Universal Declaration of Human Rights  
HRI 521 African American and Jewish Relations: Alliances and Struggles  
HRI 522 International Women's Rights  
HRI 523 First Amendment Values  
HRI 524 Civil Rights and Civil Liberties  
HRI 525 Financial Equity and Human Rights  
HRI 526 Refugee Rights  
HRI 527 Child Protection and Children's Rights  
HRI 528 Sexual Identity and Gender Rights  
HRI 529 International Health Rights  
HRI 530 Patriarchy and Women's Rights  
HRI 532/732 Ethical Perspectives on Human Rights  
HRI 535/735 First Amendment Rights  
HRI 600 Antisemitism and Racism

### Capstone Project or Internship (3 credits):

HRI 599 Capstone Project or Internship

## **Graduate Certificate in Human Rights**

Students who are interested in the field of Human Rights but who have no background in the subject may take the Graduate Certificate in Human Rights as a first credential. All the credits earned in the Certificate may then be applied to the MA in Human Rights.

### Requirements for the Graduate Certificate in Human Rights (12 Credits)

- HRI 520 The Universal Declaration of Human Rights
- Any 3 additional courses in Human Rights

## **Master of Arts in Interfaith Leadership**

The 36-credit Master of Arts in Interfaith Leadership focuses on the practical and professional skills needed to be an effective and educated leader in interfaith relations involving the Abrahamic faiths of Judaism, Christianity, and Islam. Students choose from a variety of courses that emphasize leadership and organizational skills, as well as courses which enhance their ability to address issues of interfaith beliefs and practices. There are also opportunities for hands-on field work.

### **Program Goals**

*Upon completion of the Master of Arts in Interfaith Leadership, the student will demonstrate the ability to:*

1. Delineate the key issues of interfaith relations and how best to address them
2. Identify the diversity of beliefs and practices within Judaism, Christianity, and Islam
3. Interpret both the primary and secondary sources that inform interfaith relations
4. Explain how the experience of interfaith dialogue influences the development of one's values and ethics
5. Articulate the leadership skills and interfaith knowledge necessary for working effectively in interfaith relations

### **Requirements**

The MA in Interfaith Leadership is comprised of 36 graduate credits:

**Organizational Leadership Courses**— 1-2 courses (3-6 credits) selected from the following:

- EDD 706 Leadership (**Required Course**)
- MGT 544 Fundraising
- MGT 545 Strategic Planning in the Nonprofit Organization
- MGT 572 Organizational Behavior
- MGT 575 Project and Program Management
- MGT 578 Nonprofit Law

**Interfaith Understanding** — 3-5 courses (9-15 credits) selected from the following:

- IFL 620 Successful Interfaith Dialogue
- IFL 622 Interfaith Social Justice and Social Action
- HGS 511 History of Antisemitism
- HGS 525 Post-Holocaust Theology
- HGS 557 Comparative Genocide
- HGS 562 The Church and the Holocaust
- JST 615 Judaism and Christianity

**Religious Studies** — 3-5 courses (9-15 credits) selected from the following:

- IFL 621 Interfaith Life Cycle & Holidays
- IFL 623 Interfaith Liturgy
- IFL 624 Interfaith Sacred Scriptures
- IFL 625 Interfaith Theology
- IFL 635 The Concept of the Saint in Judaism, Christianity, and Islam

- JST 517 Comparative Liturgy of Judaism and Christianity
- JST 529 Jewish and Christian Interpretations of the Bible
- JST 603 Comparative Theology of Judaism and Christianity
- JST 620 Sages, Saints, and Sinners

#### **Field Work and Capstone Project (6 credits)**

- IFL 698 Field Work
- IFL 699 Capstone Project

Students will be required to complete 35 hours of Field Work (3 credits) to receive hands-on experience in interfaith relations. Gratz College will assist students in finding local field work placement. Students must also complete a Capstone Project (3 credits) on a specific area of Interfaith Leadership. Students are encouraged to attend a one-week Summer Institute training session on-campus at Gratz to enhance their Field Work experience and Capstone Project.

### **Graduate Certificate in Chaplaincy**

Students in the MA in Interfaith Leadership may also obtain the Graduate Certificate in Chaplaincy as part of their MA, or students may take the Certificate separately.

The four required courses for the Chaplaincy Certificate are offered online through Hartford International University for Religion and Peace:

1. CH 540 Religious and Cultural Ethics for Chaplaincy
2. CH 510 Psychology and Sociology for Chaplaincy
3. CH 530 Chaplaincy Models and Methods
4. CH 520 Theology and Scriptures in Spiritual Care Practice

### **Graduate Certificate in Interfaith Leadership**

The Graduate Certificate in Interfaith Leadership is an introductory credential that allows students to obtain a basic background in the three Abrahamic faiths of Judaism, Christianity, and Islam.

The certificate requires 12 credits (4 courses) in any four Interfaith Leadership courses.

### **Graduate Certificate in Jewish-Christian Studies**

The graduate Certificate in Jewish-Christian Studies is a unique program offering a comparative approach to Judaism's relationship with Christianity from ancient times to today. The program presents the early foundational beliefs, practices, and sacred texts of Judaism and Christianity, the similarities shared by the two religious traditions as well as their developing differences, and the relationship between the two faiths today. Students from all faiths and backgrounds are welcome to study in a pluralistic atmosphere where academic knowledge can help lead to greater interfaith understanding.

The certificate requires 12 credits (4 courses).

2 courses from the following:

JST 529 Jewish and Christian Interpretations of the Bible  
JST 603 Comparative Theology of Judaism and Christianity  
JST 517 Comparative Liturgy of Judaism and Christianity

2 Elective Courses from the following:

JST 615 Judaism and Christianity  
JST 620 Sages, Saints, and Sinners  
HGS 511 History of Antisemitism  
TH 586 Theology of the Liturgy (available online through St. Joseph's College in Maine)  
TH 530 Christology (available online through St. Joseph's College in Maine)  
TH 555 Introduction to the New Testament (available online through St. Joseph's College in Maine)

## **Master of Science in Nonprofit Management**

**Program Director:** Deborah Aron, M.S.W., L.C.S.W.

The Gratz College M.S. in Nonprofit Management is a 33-credit graduate degree program designed for the adult working professional. Participants in the MSNPM program expand their understanding of the economic, ethical, organizational, social, and behavioral concepts which are critical to the management of organizations within the nonprofit sector. This practitioner-oriented program emphasizes managerial development and leadership skills as well as a consideration of ethical and social principles as they apply to real world situations in a 21st century global community. Through the design, implementation and presentation of applied research projects, students will demonstrate that they have mastered the application of theoretical knowledge to the solution of practical nonprofit organizational challenges. Case studies and projects will focus on diverse organizations including social service providers, community service organizations, hospitals, educational institutions and as well as religious entities.

### **Program Goals**

*Upon completion of the Master of Science in Nonprofit Management, the student will demonstrate the ability to:*

1. **Lead** diverse organizations toward the ethical achievement of strategic goals
2. **Articulate** how change takes place in diverse circumstances
3. **Analyze** organizations from the structural, financial, human resource, and marketing perspectives
4. **Apply** research and data to decision-making
5. **Apply** the functional areas of management and donor relations in nonprofit settings

### **Requirements (33 credits, each course is 3 credits)**

#### **Required core (12 credits)**

MGT 510 Fundamentals of Human Resources  
MGT 512 Professional Writing and Communication  
MGT 542 Financial Management of Nonprofit Organizations  
MGT 544 Fundraising

#### **Electives (18 credits)**

MGT 543 Marketing the Nonprofit  
MGT 545 Strategic Planning in the Nonprofit Organization  
MGT 546 Fundamentals of Health and Health Systems  
MGT 553 Using Technology to Build Community and Grow Your Organization  
MGT 555 Social Entrepreneurship  
MGT 572 Organizational Behavior  
MGT 574 Theory and Future of Nonprofits  
MGT 575 Project and Program Management  
MGT 578 Nonprofit Law

#### **Capstone (3 credits)**

MGT 600 Capstone/Applied Research Project

#### **Midcareer Fellowship (9 Jewish Studies credits, which may be applied to electives)**

JST 504 The Jewish Family: Institutions and Traditions



JST 601 New Directions in the American Jewish community  
JST Additional Jewish Studies Elective

### **Jewish Educational Administration Concentration**

#### **Required Core (15 credits)**

MGT 510 Fundamentals of Human Resource Management  
MGT 542 Financial Management Concentration  
MGT 572 Organizational Behavior  
JED 510 Fundamentals and Orientations in Jewish Education  
JED 522 Supervision in Jewish Education  
EDU 516 Principles of Instructional Design  
EDU 522 Effective Learning Assessment

#### **Foundational Education Courses (6 credits)**

Students choose two courses from among the M.Ed. Foundational Courses such as:

EDU 510 Applying Universal Design in the Classroom  
EDU 516 Principles of Instructional Design  
EDU 518 Legal and Ethical Issues in the 21st Century Classroom  
EDU 522 Effective Learning Assessment  
EDU 532 Moral Education in the Classroom  
EDU 554 Issues in Contemporary Classroom Management  
EDU 555 Culture and Family Dynamics  
EDU 559 Teaching Tolerance in the Classroom  
EDU 591 School and Society

#### **Electives (12 credits)**

Two Jewish Education (JED) or Jewish Studies (JST) Electives  
Two Nonprofit Management MGT Electives

\*Pre/Co-Requisite: College Hebrew Level III or exemption by exam.

### **Hebrew Proficiency Requirement for Jewish Educational Administration Track**

Candidates for the Jewish Educational Administration track of the M.S. in Non-profit Management must demonstrate competency in Hebrew language before graduation equivalent to graduate level Hebrew III. Students meet the Hebrew requirement by passing a Hebrew proficiency exam. Students who do not already possess this level of competency may satisfy this requirement through study in the College's Hebrew program or through transfer credits in another approved program. Hebrew levels I, II, and III, if needed, are taken in addition to the credits required for the M.S.

### **Joint Graduate Programs in Jewish Communal Service with the University of Pennsylvania**

Students interested in pursuing careers in Jewish communal organizations have the opportunity to earn a Master of Social Work (M.S.W) degree from the School of Social Policy and Practice (SP2) of the University of Pennsylvania simultaneously with a graduate certificate in Jewish Communal Service from Gratz College. Penn students enrolled in the MS in Nonprofit Leadership at SP2 can also combine their degree with the Gratz Graduate Certificate of Jewish Communal Service, the Graduate Certificate of Nonprofit Management, the Graduate Certificate in Jewish Education, or the full MA in Jewish Professional Studies. These programs include courses specifically designed for those who wish to work in the institutions of the American Jewish community.

### **Application Procedures**

Separate applications (and fees) for these cooperative graduate programs must be submitted to Gratz College and to the School of Social Policy and Practice at the University of Pennsylvania. For more information, contact the Admissions Office at Gratz College at [admissions@gratz.edu](mailto:admissions@gratz.edu) (215) 635-7300 ext. 140 and the Office of Enrollment Management, School of Social Policy and Practice, [apply@sp2.upenn.edu](mailto:apply@sp2.upenn.edu) or (215) 746-1934.

### **Requirements for the M.S.W./Graduate Certificate in Jewish Communal Service, the MS in Nonprofit Leadership/Graduate Certificate in Jewish Communal Service and the MS in Nonprofit Leadership/ Graduate Certificate of Nonprofit Management**

This cooperative program enables students to take 2 courses at Gratz College that will count towards the Graduate Certificate in Jewish Communal Service *and* towards the electives needed in the M.S.W. program at the University of Pennsylvania. One practice class at SP2 counts toward the Graduate Certificate in Jewish Communal Service. For the MS in Nonprofit Leadership/ Graduate Certificate in Jewish Communal Service, the MS in Nonprofit Leadership/ Graduate Certificate of Nonprofit Management, or the Graduate Certificate in Jewish Education two courses from Gratz College count as the outside electives in the NPL program. Gratz College accepts one NPL core course as an elective in any of these graduate certificates. In each case, students take three courses at Gratz College and one course at SP2 to complete the certificates. Please see requirements for the certificates above.

### **Requirements for the MS in Nonprofit Management/MA in Jewish Professional Studies**

Students completing the dual Masters complete 8 courses total at Gratz instead of the usual 10 courses in the MAJPS and 8 NPL courses instead of the usual 10. (Two core courses from Penn are accepted for the Gratz degree, and two Gratz courses are accepted as outside electives for the NPL degree). Students are encouraged to utilize summer semesters to complete multiple courses toward the Gratz MAJPS to minimize overloading during the fall and spring semesters of the NPL program.

### **Graduate Certificate of Health Administration**

The Graduate Certificate in Health Administration may be completed as a concentration within the MA in Nonprofit Management, or as a 12-credit stand-alone certificate. Courses give an overview of health administration and policy in the United States with an ability to focus on an area of interest through a final capstone course. Single health administration courses may also be taken as electives for students in the primary nonprofit management program.

### **Curriculum Map:**

MGT 546 Fundamentals of Health and Health Systems  
Health Law and Policy  
Health Care Financing  
Health Policy Capstone

### **Graduate Certificate in Jewish Communal Service**

The graduate certificate in Jewish Communal Service prepares future Jewish communal professionals in other disciplines or enhances the Jewish studies background of those already employed within the Jewish community. It may also be taken by students pursuing full master's degree programs to broaden their career options. This is the certificate completed in conjunction with The University of

Pennsylvania MSW program. The graduate certificate consists of four 3-credit courses for a total of 12 credits.

**Requirements** (All courses are 3 credits)

JST 610 New Directions in the American Jewish Community **OR**  
JST 621 American Jews: Honoring the Past, Looking to the Future  
Nonprofit Management Elective  
Jewish Studies elective (classical)  
Jewish Studies elective (modern)

Students who complete the graduate certificate in Jewish Communal Service may apply the credits toward the Gratz College Master of Arts in Jewish Professional Studies degree.

### **Graduate Certificate in Nonprofit Management**

The study of nonprofit management is essential training for community professionals to be able to do their work with expertise and efficiency. This certificate provides essential training on current trends in the American community and practical aspects of managing an organization. The graduate certificate consists of four 3-credit courses for a total of 12 credits.

**Requirements** (All courses are 3 credits)

4 Electives of student's choice from Nonprofit Management course selection

Courses include:

- MGT 510 Fundamentals of Human Resources
- MGT 512 Professional Writing and Communication
- MGT 542 Financial Management of Nonprofit Organizations
- MGT 543 Marketing the Nonprofit
- MGT 544 Fundraising
- MGT 545 Strategic Planning in the Nonprofit Organization
- MGT 553 Using Technology to Build Community and Grow Your Organization
- MGT 572 Organizational Behavior
- MGT 574 Theory and Future of Nonprofits
- MGT 575 Project and Program Management
- MGT 578 Nonprofit Law

Students who complete the graduate certificate in Nonprofit Management may apply the credits toward the Master of Science in Nonprofit Management degree.

## **Master of Science in Camp Administration and Leadership**

**Program Director:** Dave Malter, M.A.

The Gratz College Master of Science in Camp Administration and Leadership is 36-credit program designed to provide current and aspiring camp leaders to acquire knowledge and competencies associated with camp leadership, operations and profitability. The goal of the Master of Science in Camp Administration and Leadership is to prepare students to engage in strategic and tactical activities focused on camp management, operations and logistics, human capital management, budgeting and finance, and productivity metrics. All courses, and the program, are driven by best practices resulting in a broad-based inquiry and focused application translating into successful camp leadership. The degree prepares students to organize, manage and lead camps by emphasizing organizational productivity, achieving competitive advantage and developing marketplace sustainability.

Courses are taught using a variety of interactive instructional techniques, including cooperative learning, projects, small group participation, classroom strategies application and lots of discussion. Courses are taught by camp experts with years of experience working with and alongside camps of all types.

Courses are offered on accelerated time schedules for students' convenience. Coursework for this 36-credit M.S. in Camp Administration and Leadership Program is offered online and in your camp setting.

The Master of Science in Camp Administration and Leadership program is designed to expand the student's understanding and application of foundational topics including leadership style, ethics and program design with high performance best practices through highly engaging graduate courses that empower camp professionals with knowledge and skills to enhance successful camp leadership.

### **Program Goals**

Upon completion of the Master of Science in Camp Administration and Leadership, the student will be able to:

#### **1. Critical Thinking**

Describe changes in camp leadership practices in a context reflecting real, complex situations because of acquisition and application of new skills and knowledge.

#### **2. Diversity**

Recognize the diverse needs of campers, staff and the community by participating in a course on inclusivity and special needs.

#### **3. Scholarship/Research**

Interpret research on effective youth leadership and management practices and how this research can be applied in a camp setting.

#### **4. Values and Ethics**

Affect changes in camp practices as a result of acquisition and application of new skills and knowledge.

#### **5. Core Knowledge**

Evaluate camper and staff needs and select appropriate instructional and assessment approaches.

**Requirements:** Students in this 36-credit program will complete 9 core courses, 1 elective and a 6-Credit Practicum (36 credits)

**Required Core** (33 credits)

- Foundations in Camp Administration (3 credits)
- Leadership for the Camp Professional (3 credits)
- Camp Law and Ethics (3 credits)
- Communication and Collaboration (3 credits)
- Management and Marketing (3 credits)
- Curriculum and Program Development (3 credits)
- Personnel and Human Resources (3 credits)
- Supervision of Instruction and Personnel (3 credits)
- Diversity, Equity, and Inclusion in a Camp Setting (3 credits)
- Practicum in the Camp Setting (Part A and B = 6 credits)

**Elective** (3 credits, Student's Choice)

\*Recommended electives include:

EDU 505 Teaching through Movement

EDU 506 Wellness & the Educator

EDU 521 Growth Mindset

EDU 522 Effective Learning Assessment

EDU 555 Culture & Family Dynamics

EDU 557 Understanding Economics, Class, & Language

\*Other electives available in all departments by advisement. Students working in a Jewish camp setting are encouraged to choose electives from Jewish Studies, Jewish Education and Jewish Communal Service. Students working in non-profit camp settings may choose electives from the Nonprofit Management program.

The practicum is a culminating experience that provides extensive, hands-on opportunities for the student to reflect on his or her practice through the lens of acquired theories. Each student will craft a learning goal that will culminate in a project that demonstrates mastery of multiple topics studied in the program. The practicum experience provides the student with growth and development opportunities in their camp setting with mentoring from a qualified camp professional. The practicum is 6 credits divided into two sessions.

## Master of Arts in Jewish Studies

**Program Director:** Joseph Davis, Ph.D.

The 36-credit M.A. in Jewish Studies is designed for students who want to deepen their understanding of the Jewish religion, Jewish heritage, Jewish history, and the ever-evolving Jewish community of today. The curriculum is ideal for those who plan to work in synagogues, or Jewish cultural and communal organizations, but also for students whose goal is personal enrichment. The degree can also provide a firm foundation for advanced work in Jewish studies.

### Program Goals

*Upon completion of the Master of Arts in Jewish Studies, the student will demonstrate the ability to:*

#### **1. Critical Thinking**

Identify the methodological bases of claims about the meanings of Jewish texts and claims about Jewish history and Jewish life, including *peshat*, *midrash*, and academic methodologies.

#### **2. Diversity**

Negotiate diverse and competing views of Jewish life, Jewish history and Jewish texts.

#### **3. Scholarship/Research**

Synthesize data from primary and secondary sources on specialized topics in Jewish studies.

#### **4. Values and Ethics**

Describe the impact of Jewish learning on their own professional and personal identity and values.

#### **5. Core Knowledge**

Apply major items of "Jewish cultural literacy" (or "Jewish operational literacy"), including basic Hebrew words, phrases, and value-concepts.

### **Requirements – 36 credits** (All courses are 3 credits unless otherwise noted)

Co-requisite: Equivalent of Hebrew I\*

Classical Jewish Studies: 9 credits, including JST 507 Seminar in Classical Judaism

Modern Jewish Studies: 9 credits, including JST 551 Judaism's Encounter with Modernity

Electives:

12 Elective credits in Jewish Studies (4 courses) with a 6-credit Master's Thesis OR

15 Elective credits in Jewish Studies (5 courses) with a 3-credit Final Project

Students who have done equivalent introductory work as an undergraduate or elsewhere may place out of the introductory series and take two additional elective courses in Jewish studies instead.

#### **\*Hebrew Proficiency**

Hebrew I proficiency must be achieved before graduation. Students may take Hebrew I at Gratz (in addition to 36 credits) or the equivalent may be transferred into the program from another approved

institution, or students may place out by exam.

Students must take a variety of courses in the Classical and Modern periods and are not permitted to fulfill the distribution requirement by taking all 9 credits in one subject area (e.g., Modern requirement cannot be fulfilled by taking all 9 credits in History).

Courses in Medieval Studies may count toward the requirement in either the Classical or Modern periods.

### **Graduate Certificate in Jewish Studies**

**Requirements** – 12 credits (All courses are 3 credits)

JST 507 Seminar in Classical Judaism

JST 551 Judaism's Encounter with Modernity

6 credits in Jewish Studies Electives

Courses taken for a graduate certificate in Jewish Studies may be applied towards the master's degree requirements, should the student wish to continue studying.

### **Graduate Certificate in Hebrew Instruction**

**Program Director:** Dina Maiben, Ed.D.

12 credits (4 courses) in Hebrew language instruction:

- Methods of Second Language Instruction for Hebrew
- Introduction to Second Language Acquisition
- Techniques and Activities for Teaching Hebrew Reading and Writing
- Evaluation Practices and the Role of Errors in Hebrew Language Learning

## **Master of Arts in Jewish Professional Studies**

**Program Director:** Debbie Aron, M.S.W., L.C.S.W.

The Master of Arts in Jewish Professional Studies is a unique graduate program designed for students who want to develop their own course of study. Students earn a graduate degree by working with an academic advisor to choose a variety of courses across multiple majors that suit their personal and academic interests and goals.

The Master of Arts in Jewish Professional Studies offers an individualized and flexible curriculum that allows the student to develop a dynamic and personalized course of study. The Professional Studies degree provides the student with the opportunity to create a self-directed path of study, supporting an individualized graduate degree that will suit each student's particular professional goals and ambitions.

### **Program Goals**

*Upon completion of the Master of Arts in Jewish Studies, the student will demonstrate the ability to:*

1. Apply a self-directed path of study using multidisciplinary and inter-disciplinary approaches to learning.
2. Recognize the diversity within differing academic subjects, cultures, or religious traditions.
3. Complete a Capstone project, based on the self-selected courses taken for the program, which articulates specific professional and personal interests.
4. Articulate one's personal values and ethics and how they interact with one's professional goals.
5. Articulate what specific knowledge and professional skills have been gained through taking the program.

### **Requirements - 30 credits**

- Jewish Professional Studies and Jewish Studies Courses (27 credits)  
MA-level courses in any of the following areas: Education, Jewish Education, Holocaust and Genocide Studies, Human Rights, Interfaith Leadership, Nonprofit Management, Jewish Studies, and Jewish Communal Service
- Capstone (3 credits)



## Doctoral Programs

### Doctor of Education in Leadership

**Program Director:** Honour Moore, Ed.D.

The Doctor of Education at Gratz College is grounded in a pluralistic approach to Jewish values and education, while welcoming to people of all cultural and religious traditions. The 48-credit program is designed for practicing educational professionals to enhance their leadership abilities to bring about change and innovation in educational settings. The program emphasizes development of leadership skills through self-reflection, analysis, and best practices used to solve real problems in the workplace through practical application. Through enhancing higher order thinking skills and ethical behavior, doctoral students will be prepared to handle a broad range of social, political, and economic forces impacting education today.

The program consists of 6 core courses and 7 additional courses, in one of three concentrations: Jewish Education, Pre k-12 Education, or Higher Education. Students may elect an individualized concentration with permission of the Program Director. All students will complete a 9 credit Applied Dissertation, broken up into 3 parts: Concept Paper, Proposal, and Final Report. The program is designed to be completed in 3 years, with 2 Summer Residencies required. All courses, with the exception of the Summer Residencies, will be offered online and in an 8-week accelerated model. Summer residencies are offered in a virtual combination of asynchronous and synchronous course design.

#### Program Goals

1. Students will be able to formulate and implement an organizational vision pertinent to their professional practice
2. Students will demonstrate the ability to manage the organization, operations, and resources of a Pre k-12, higher education, or Jewish education organization in a way that promotes a safe, supportive and effective learning environment.
3. Students will collaborate with all stakeholders to respond to diverse interests and needs of the community and beyond and mobilize resources to meet those needs.
4. Students will act with integrity, fairness, and ethical values.
5. Students will demonstrate the ability to understand, respond to, and influence the larger political, social, economic, legal, and cultural context that influences education.
6. Students will be able to synthesize scholarly learning and prior professional experience to promote practical application

#### Requirements

Total Credits: 48

For those starting in Fall 2022:

#### **Required Core – 7 courses (21 credits)**

EDD 700: Introduction to Doctoral Studies (No credit, degree requirement, Pass/Fail)

EDD 702: Critical Contexts in Educational Leadership

EDD 703: Cross Cultural Perspectives in Educational Leadership

EDD 704: Needs Assessment, Program Design, and Evaluation

EDD 705A: Methods of Inquiry A

EDD 705B: Methods of Inquiry B

EDD 706: Leading an Educational Organization

EDD 707: Strategic Planning for Educational Leadership

**Electives – 6 courses (18 credits)**

- Higher Education
- Jewish Education
- Pre K-12 Education

Courses may be selected from graduate courses in Higher Education, Pre K-12 Education, Jewish Education, Interfaith Leadership, or Non-Profit Management. Students need to consult with the Program Director to design the appropriate academic plan that meets their individual needs and the requirements of the Doctoral Degree.

**Applied Dissertation – 6 credits**

EDD 899: Proposal: 3 credits

EDD 900: Applied Dissertation Report

## **Doctor of Philosophy in Holocaust and Genocide Studies**

The Doctor of Holocaust and Genocide Studies at Gratz College is designed for students already holding a graduate degree in Holocaust and Genocide Studies, history, or other related disciplines. Doctoral students will engage in a meta-study of genocide to understand the phenomenon from a comprehensive range of academic approaches—historical, sociological, geographical, psychological, legal, theological, etc., while reviewing significant scholarly literature and conducting in-depth original research in the field.

This degree is designed to prepare students to achieve career goals as college professors, agency directors, and government advisors. Gratz College is deeply committed to educational resources and research initiatives that examine the Holocaust and other genocides in order to prevent such atrocities from occurring again to any people in the future.

### **Program Goals**

Upon completion of PhD in Holocaust and Genocide Studies, the graduate will demonstrate the ability to:

1. Critically assess scholarship and knowledge utilized during doctoral research.
2. Evaluate the diverse schools of thought encompassing Holocaust and Genocide studies coming from a diverse body of scholars.
3. Contribute original and profound research in the area of Holocaust and Genocide studies.
4. Articulate current ethical debates arising from the philosophical challenges posed by the Holocaust and other genocides.
5. Evaluate essential and specialized scholarship referring to historical and current genocides.

### **Program Structure**

Designed to be completed in 5 years

2 required Summer residencies during the Summer Institute including:

Research and doctoral writing course (year 1)

Elective course (year 2)

Core courses (3) and electives (9)

Dissertation in two stages: Proposal and Final Dissertation Report

### **Total Degree: 48 credits**

*All courses are 3 credits*

*Some appropriate transfer courses might be accepted at the doctoral level, at the discretion of the program director*

### **Required Core Courses – 3 courses (9 credits)**

HGS 700: Unveiling the Underpinnings of Genocide

HGS 723: Genocide in the Modern World

HGS 737: Holocaust Historiography

**Online Electives - 9 courses (27 credits)**

Electives include:

HGS 703: Women in the Holocaust

HGS 711: History of Antisemitism

HGS 717: Resistance in the Holocaust

HGS 722: Gender and Genocide II

HGS 724: Holocaust, Genocide and International Law

HGS 725: A Geographical Approach to the Study of the Holocaust

HGS 726: The Psychology and Sociology of Altruism and Rescue

HGS 727: Post-Holocaust Theologies

HGS 728: The Role of Muslims and the Holocaust

HGS 733: Loss and Renewal: The Aftermath of the Holocaust

HGS 754: The Warsaw Ghetto

HGS 756: Genocide Prevention

HGS 757: Rwanda's Genocide and Its Legacies

HGS 759: The Holodomor

HGS 760: America's Response to the Holocaust

HGS 762: The Church and the Holocaust

HGS 763: The Holocaust and Ethical Reasoning

HGS 796: Independent Study

**2 Required Summer Residencies (6 credits)**

**1<sup>st</sup> year:** Research and doctoral writing course (HGS 705, 3 credits)

**2<sup>nd</sup> year:** Summer Institute in-person elective (3 credits)

**Seminar Dissertation Preparation**

2 courses (6 credits)

HGS 898: Proposal

HGS 899: Final Dissertation Report

**Foreign Language:**

Students will be expected to demonstrate reading and research proficiency in the language(s) necessary for their research and dissertation.

## Course List

### Course Number Designations

CMP	Camp Administration
EDU	Education
EDD	Doctoral Education
HEB	Hebrew
HIS	History
HGS	Holocaust & Genocide Studies
HRI	Human Rights
IFL	Interfaith Leadership
JCS	Jewish Communal Service
JED	Jewish Education
JST	Jewish Studies
MGT	Nonprofit Management
MUS	Music
NES	Near Eastern Studies
PSY	Psychology
STA	Statistics
YIDD	Yiddish

Courses numbered:

100-499 are undergraduate level

500-699 are Master's level

700 and above are doctoral level

\*Course prefixes indicate the subject and/or department of the course.

\*Full course descriptions available under "Courses" on the website and through academic program advisors.

## Camp Administration and Leadership Courses

### CMP 601

#### Foundations in Camp Administration

The purpose of this course is to educate current and future camp directors and camp personnel regarding "best practices" and procedures followed generally within the camp industry. Special emphasis will be on educating camp directors and owners in the key aspects of camp administration. The primary topics will include physical site and food-services, health/wellness of campers, transportation, operational-management including risk management, human resources and program standards.

### CMP 602

#### Leadership for the Camp Professional

This course will provide an overview of the research on effective leadership practices and the characteristics that people most admire in their leaders. Students will explore Kouzes' and Posner's research into the five exemplary leadership practices and Peter Senge's view of the leader as designer, steward and teacher. The research and theories will be applied throughout the course to contemporary camp situations and students will explore their own preferred leadership style.

**CMP 603****Camp Law and Ethics**

This course focuses on the application of statutes and regulations as required by law. Students discuss legal principles based on constitutional principles, legislation and case law that enable, restrict, or challenge the functioning of camp officials to do their job. Risk assessment to avoid lawsuits will be highlighted. The need for camp leaders to establish an ethical standard of behavior and to effect positive change through ethical decision making is highlighted.

**CMP 604****Communication and Collaboration**

Students will develop the necessary skills to interact and communicate effectively with board members, staff, media, parents, and campers. The use of email, web pages, mobile technology, and social networking will be addressed. Students will identify their own personality and work style and develop strategies to create collaborations among people with a variety of styles. In addition, building and understanding master schedules to articulate camp philosophies and mission statements will be emphasized.

**CMP 605****Management and Marketing**

This course will emphasize the understanding and proper management techniques as they relate to personnel, camp program, physical site, health, food, transportation services, and risk management planning. Students will learn how to follow and adhere to appropriate business and financial practices. In addition, we will address the significance of following proper business protocols and accounting procedures to monitor revenue and expenses as well as becoming well versed in all modern marketing techniques in order to market their camp effectively.

**CMP 606****Curriculum and Program Development**

This course will provide an overview of curriculum and program development and evaluation for camp leaders. The program is the heart of camp and the curriculum design is the key to success. This course will take the future camp leader from the process of program design to program evaluation. Participants will learn to design programs that meet campers' needs while developing new experiences and skills. Students will determine who on the leadership team provides direction and is ultimately responsible.

**CMP 607****Personnel and Human Resources**

This course will prepare you to be well informed in the arena of human resources and development. Hiring, training, evaluating, and retaining terrific staff is the goal of any camp director. Personnel issues can bring unwanted challenges. Students will survey best practices and standards for recruiting, screening viable candidates, interviewing, training personnel, and implementing fair, firm, and consistent personnel policies. Supervision techniques will also be covered.

**CMP 608****Supervision of Instruction and Personnel**

This course will address one of the most important challenges of the camp director: supervision of personnel and the camp program. Students will explore how to guide staff, foster professional growth, become a reflective practitioner and know the difference between supervision and evaluation. You will learn about the history of supervision, the implications for its practice, and three interpersonal approaches to supervision, using a variety of tools and techniques for observation.

**CMP 609****Diversity, Equity, and Inclusion in a Camp Setting**

This course addresses the issues of children with special needs beginning with an overview of social trends, parent interaction, developmental characteristics, and general age characteristics. Students will explore the role of the director in creating an overall plan for working with the differentiated needs of all campers. Strategies for providing an enjoyable and safe program for special needs campers, creating individual camping plans (ICPs), selection of personnel, and mandates of laws that relate to special needs children will be analyzed.

**CMP 610A/B****Practicum in the Camp Setting**

The practicum is a culminating experience that provides extensive, hands-on opportunities for the student to reflect on his or her practice through the lens of acquired theories. Each student will craft a learning goal that will culminate in a project that demonstrates mastery of multiple topics studied in the program. The practicum experience provides the student with growth and development opportunities in their camp setting with mentoring from a qualified camp professional. The practicum is 6 credits divided into two sessions:

**CMP 610A**

Each student will craft a proposal that will culminate in a project demonstrating mastery of multiple topics studied in the program. This written proposal will be submitted prior to implementation of the programs students develop for their camp community.

**CMP 610B**

Students will implement their approved proposals at camp and document the experience through journaling in a weekly log, completing a final paper, and offering a presentation demonstrating the results of their projects.

**MED (Master of Education) Courses****EDU 281/ EDU 581****Methods of Second Language Instruction for Hebrew**

This course will focus on the theories and methodologies for teaching Hebrew as an instructed language. Students will explore teaching techniques primarily for speaking and understanding a second language with an emphasis on developing grammar and vocabulary. A variety of languages will be used to demonstrate various principles and teaching methods. This course is designed for those who teach Hebrew to students who are native speakers of English.

**EDU 282/ EDU 582****Introduction to Second Language Acquisition**

Participants in this course will learn the basic theories of second language acquisition, especially as it applies to native speakers of English who are acquiring Hebrew as a second language. From input and interaction to the development of interlanguage and the role of one's native language, this course will provide a framework for understanding how students learn Hebrew and what teachers can do to facilitate student learning.

**EDU 284/ EDU 584****Techniques and Activities for Teaching Hebrew Reading and Writing**

This course will be divided into two sections. The first will focus on teaching Hebrew reading

and writing to beginning students. Starting with oral language activities for pre-readers, we will explore the best practices for introducing Hebrew phonics and beginning reading. The second half of the course will focus on developing students' skills in Hebrew reading and language arts.

### **EDU 285/EDU 585**

#### **Evaluation Practices and the Role of Errors in Hebrew Language Learning**

When is an error not wrong? How can you measure the progress your students are making? How can you evaluate your own courses to make sure you are achieving the goals you desire? When should you correct an error and when should you ignore it? The answer to these crucial questions will form the core of this course. Participants will learn several evaluation techniques and will also receive a crash course in error analysis so they will be able to diagnose the different types of errors, their root causes and how best to help students learn to self-correct.

### **EDU 505**

#### **Teaching through Movement**

Modeling dynamic movement and kinesthetic activity to enliven K-12 classroom content is a key part of this course. Discover the connection between movement, the brain, and learning. Examine implicit learning, class cohesion activities, content-based kinesthetic activities, brain breaks, and energizers. Use movement to meet standards, improve test scores, and develop life skills. Note: This course involves optional physical activities.

### **EDU 510**

#### **Applying Universal Design in the Classroom**

This course will provide practical, hands-on, digital-age solutions to reach and teach all learners. Universal Design for Learning is a framework to help educators meet the challenge of teaching diverse learners in the 21st century. UDL provides a blueprint for creating flexible goals, methods, materials and assessments that enable students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom. Please note: A laptop computer is required to participate in this course.

### **EDU 512**

#### **Motivating Today's Learners**

The traditional reward-punishment model does little to promote achievement; however, concrete researched-based ways to motivate students do exist. Motivation as it applies to the learning process will be surveyed: basic human needs, the driving force behind all human behavior, inspiration and peak performance, energizing classroom strategies, and frameworks that encourage change and achievement

### **EDU 516**

#### **Principles of Instructional Design**

This course focuses on the application of instructional design principles to the planning of instruction. Course content examines the use of traditional instructional design practices, as well as progressive instructional design theories that respond to the needs of 21st century learners. Course topics focus on the theoretical bases and critical issues of instructional design, as well as research in learning and teaching, task and needs analysis, learner characteristics, and technological innovations.

### **EDU 518**

#### **Legal and Ethical Issues in the 21st Century Classroom**

This course examines the relationship between law, public policy, and current issues in P-12 education. Course content analyzes historical and contemporary legal, political, and ethical issues of public and private schooling, with an emphasis on state and federal educational law, the political environment, and key court decisions. Course topics include religious freedom, free speech, due process, liability of schools and



educators, and privacy rights.

#### **EDU 520**

##### **The Empowered Learner**

An Executive function is the cornerstone to success. Often described as the brain's "air traffic control center," it is a set of skills that allow us to set goals, see tasks through to completion, and shift gears when necessary. This course introduces students to the foundations of executive function, and offers strategies to enhance skills, build better thinkers, and empower learners in any classroom.

#### **EDU 521**

##### **Mindset in the Classroom**

How students perceive themselves as learners in the classroom has a marked effect on motivation and success. This course investigates how mindsets are developed, and what role they play in engagement, effort, and academic achievement. Course content focuses on the development of a framework for cultivating a growth mindset in the classroom, and explores strategies for encouraging students to continuously develop their abilities.

#### **EDU 522**

##### **Effective Learning Assessment**

This course explores assessment practices used for, of, and as learning. Participants will gain the tools needed to create comprehensive assessments, as well as the knowledge necessary to navigate the ever changing world of educational assessment.

#### **EDU 523**

##### **Gender and Learning**

This course examines the role gender plays in learning. Current research on best practices as they pertain to gender will be examined and discussed, providing participants with the tools and strategies necessary to ensure educational equality within the classroom.

#### **EDU 526**

##### **Fostering Learner Responsibility and Self-Discipline**

Study a three-dimensional model for understanding why students may act irresponsibly in the classroom and what can be done about it. Develop an approach that focuses on students' internal dialogues to help them resolve inner conflicts.

#### **EDU 527**

##### **Teaching the Whole Child**

The theory of multiple intelligences developed by Howard Gardner has been adopted by many educators and is often referred to in professional literature as a key to developing enhanced and engaging curriculum. In this course, students will review the theory including critiques, contemporary applications, and their own practice. The goal is to more effectively incorporate an understanding of multiple intelligences into the planning, learning environment, and assessment of specific educational experiences.

#### **EDU 528**

##### **Personality & Leadership Theory in the Classroom**

This course provides an overview of personality and leadership theory for learners and teachers. Styles of teaching, based on differing temperaments and modalities, will be explored and compared. Students will be asked to analyze leadership characteristics, examine their own leadership style in education, and encouraged to draw on their experiences in the classroom in connecting theory to practice.

**EDU 531****Fostering Cooperation in the Classroom**

Students will gain skills and knowledge in providing interventions for common classroom discipline problem areas: attention-seeking behavior, power-seeking behavior, revenge-seeking behavior and avoidance of failure behaviors. Techniques to identify each type of behavior and intervention strategies will be shared. Strategies to build a positive classroom environment/climate and strategies to improve communication with parents will be presented.

**EDU 532****Moral Education in Theory and Practice**

This course introduces fundamental concepts in the field of moral development and moral education as presented in theoretical, empirical, and pedagogical literature. Course content focuses on the relationship between human development and lifelong trajectory of growth and learning. Attention will be devoted to pedagogies and practices for advancing understanding and engagement in Middot (Jewish Ethical Values) and Tikkun Olam (Social Action) in youth and adult educational settings.

**EDU 533****Integrated Learning**

This course investigates developmentally appropriate teaching strategies for preschool through grade 1. The course will focus on how to avoid siloed learning and apply integrated learning principles by incorporating math, science, social, emotional, language, literacy, social studies, and the visual arts into the classroom.

**EDU 535****Technology and the 21st Century Learner**

This course will examine how students learn in the modern technology age. It will equip educators with knowledge of the most current technologies available to facilitate learning, inform teachers of how they can use this technology in their lessons, and instruct educators on how to design a learning environment that will support 21st century skills.

**EDU 536****Kinesthetics Across the Curriculum**

This course is designed to empower teachers with the knowledge needed to utilize organized movement as an effective instructional tool within the modern classroom. Based on current research, and empirical study, participants will explore content based active learning techniques, designed to move students from direct objects of instruction to active, engaged participants in the process, fostering deeper emotional, interpersonal and kinesthetic connections to academic subjects.

**EDU 537****Teaching Conflict Resolution**

Realizing the importance of conflict resolution, this course seeks to improve problem solving skills among children in dispute. Strategies to promote trust, the constructive sharing of one's point of view, and active, productive listening will be explored in order to equip educators with the necessary tools to teach children how to resolve conflict in non-violent, healthy ways.

**EDU 540****Foundations of Creativity and Innovation Theories**

This course explores the theoretical foundations and practical applications of studies in creativity; topics include an overview of the leading creativity theorists and their respective methods for studying creativity. The course also highlights the major debates within the field including creativity versus intelligence, extrinsic

versus intrinsic motivation, as well as innate versus learned creative ability. A creativity assessment will be administered which is built upon the major characteristics of creative thinkers such as, originality, fluency and flexibility, elaboration resistance to premature closure, and tolerance of ambiguity. The assessment is designed to aid students in understanding and developing their own creativity.

#### **EDU 541**

##### **The Creative Educator**

This course presents learner-centered methodology for developing learner creativity and problem-solving skills. Course content introduces cooperative learning strategies that create learning environments conducive to building learner motivation and critical thinking.

#### **EDU 542**

##### **Creative Pedagogy**

This course presents a creative approach to teaching through a wide range of strategies and research-based methods that may be applied to classrooms by teachers. Learner creativity will be examined and the fostering of learner creative strengths by educators will be investigated. Course content introduces cooperative learning strategies that create learning environments conducive to building learner motivation and critical thinking.

#### **EDU 543**

##### **Designers of Learning**

An Educator's primary role is to develop curriculum that provides opportunities for students to learn course content versus the Educator just teaching the course content. This course will address how you can create powerful learning opportunities in an engaging and developmentally appropriate environment. Specific content will include deepening your understanding of integrating dispositions of learning, addressing the modalities and multiple intelligences of students, and designing curriculum, an engaging environment, and age appropriate assessments that are aligned with state standards.

#### **EDU 546**

##### **Arts Integration in the Classroom: Application Across the Curriculum**

This course introduces the importance of integrating arts education into the Pre K-12 curriculum. With a focus on dance, visual art and music, this course will consider the relationship of arts education to cognitive and social-emotional development and provide strategies for applying arts education to any course content. With completion of the course, teachers will be able to enhance their own lesson plans, as well as serve as in-house resources on arts integration, no matter the content or context. No previous art experience is required for participation in this course.

#### **EDU 554**

##### **Issues in Contemporary Classroom Management**

This course introduces effective principles and techniques of management in contemporary classrooms. Attention is given to strategies and theories of classroom management, as well as the design and organization of classrooms that facilitate developmentally appropriate practices and student motivation.

#### **EDU 555**

##### **Culture & Family Dynamics**

This course develops understanding of various aspects of cross-cultural contact with traditional and nontraditional families and diverse populations. Course content examines communities, language, culture, and other factors that affect student learning and development. Strategies for maintaining effective home-school and community-school relations are emphasized.

**EDU 556****Inclusive Practices in Diverse Classroom**

This course introduces inclusive practices for working with students with learning differences. Course content will focus on creating awareness, providing accommodations, and evaluating the current thinking on best practices. The course will provide resources for teachers and emphasize the application to current practice.

**EDU 557****Understanding Economics, Class, & Language**

This course explores the influence of culture and values on learner behavior, actions, and judgment. Course content focuses the critical issues within diverse contemporary classrooms, such as class, language, race, ethnicity, and ability. Topics emphasize understanding the influence of home, school, and community relationships on academic achievement and school adjustment.

**EDU 559****Teaching Tolerance in the Classroom**

With such major technological, social, and economic changes in America, society is under pressure to advance yet retain what is best. This pressure has created opportunities for positive change and also planted seeds of divisiveness and insecurity. Tolerance is the answer. It is an understanding and a skill that must be taught, modeled, and reinforced in public schools because safety is the top priority of schools and growth is the goal. In this course, K-12 teachers will examine the definition and the basic issues of tolerance, bullying, safe and supportive schools, mental health, social-emotional learning, and prejudice and discrimination based on culture, race, ethnicity, gender, sexual orientation, and/or income. This examination will be accomplished with various resources and activities such as articles, reflections, webinars, and case studies. The objective of this course is that K-12 teachers will be prepared to establish and lead tolerant classrooms where all students are safe, secure, and successful.

**EDU 560****Leadership and Advocacy**

This course addresses and answers the educational leadership questions: What is your responsibility as a leader and advocate for early childhood education prenatal through grade 4? Who can be a leader? How can you create positive change and influence positive outcomes for children and families? What is the early childhood leader's responsibility both ethically and legally?

**EDU 562****Issues in Supervision of Programs for Young Children**

This course will focus on the skills and sensitivities necessary in professional supervision, a critical aspect of leading an early childhood program. Specific standards and procedures will be discussed for the hiring and releasing of staff as well as clinical supervision and formative evaluation methods.

Corresponding appropriate professional development methods will be considered that are responsive to interests as well as needs of staff members, and which are responsive to the mission of the school.

Challenges and benefits specific to early childhood settings regarding staffing, such as working with organizational priorities, recruitment and retention, and staff development will be included. Each student will develop a supervisory program model that corresponds to the direction and needs of his/her school.

**EDU 563****Play as the Foundation of Learning**

With the focus on accountability and standards, play has disappeared from early childhood programs birth to grade 4. This course examines the role of play in development and evaluates how play, accountability, and standards are actually fully aligned and complimentary.

**EDU 565****Family and Culture**

In this course we will examine the main goals, potential challenges, and critical questions for successful implementation of an anti-bias framework in early childhood education. In the beginning of the course, we will highlight the interdependent relationship between culture, family, and the development and education of young children, along with the need to understand ourselves as cultural beings. In order to best support young children and partner with families, we must recognize children's agency and capacities, value every child and family, and challenge stereotypes, misconceptions, injustice, and oppression. Active engagement in dialogue and reflection will contribute to the evolving professional identities of students as they explore the topics of culture, family, identity, justice, activism, gender, gender justice, race, antiracism and the role of intentional documentation, reflection, and lifelong learning as anti-bias educators.

**EDU 566****Trauma Sensitive Schools**

This course will provide information about trauma and the attitudes necessary for creating and supporting schools that mitigate the damage of Adverse Childhood Experiences (ACEs). Educators, and schools, need to be not only informed about trauma but also trauma sensitive. Through a series of readings, interviews, and interactive exercises, students will explore how children traumatized by exposure to adverse experiences can succeed in school.

**EDU 567****Current Topics in Exceptionalities and Learning Support**

This is a foundational course exploring essential information regarding students who are identified as exceptional, major trends in special education; as well as the roles and perspectives of team members including special education teachers, related service providers, general education teachers, and parents. This course offers a contextual base from which to serve students who are identified as exceptional; as well as the development of professional resources to assist in navigating special education. No prior experience working in exceptionalities or special education is necessary.

**EDU 572****Principles of Brain Based Learning**

This course provides classroom application strategies and techniques for translating the current research in cognitive science on teaching and learning. Beginning with how the brain processes information, course content includes the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of self-concept. Classroom application issues such as how and when to present new information, techniques to improve processing and retention, left/right brain preferences, and promoting higher-level thinking will also be explored.

**EDU 575****Social Justice in the American Classroom**

This course explores systems change through the prism of school discipline, employing co-production and restorative practices to add youth courts to the toolkit of class participants. The course will focus on the five core values of Edgar Cahn's groundbreaking time banking model: 1) Everyone has something to offer; 2) Building home, neighborhood and community is crucial work that must be valued; 3) Helping gains strength when receivers of help can contribute in turn; 4) People are stronger as a community, and; 5) Each and every person deserves respect for their core humanity.

**EDU 576****Introduction to Dance & Creative Movement**

This course introduces students to an appreciation of dance and creative movement. Through a combination of rigorous analysis and reflection of various dance performances, artists, and techniques students will gain new knowledge and strategies for viewing, creating, and critiquing dance both in and outside of the classroom. This course will focus on contemporary strategies for educators to reflect on personal practices and teaching styles as well as provide positive critical feedback to students engaged within dance education as well as other k-12 educational experiences and contexts that utilize creative movement.

**EDU 577****Historical & Cultural Context of Dance**

This course addresses theoretical, historical, and modern perspectives in modern dance. These perspectives will be investigated to understand the evolution of form, composition, and style as well as how these forms have traversed to create a web of varied philosophies and aesthetic attitudes. We will look at Modern Dance's genesis from Classical Ballet, Folk Dance and African Diasporic Traditions and expand upon them to understand transitions between Early Modern Dance, Classical Modern Dance and Post Judson practices. By investigating these varied perspectives, students will be asked to use methods of dance analysis to look at modern dance pieces and apply an understanding of dance to the creation of classroom appropriate activities.

**EDU 578****Creating Dance & Creative Movement**

Through dance and creative movement both children and adults can develop socially, emotionally, cognitively and physically. "Creative Movement" is a general term implying many types of movement where there is no "right" or "wrong" answers to the questions posed for solving. Through this course educators will learn and become proficient in understanding Modern and Post-Modern dance techniques to approach the four elements of movement: space, time, effort and force. The compositional tools approached in the course will allow the student to understand how to use improvisation and creative methods to generate original dances, through rules and mental models to make sense of their own experiences.

**EDU 579****Activity Management**

This course introduces students to the experience of dance production and performance. While addressing practical concerns like legal, health & safety and budgeting essential for effective activity management, the course will also stress the importance of communication and collaboration across the many stakeholders involved in any production or performance. Students will be encouraged to reflect on their own teaching context in applying the course content. Upon completion of this course, students will be ready to lead or assist in a variety of productions at the school or organizational level.

**EDU 585/EDU 285****Evaluation Practices and the Role of Errors in Hebrew Language Learning**

When is an error not wrong? How can you measure the progress your students are making? How can you evaluate your own courses to make sure you are achieving the goals you desire? When should you correct an error and when should you ignore it? The answer to these crucial questions will form the core of this course. Participants will learn several evaluation techniques and will also receive a crash course in error analysis so they will be able to diagnose the different types of errors, their root causes and how best to help students learn to self-correct.

**EDU 590****Creating Safe Spaces: LGBTQ**

It is critical to create safer spaces for the lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students, families, teachers, and staff who are increasingly represented in our school communities. This course is intended to help educators develop inclusive classrooms, as well as serve as an ally and leader in their broader school communities. The course will focus on awareness, background knowledge, and the resources and skills to foster effective learning environments regardless of sexual orientation or gender identity.

**EDU 591****School and Society**

In America, there has always been a complex relationship between the school and the larger society. This course explores broad ideas at the center of that intersection, including the purpose and organization of education, democracy and education, evolving understandings of equity and opportunity, and the professionalization of teaching. Students will advance their own positions within these conversations by understanding the ideas and work of other thinkers, critically reflecting on underlying political and social forces and promoting their own personal philosophies of education.

**EDU 593****Knowledge of Instruction, Students, & Resources**

Understanding the need for expertise across the curriculum, this course focuses on the importance of choosing curriculum, content, and classroom resources central to the discipline being taught. In doing so, it pays particular attention to how these three elements must be combined with knowledge and respect for the individual learner, as well as student outcomes and the validity of assessments. *As in all Distinguished Teacher courses, participants will create artifacts to be included in a professional portfolio.*

**EDU 594****Environment, Culture & Space**

Realizing the foundational role the educator plays in creating a safe, welcoming, and productive environment, this course offers strategies to ensure the emotional and physical safety of all learners. It focuses on respect for the individual learner, the need for collaboration, and proper patterns of interactions between the teacher, the student, and the physical environment. As in all Distinguished Teacher courses, participants will create artifacts to be included in a professional portfolio.

**EDU 595****Classroom Interaction & Engagement**

Acknowledging the importance of student engagement, this course focuses on designing activities, discussions and assessments, which are driven by student involvement. It offers strategies for differentiation and techniques for communication that are both supportive and rigorous.

**EDU 596****Professional Responsibilities**

Built on the foundation that professional educators never stop honing their craft, this course affords personal reflection on instructional practices, as well as strategies to improve record keeping, school and home communication, and student involvement in all areas of education. It will also provide introduction to, and suggestions for, involvement in professional organization. As in all Distinguished Teacher courses, participants will create artifacts to be included in a professional portfolio.

**EDU 597****Poverty and Education in American Schools**

This course will explore the ways poverty impacts students, educators, and schools, considering poverty at both the classroom and policy level. Through the lens of workforce preparation and career development, we will also consider ways to help pave the path out of poverty for students, and to give them hope for the future.

**Holocaust and Genocide Studies Courses****HGS 503/703****Women in the Holocaust**

This course analyzes the various experiences of women during the Holocaust including as victim, perpetrator, bystander, rescuer and as members of the resistance. We will frame the experience of German women as occupying a narrow landscape based on the Nazi ideology of “Kinder, Küche, Kirche” (Children, Kitchen, Church) and discuss the gendered experiences of Jewish women, including coping strategies and specific challenges to survival, utilizing survivor memoirs and secondary sources from leading scholars.

**HGS 507/707****Their Brother’s Keepers: Rescuers and Righteous Gentiles**

During the Holocaust, assistance from gentiles often meant the difference between life and death for Jews in occupied Europe. Those who provided aid to Jews risked the possibility of imprisonment or even death. We will explore what motivated gentiles to take such risks and rescue their Jewish neighbors and how rescue varied across occupied Europe.

**HGS 510****The Holocaust and European Mass Murder**

This course discusses the Nazi murder of the European Jews, covering the period from 1933 to 1945. We will focus on ideological foundations of Nazi Germany, prewar persecutions of German Jews and other “undesirables,” the development of WWII, and all the stages of the Holocaust. We will approach these topics utilizing the newest “integrated historiography” based on a panoramic perspective achieved by studying traditional sources (i.e., official documentation) as well as recently appreciated non-traditional sources (testimonies and personal documents).

**HGS 511/711****History of Antisemitism**

This course will examine the diverse forms that hatred of Jews has taken beginning with its roots in the ancient world and focusing on the modern period. We will consider the differences between the varieties of antisemitism and how they intersect and influence social and political movements and phenomena. Students will learn how modern antisemitism is characteristically different from its premodern predecessor anti-Judaism.

**HGS 512/715****Teaching the Holocaust**

Lessons of the Holocaust reflect current concerns with racism and propaganda, ethical aspects of science and government as well as illustrate the complexities of human behavior and moral choice. This course will provide educators with significant historical, sociological, and psychological background for discussing the important questions and introduce age-appropriate teaching strategies, curricula, and resources.



**HGS 517/717****Resistance in the Holocaust**

This course analyzes various types of Jewish resistance during the Holocaust. Through a careful study of primary and secondary sources, the course will discuss the multifaceted forms of resistance staged by the Jewish people who were caught up in the murderous attempts of Nazi perpetrators. Apart from what is traditionally understood by armed resistance, cultural, religious, social, and educational responses to the destruction will be studied.

**HGS 518/718****State and Society in Nazi Germany**

This course serves as a general introduction to the historiography of Nazi Germany, with emphasis on the interpretation of social and political trends leading to the Nazi seizure of power, their subsequent attempts to create a race-based society and state, and the implications for understanding modern society generally. Foundational historical and historiographical works in the field will be studied.

**HGS 522/742****Children of the Nazi Era**

All children of Nazi-occupied Europe, from those raised to fulfill the Aryan ideal to those targeted for destruction, were deeply impacted by Nazi ideology, the horrors of war, and genocidal goals. For students seeking to broaden their knowledge of Holocaust history and educators seeking age-appropriate connections for the classroom, this course will explore the Nazi design for the children of Europe, the world response, and the experiences of children through their own lens.

**HGS 524/744****Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families**

The evolution of the fields of Holocaust and Trauma Studies has been striking over the past 60 years. We will present the current knowledge with expanded insights informed by our own research. The foundation for the course will draw upon the interview-based qualitative research of the Transcending Trauma project, the study of coping and adaptation after extreme trauma, presenting life histories of Holocaust survivors and their family members to contextualize the survivors' trauma within their pre-war and post-war experiences.

**HGS 525/727****Post-Holocaust Theologies**

The Holocaust raised profound challenges to conventional religious views of reality and the belief that God intervenes in human history. By surveying prominent Jewish and Christian theologians from 1966 to 2006, this course will focus on two major theological questions: (1) Why does God allow evil, epitomized by the Holocaust, to exist in the world? (2) What traditional Christian theological teachings may have played a part in the events leading up to the Holocaust? As we will see, the responses to these questions are varied, unsettling, and powerful.

**HGS 526/746****Nazi Germany and Corporate Collaboration**

This course will examine the cooperation between industry and the Nazi regime with a focus on the quest for German economic independence, the exploitation of laborers, and the financial ruin of the victims.

**HGS 527/747****The Native American Genocides**

This course examines how the term genocide may be used to explain what used to be called the Indian problem in the United States and Canada. We will examine recent scholarship validating the use of genocide

in this context and analyze the various approaches used to explain colonial genocide, both here and elsewhere around the world. We will also sample a few case studies, including Columbus in the Caribbean, the Puritans in Massachusetts Bay Colony, the Trail of Tears, American expansion westward, cultural destruction in the 19th and 20th century Indian residential schools, and so-called ecocide in the tar sands of Alberta, Canada.

### **HGS 528/728**

#### **The Role of Muslims and the Holocaust**

This class explores the role that Muslims played during the Holocaust. It explores historical and religious antisemitism in the Arab world and the consequences that led to the denial and relativism of the Holocaust. The class explores how Muslims were also rescuers and victims with Jews in Arab countries under the Vichy government and how entrenched the colonial forces were in Arab/Muslim lands during World War II.

### **HGS 529/729**

#### **Nazi Medicine and the Holocaust**

This course examines the racial policies and medical crimes of the National Socialist regime in Germany. Beginning with 1933 Sterilization Law, it traces the involvement of medical professionals in the T4 euthanasia program to medical experiments carried out in care facilities and the concentration camp system. It also covers the quest for justice and the reverberations of Nazi medicine in a contemporary context and how medical ethics continue to be shaped by the Nazi medicine and the Holocaust.

### **HGS 533**

#### **Before Hitler: East European Jewish Civilization**

This is an introduction to the unique civilization that Jews built in the lands of Eastern Europe, a civilization from which nearly all American and European Jews and half of all Israeli Jews are descended, and which the Nazis devoted particular fury to destroying. The course will begin with the first Jewish settlements in Eastern Europe during the Middle Ages and end with the revival of Jewish memory in contemporary Eastern Europe. We will examine traditional Jewish lifeways, Jewish-Gentile relations, the rise of Hasidism and the Jewish Enlightenment, and the development of modern Jewish societies, political movements and literatures.

### **HGS 537/737**

#### **Holocaust Historiography**

Historiography (from Greek: *historia*: narrative, story, and *graphia*: writing) is the discipline of how history is written. In the context of the Holocaust, historiography analyzes trends that have dominated historical writing about this event since the beginning of the field, when the Holocaust was still happening during the war. We will focus on significant turning points of Holocaust historiography, as well as on several major controversies of Holocaust research and commemoration.

### **HGS 541/721**

#### **From Armenia to Auschwitz: An Examination of the First Modern Genocides**

Though often studied as stand-alone events, the Armenian Genocide and the Holocaust have a fascinating and frightening relationship to each other. By exploring the basic facts and the critical issues associated with each genocide, we will seek to determine what they have in common, how they differ, and how it came to be that 1.5 million Armenian Christians and 6 million European Jews were slaughtered less than thirty years apart. Out of this study will come a better understanding of the dynamics of genocide, including the rights and vulnerabilities of religious and ethnic minorities, the phenomenon of genocide denial, and the issue of uniqueness.

## **HGS 554/754**

### **The Warsaw Ghetto**

This course discusses the Warsaw Ghetto, the largest Nazi ghetto in occupied Europe, and some of the earliest attempts to record its history. In studying this Jewish population, segregated by force in the capital of occupied Poland, the course will address several key issues concerning the terms of Jewish existence behind the ghetto walls as well as aspects of the contemporary interactions between Germans, Jews, and Poles. Course topics will include the Nazi establishment of the Jewish District, the Jewish authorities (the *Judenrat*), Jewish welfare institutions, daily life in the ghetto, ghetto culture, relations among Jews and Gentiles, the Warsaw Ghetto Uprising, and other related aspects.

## **HGS 556/756**

### **Genocide Prevention**

The 1948 United Nations Convention for the Prevention and Punishment of the Crime of Genocide promised to “liberate mankind from [the] odious scourge” of genocide, but the “odious scourge” remains a serious problem in contemporary global affairs. Through a comparative analysis of Rwanda and the former Yugoslavia, this course will explore the following general questions: How do we know what genocide is and when it is occurring? What political factors inhibit international responses? Why is the principle of state sovereignty so problematic? Who is responsible for prevention? Finally, in retrospect, when does genocide end, and what are the “realistic” limits to truth and justice in the transitional process?

## **HGS 557**

### **Comparative Genocide**

The Polish-Jewish scholar Raphael Lemkin coined the term “genocide” in 1944. This class will explore the meaning of this term and specific instances of genocides throughout history in an effort to understand how and why genocides occur. Our focal point is the Holocaust, the mass murder of European Jewry by Nazi Germans and the most well-known example of genocide. We will also study genocide in other contexts, paying close attention to definitions of the term “genocide.”

## **HGS 558/758**

### **Gender and Genocide in the 20<sup>th</sup> Century**

This course seeks to thematically examine genocide in the 20<sup>th</sup> century. It explores how the perpetration of and the experience of genocide can be better understood when using gender as a tool of analysis. This course touches on the Armenian Genocide, the Holocaust, and the genocides that occurred in Cambodia, Bosnia and Kosovo, and Rwanda. The course focuses on the role of male bonding as an induction to participate in mass murder, the particular threat to men and boys during genocide, the damage and restructuring of family life that occurs, the expanding and/or altering of gender roles for women, the particular female vulnerability of being targeted for rape, the loss of individuality women experience as their bodies become a space where genocide occurs, and finally how genocide is remembered and memorialized.

## **HGS 559/759**

### **The Holodomor: Ukrainian Famine/Genocide of 1932-33**

The Holodomor (famine/genocide) in Ukraine in 1932-1933 was a result of the collectivization policy of the Soviet government and took about four million lives. The Holodomor had a profound impact on the entire population of Ukraine. The course will analyze the reasons, mechanisms and consequences of the Holodomor, including the Soviet policy of collectivization of agriculture and why resistance toward this policy was the strongest in Ukraine.

**HGS 560/760****America's Response to the Holocaust**

This course explores a difficult, complex and emotionally charged subject: the American response to the Holocaust. While most historians agree that the nation's response was inadequate, and that a more forceful and effective rescue policy might have saved many lives, they debate what was realistically possible to accomplish under the circumstances. These included the uncertain course of early Nazi policy, the Nazis' later military campaigns and determination to destroy the Jewish people of Europe, strong support for immigration restriction in America, and the U.S. involvement in the Allied war effort. We will also examine the roles of various branches of the American government, including the President and his advisors, Congress, the State Department, and other Cabinet secretaries, and the impact of public opinion, the press, religious groups, and private organizations on governmental policies related to rescue.

**HGS 562/762****The Church and the Holocaust**

This course will first focus on the roots of anti-Jewish teachings in Christianity and the anti-Jewish teachings of Martin Luther and their enduring influence on both the Roman Catholic and Protestant churches. We will then focus on the Roman Catholic Church and the role of Pope Pius XII in the Holocaust, as well as the resistance of the Church against Nazi ideology, including the efforts of the Confessing Church movement in Germany and the Orthodox Church in Greece. Lastly, we will take a brief look at Nostra Aetate and other post-Holocaust Christian efforts to eradicate anti-Jewish teachings from Christian theology.

**HGS 563/763****The Holocaust and Ethical Reasoning**

This course will provide students with an introduction to ethical reasoning within the framework of Holocaust studies. We will begin with an orientation to the vocabulary of ethical reasoning in Jewish, Christian, and philosophical traditions and then address moral questions that arise in studying the Holocaust, such as, among others: How should we discuss the moral dilemmas faced by Holocaust victims? What does it mean to say that the perpetrators are evil?

**HGS 566/726****The Psychology and Sociology of Altruism and Rescue**

Diplomats like Sousa Mendes and Sugihara, doctors, nurses, social workers, farmers, and others risked their lives to save Jews during the Shoah. Why did seemingly ordinary people risk their lives and often the lives of their families to help Jews who frequently were total strangers—while others stood passively by? What insight can be gained from them that will shed light on the broader questions of ethics and morality? Why is research on altruism and rescuers still relevant?

**HGS 598****Master's Thesis (6 credits)**

The 6-credit thesis must have a substantial research component and a focus that falls within Holocaust and Genocide Studies. It must be written under the guidance of an advisor. As the final element in the master's degree, the thesis gives the student an opportunity to demonstrate expertise in the chosen research area.

**HGS 599****Master's Final Project (3 credits)**

The 3-credit final project is a more practical approach to exploring and presenting *applied* research on a particular topic in the field of Holocaust and Genocide Studies. It must be completed under the guidance of an advisor. It offers the student an opportunity to explore a topic making use of approaches both digital and analog.

**HGS 607/757****Rwanda's Genocide and Its Legacies**

In 1994, fifty years after the pledge of "Never Again," the Tutsi ethnic minority in Rwanda suffered a genocide that killed an estimated 75-80 percent of their population. In this course, we will explore the factors that led to the genocide of the Tutsi in Rwanda and how the Rwandan case compares to other cases of genocide and extreme violence. We will also explore the efforts made in post-genocide Rwanda to rebuild, pursue justice, and promote reconciliation and the lessons that can be learned from the Rwandan case.

**HGS 610/730****The Cambodian Genocide**

This class covers the Cambodian Genocide committed by the Khmer Rouge between 1975 and 1979, the historical contexts in which the genocide emerged, and the aftermaths of the genocide. We will study the way colonial and geopolitical conflicts set the stage for mass violence in Cambodia, and the way the US War in Vietnam galvanized and inspired every-day Cambodians to join the Khmer Rouge movement. We will then study the way the genocide developed and unfolded between 1975 and 1979 and then will look at the post-genocide social, religious, and political recovery efforts in the 1980s, the UN-backed peace process in the 1990s, and the rise of transitional justice efforts in the 2000s (which continues to this day).

**HGS 625/725****A Geographical Approach to the Study of the Holocaust**

Propaganda, oppression, and assault evolved over time in Germany but, once perfected, was quickly enacted in countries subsequently conquered by the Nazis. Each country and its population, however, had different responses and interactions with Nazi rule depending on a range of factors. This course will provide a thorough review and in-depth analysis of the Nazi offensive through Europe and how each country and population was uniquely affected.

**HGS 633/733****Loss and Renewal: The Aftermath of the Holocaust**

This course will examine the final days of occupation and war in Europe and will focus on the lives of Jews and other survivors of persecution in the newly 'liberated' territories. What did 'liberation' mean for the 'Surviving Remnant' - hundreds of thousands who had survived concentration camps, slave labor, death marches, and life in hiding? What choices did Jews and other survivors have in the immediate aftermath of the war, and how did they cope with the tremendous loss?

**HGS 634/734****Hitler's Other Victims**

While Jews were the primary targets of persecution, Nazi racial and political ideology motivated the regime to attack other groups as well. The physically and mentally disabled, political opponents, homosexuals, members of selected religious groups, Afro-Germans, Roma, Poles, and other Slavs were all persecuted by the Nazis. Organized thematically and loosely chronologically, this course spans from the Nazi rise to power through the end of WWII to examine the ways members of these groups were targeted by the Nazi regime and some of their responses to persecution.

**HGS 700****Unveiling the Underpinnings of Genocide**

Genocide owes much of its perceived legitimacy to professionals who provide seemingly "reasonable" ideological, intellectual, scientific, religious, economic, and legal justifications for the destruction of a specific group. The Nazis' use of eugenics as applied "science" is a prime example of such justifications in propaganda campaigns that convinced large segments of the population that genocide of allegedly inferior

racism was warranted and beneficial to society. Examples from selected case studies of other genocides (from Armenia to Bosnia) will also be examined in the effort to corroborate or expand the factors used to justify genocide.

### **HGS 705**

#### **Doctoral Research Methods Seminar**

This course is designed to introduce doctoral students to theories and methods needed in preparation for research, data collection and data presentation in the dissertation report. It will include helpful literature and substantive, epistemological, and paradigmatic issues students will need to consider as they progress through each stage of the work for the concept paper, proposal, and finally the dissertation.

### **HGS 722**

#### **Gender and Genocide II**

This course examines the roles of women as victims, witnesses, survivors, and rescuers and takes an interdisciplinary approach, drawing upon narratives, memoirs, oral testimonies, literature and historical sources. Topics to be covered include: genocide as a means of male bonding and substitute for employment, the centrality of masculinities in acts and processes of genocide and mass atrocity including sexual violence, sexual slavery, forced prostitution, forced pregnancy, sterilization, and issues related to LGBT victims. (*HGS 558 recommended but not required as a pre-requisite.*)

### **HGS 723**

#### **Genocide in the Modern World**

This history survey course will review a timeline of genocides in the modern age with a focus on the unique circumstances and causes and effects of each. Genocides will be examined in terms of social, economic, political, and religious contexts. Students will then critically analyze what patterns, similarities, principles and situations can be explored for greater understanding of why and how genocides continue to occur.

### **HGS 898**

#### **Proposal**

The content of the proposal includes the methodology and content of each chapter, including a thorough review of the literature that either supports or refutes the applied dissertation topic. Once approval is received from the dissertation committee and confirmed by the Program Director, the student may proceed to the final stage of dissertation writing.

### **HGS 899**

#### **Final Dissertation Report and Defense**

The final report includes the collection and implementation of data, along with recommendations for further research if appropriate. Analysis of application of the topic to the student's professional practice should be included.

### **JST 515**

#### **The Problem of Evil: The Jewish Response** (cross-listed with Jewish Studies)

One question that has troubled Judaism from its very beginning to the present day is, "Why does God permit suffering?" "Will the Judge of all the earth not act justly?" asks Abraham in the Book of Genesis, and from biblical times to the Holocaust and today's headlines, the question has reverberated throughout Jewish tradition. By studying a variety of biblical, rabbinic, philosophical and mystical texts, some major responses to this question will be examined.

## **JST 615**

### **Judaism and Christianity** (cross-listed with Jewish Studies)

This course first explores the common roots of ancient Rabbinic Judaism and early Christianity in the first five centuries CE, focusing on the theological similarities between the two movements and the ways in which they developed into distinctly different religious traditions. Topics to be covered include: reward and punishment; heaven and hell; immortality of the soul; resurrection; martyrdom; the messiah, and the Jewish background of Jesus and Paul. While the course concentrates primarily on the ancient period, we also briefly discuss the strained relationship between Judaism and Christianity in the medieval world and where that relationship is today.

## **Human Rights Courses**

### **HRI 520**

#### **The Universal Declaration of Human Rights**

In 1948, the United Nations adopted the Universal Declaration of Human Rights. In the wake of the heinous atrocities of war, the UDHR was meant to embody “a common standard of achievement for all peoples and all nations”—an effort to build a better future for humanity. Many of the Declaration’s 30 Articles have now been incorporated into international treaties and national legislation. This course surveys the climate in which the UDHR was adopted; the individuals who were instrumental in the Declaration’s drafting process; the specific rights enshrined in the Declaration; and critically examines the effort to transform its ideals into realities in the more than 70 years since the Declaration was drafted.

### **HRI 521**

#### **African Americans and Jews: Alliances and Struggles**

The African American experience has parallels to the Jewish American experience. Both communities have had to combat hatred, prejudice, and violence. As minorities, they have united against injustice and discrimination. But they have also had major differences that disrupted their shared alliance. This course will explore what brought African Americans and Jews together to end segregation and promote civil rights during the 1950s and 1960s, what split them apart in later decades, and what hope exists for healing the rift.

### **HRI 522**

#### **International Women’s Rights**

Women are still not accorded the same rights as men in many countries. This course explores the ways in which women are gradually gaining rights, but also studies how women face roadblocks in their efforts to achieve their potential due to continuing discrimination, sexual and physical violence, and a lack of education.

### **HRI 523**

#### **First Amendment Values**

The First Amendment of the US Constitution gives citizens the right to practice religion freely, the right to free speech, a free press, and the right for the people to assemble to express their grievances. This course examines each of these rights, how they have been variously interpreted, and to what extent these rights are upheld.

### **HRI 524**

#### **Civil Rights and Civil Liberties**

This course explores the meaning and extent of the first ten amendments to the Constitution, called the Bill of Rights, which defines the essence of civil rights. These include the freedoms and rights guaranteed in the First Amendment (religion, speech, press, assembly, and petition) and the liberties and rights associated with

crime and due process. Civil rights are also protected by the Fourteenth Amendment, which protects violation of rights and liberties by the state governments.

#### **HRI 525**

##### **Financial Equity and Human Rights**

There are many differing economic systems in the world today, from communism to capitalism. This course explores the relationship between each economic system and how it supports and/or limits human rights in relation to fair pay and financial security for workers.

#### **HRI 526**

##### **Refugee Rights**

Violence and wars around the world have resulted in thousands of people being displaced from their home countries. This course will discuss the many hardships faced by refugees, including lack of adequate housing, food, and medicine, as well as the discrimination many refugees face.

#### **HRI 527**

##### **Child Protection and Children's Rights**

The notion that children deserve protection and rights is a relatively modern concept, and historically many societies viewed children as little more than property and a source of free labor. The development of child protection and children's rights will be studied, as well as to what extent children around the world still lack rights.

#### **HRI 528**

##### **Sexual Identity and Gender Rights**

The belief that there are only two genders which are assigned at birth, male and female, has been called into question in today's world. This course will study the changes taking place in how people understand their sexual identity, including their right to choose their own sexual identity. Discrimination against LGBTQ individuals will be addressed as well as gender rights.

#### **HRI 529**

##### **International Health Rights**

This course will explore to what extent adequate and affordable health care is considered a basic human right. The differences in levels of health care and access to health care around the world will be studied, as well as the disparity between the wealthy, who can pay for the best and most advanced levels of care, and the poor, who cannot afford even the most health needs.

#### **HRI 530**

##### **Patriarchy and Women's Rights**

This course explores the creation of religious patriarchy and how it has affected the lives of women for centuries. Focusing on Judaism and Christianity, we will study in what ways the Hebrew Bible and the New Testament support the concept of human rights, including significant but limited women's rights. We will then examine in what ways religious patriarchy in Judaism, Christianity, and other religious traditions has hindered women's rights and what efforts have been made to confront religious patriarchy and improve women's rights.

#### **HRI 532/732**

##### **Ethical Perspectives on Human Rights**

What is the ethical and philosophical basis for human rights laws and treaties? How did the concept of human rights emerge in modern ethical and political thought? How do human rights norms express contemporary ethical commitments? This class will explore the roots of modern human rights language in the history of Western philosophy and non-Western thought and contemporary philosophical debates about the ethical



basis for human rights. We then turn to particular areas of human rights law as sources for ethical norms. How do or should new ways of thinking about ethical norms shape and inform human rights discourse and law?

### **HRI 599**

#### **Capstone Project or Internship**

As the culmination to studying Human Rights, MA students will choose to complete a Capstone Project that reflects a particular aspect of Human Rights, or complete a semester Internship with an organization that focuses on issues of Human Rights.

### **HRI 600**

#### **Antisemitism and Racism**

This course focuses primarily on American Anti-Semitism since World War II, responses to it, and the impact of growing anti-Jewish violence both on Jewish identity and Judaism in the United States. Special consideration will be given to understanding Anti-Semitism in the wider history of American racism as well as related issues including freedom of speech, the complex relationship of Anti-Semitism and Anti-Zionism, Jews and Whiteness and interfaith relations.

## **Interfaith Leadership Courses**

### **HGS 562/762** (cross-listed with Holocaust and Genocide Studies)

#### **The Church and the Holocaust**

This course will first examine the roots of anti-Jewish teachings in early and medieval Christianity. We will then focus on the Roman Catholic Church and the role of Pope Pius XII in the Holocaust, followed by an examination of the anti-Jewish teachings of Martin Luther and their influence on the German Protestant Churches during the Holocaust. In contrast, we will investigate the resistance of the Church against Nazi ideology, including the efforts of the Confessing Church movement in Germany and the Orthodox Church in Greece. Lastly, we will take a brief look at Nostra Aetate and other post-Holocaust Christian efforts to eradicate anti-Jewish teachings from Christian theology.

### **HGS 525/727** (cross-listed with Holocaust and Genocide Studies)

#### **Post-Holocaust Theologies**

The Holocaust raised profound challenges to conventional religious views of reality and the belief that God intervenes in human history. By surveying prominent Jewish and Christian theologians from 1966 to 2006, this course will focus on two major theological questions: (1) Why does God allow evil, epitomized by the Holocaust, to exist in the world? (2) What traditional Christian theological teachings may have played a part in the events leading up to the Holocaust? As we will see, the responses to these questions are varied, unsettling, and powerful.

### **IFL 620**

#### **Successful Interfaith Dialogue**

Successful interfaith dialogue does not happen automatically, nor does it happen overnight. This course will explore the best practices for successful interfaith dialogue and what common pitfalls to avoid in leading an interfaith dialogue. Students will be provided with many useful and practical resources, including guidelines for effective dialogue, curriculum materials, educational resources, and program designs.

### **IFL 621**

#### **Interfaith Lifecycle and Holidays**

Judaism, Christianity, and Islam all share common human lifecycle events, and these are commemorated in rituals for birth, entering adulthood, marriage, and death. In addition, the three Abrahamic faiths

observe holy days, celebrations, and fast days and follow religious observances specified in their religious calendars. This course will review the major lifecycle events and holy days of the three religious traditions and will emphasize the similarities they all share.

#### **IFL 622**

##### **Interfaith Social Justice and Social Action**

The three Abrahamic faiths of Judaism, Christianity, and Islam all have strong messages on social justice and the need for social action to alleviate human suffering. Starting in the Hebrew Bible with the book of Leviticus, there is an ongoing concern for the poor, the elderly, and the vulnerable; the insistence on honesty in business dealings; prohibitions against theft, deceit, and biased judicial proceedings; and all of this culminates with the statement, “love your fellow as yourself.” The interpretations of these injunctions will be studied in all three Abrahamic faiths, including contemporary understandings of social justice and social action in the 21st century.

#### **IFL 623**

##### **Interfaith Liturgy**

The three Abrahamic faiths of Judaism, Christianity, and Islam all share a common belief in the sanctity and meaning of prayer, whether we pray in Hebrew, Latin, Arabic, or English. This course will focus on the structure and meaning of the Sabbath liturgy in Judaism, the Roman Catholic Mass in Christianity, and the five daily prayers in Islam. Prayer themes common to all three faiths will be studied, including penitential prayer, liturgical creeds, petitionary prayer, and scripture in liturgy, as well as the Jewish and Christian roots of Islamic prayer.

#### **IFL 624**

##### **Interfaith Sacred Scriptures**

This course first provides an overview of the structure and content of the sacred scriptures of Judaism, Christianity, and Islam, including their similarities and differences. Selected passages from the Hebrew Bible, the New Testament, and the Quran will be studied, especially those topics that appear in all three sacred texts. Lastly, the various ways in which the three traditions interpret Scripture are also investigated.

#### **IFL 625**

##### **Interfaith Theology**

This course focuses on some of the major theological beliefs in Judaism, Christianity, and Islam. The course will be based primarily on comparing the 13 Principles of Faith of Maimonides, the Nicene Creed, and the Five Pillars of Islam, with a variety of later Jewish, Christian, and Islamic points of view also included. The primary concepts covered include: God the creator; the unity of God and the Trinity; idolatry and icons; prophecy and the Holy Spirit; Scripture and tradition; reward, punishment, and forgiveness; the world to come, and resurrection.

#### **IFL 635**

##### **The Concept of the Saint in Judaism, Christianity, and Islam**

All three of the Abrahamic faiths of Judaism, Christianity, and Islam have a concept of what makes a person a “saint.” The course investigates how these three definitions are similar and how they differ. The course also tackles the questions of whether it is possible for a sinner to become a saint, and how saints may be among us today.

#### **IFL 698**

##### **Field Work**

Students will be required to complete 35 hours of Field Work to receive hands-on experience in interfaith relations. Gratz College will assist students in finding local field work placement.

**IFL 699****Capstone Project**

Students must also complete a Capstone Project which reflects back on the courses they took and how those courses enhanced them professionally and personally. The Capstone must also contain a description of the students' desired professional work and how they will utilize what they have learned in their professional aspirations, including examples of what they have written or created during their studies that demonstrate their skills in interfaith leadership.

**Jewish-Christian Studies Courses****JST 517****Comparative Liturgy of Judaism and Christianity**

This course focuses first on the history, structure, and meaning of the Sabbath liturgy in traditional Judaism, and then looks at the history, structure, and meaning of the Roman Catholic Mass in Christianity.

Comparisons and contrasts will be studied between the two liturgies, as well as the Jewish roots of the Mass in ancient Jewish belief and in the ancient Israelite Temple rituals.

**JST 529****Jewish and Christian Interpretations of the Bible**

The Hebrew Bible is a heritage shared by Jews and Christians in common. In this course, major portions of the Torah will be studied from both the Jewish and Christian points of view, to discover where the two traditions are parallel and where they differ. Topics to be explored include: the Jewish and Christian views of Creation; Adam and Eve; Cain and Abel; the significance of Abraham; the Exodus from Egypt and the concept of redemption; ritual sacrifice and its symbolism; mitzvot, law and faith; and Moses as a symbol of prophetic leadership. Classical Rabbinic interpretations of the Torah will be compared with early Christian interpretations, as well as modern Jewish and Christian understandings of the Biblical text.

**JST 603****Comparative Theology of Judaism and Christianity**

This course focuses on some of the major theological beliefs in both ancient Judaism and early Christianity. While the course will be based primarily on the Thirteen Principles of Faith of Maimonides as well as the Nicene Creed and basic dogmatic theology of early Christianity, a variety of later Jewish and Christian points of view will also be included. The primary concepts covered include: God the creator; the unity of God and the Trinity; idolatry and icons; prophecy and the Holy Spirit; Scripture and tradition; reward, punishment, and forgiveness; and the Messiah, the world to come, and resurrection.

**JST 615****Judaism and Christianity** (cross-listed with Jewish Studies)

This course first explores the common roots of ancient Rabbinic Judaism and early Christianity in the first five centuries CE, focusing on the theological similarities between the two movements and the ways in which they developed into distinctly different religious traditions. Topics to be covered include: reward and punishment; heaven and hell; immortality of the soul; resurrection; martyrdom; the messiah, and the Jewish background of Jesus and Paul. While the course concentrates primarily on the ancient period, we also briefly discuss the strained relationship between Judaism and Christianity in the medieval world and where that relationship is today.

**JST 620****Sages, Saints, and Sinners**

This course will explore the following three questions: (1) Does Judaism have saints, and if so, who are these saintly Jewish heroes? (2) What is the definition of a Jewish saint? (3) Can a sinner become a saint? We will also discuss the Christian concept of saints and how Christian saints are similar to and different from Jewish saints.

## **Jewish Communal Service Courses**

### **JST 504**

#### **The Jewish Family: Institution in Transition**

This seminar is designed to give a sociological overview of the contemporary Jewish family in the context of Jewish history and tradition. The traditional Jewish family, the role of both single and dual career families, the impact of divorce, and devising a policy to support Jewish family life within the institutional structures of American Jewry will be considered.

### **JST 507**

#### **Introduction to Classical Judaism**

This course provides a graduate-level introduction to Classical Judaism, covering the Biblical, Rabbinic, and Medieval periods. After surveying the history and major texts of the Classical period, the course will concentrate on training students to analyze classical Jewish texts in depth, first examining traditional Jewish legal texts (Halachah) and then texts of classical Jewish thought and values (Aggadah).

### **JST 510**

#### **Women in the Rabbinic Tradition**

This course explores the legal status of women within the classical Rabbinic tradition and how this status compares with the position of Jewish women in the modern world. Topics to be covered include: the legal status of minor daughters; the development of the traditional roles of wife and mother in the Rabbinic period; the legal position of the divorcee and widow; and obligatory and optional mitzvot for women.

### **JST 551**

#### **Judaism's Encounter with Modernity**

This course offers a graduate-level introduction to Judaism in the Modern Period. Together with a brief survey of Jewish history during this period, the course will concentrate on the religious and ideological challenges posed to Judaism by modernity and the range of Jewish responses, such as the Enlightenment, Reform Judaism, Conservative Judaism, contemporary Orthodoxy, Jewish secularism, Zionism, Jewish socialism, and Jewish liberalism.

### **JST 601**

#### **New Directions in the American Jewish Community**

This seminar will provide an overview of the sociology of the American Jewish community in the context of the social history of American Jewry. Students will become familiar with the demography and social characteristics of the community, as well as its social structure and institutions. The Jewish family, synagogue and communal organizations, and conflict between institution and patterns of innovation will be seen within the context of the current debate among sociologists as to the future size and quality of Jewish communal life. (Modern)

### **JCS 610 & 611 (2 credits each = total of 4 credits)**

#### **Seminar in Jewish Communal Service**

This integrative seminar is designed to explore the challenges and dilemmas of serving the Jewish community.

Participants will share field experiences, meet with lay and professional leaders, and analyze values and issues they will face as communal professionals.

## **Nonprofit Management Courses**

### **MGT 510**

#### **Fundamentals of Human Resources**

Students will explore the techniques and skills necessary to manage and effectively guide human resources in a rapidly changing technological and competitive environment. Emphasis is on student ability to formulate and implement strategies to understand, guide, and develop human resources within the modern organization. Students will analyze psychological and ethical issues facing management and employees, along with behavioral concerns as experienced within organizations.

### **MGT 512**

#### **Professional Writing and Communication**

Students will gain a deeper understanding of professional writing and communications skills. They will develop competence in advanced written and oral communications, research and information literacy, reading and critical thinking.

### **MGT 542**

#### **Financial Management of Nonprofit Organizations**

This course will examine the critical financial considerations of the nonprofit organization, including sources of funds, reserve development and management, and financial accountability. In an environment that privileges accountability to funding sources in lieu of maximizing shareholder value, the students will consider the key financial measures and strategies required to ensure the effectiveness and sustainability of the organization. The course will also consider nonprofit financial statements as indicators of financial health and sound management.

### **MGT 543**

#### **Marketing the Nonprofit**

This course will examine the particular marketing challenges associated with defining the approaches and services to beneficiaries as well as the cultivation of funding sources. At the organization and program levels, students will consider the application of marketing principles and branding to program design, promotion, and public relations, especially in relation to fundraising. The course will address a variety of methods for reaching the public such as traditional media, social media, and online communications.

### **MGT 544**

#### **Fundraising**

This course will address the fundamentals of fundraising in its various forms: annual giving, grants (government and foundation), major gifts, individual donations, and estate planning. Students will have the opportunity to consider the economics of the philanthropic community as a whole, and the giving processes of the individual donor and foundation. Types of donors and philanthropic institutions as well as distinct terms and conditions of giving and accountability will be covered.

### **MGT 545**

#### **Strategic Planning in the Nonprofit Organization**

Thinking and planning strategically are essential for anyone in a leadership position and for those who aspire to assume that role in the future. This course covers the entire strategic planning process from gathering

data, identifying key stakeholders, formulating your vision and mission, defining your objectives and goals to writing, communicating, and implementing your plan with staff and board members. Case studies will be used.

### **MGT 553**

#### **Using Technology to Build Community and Grow Your Organization**

Community affiliations are rapidly evolving in the 21st century, reflecting significant changes in society at large. New tools are needed to keep in step with the challenges facing community-focused organizations. This course will examine online networking tools that can be used to foster connectivity, communication, and collaboration in order to strengthen communal organizations. Hands-on exploration of online tools will be required. Prior experience is not necessary.

### **MGT 570**

#### **Conflict Management**

Understanding that conflict is often a by-product of professional and personal interaction, this course offers strategies for constructively resolving issues at both the individual and group levels. Using self-reflection, personality inventories, and the study of temperaments, including the works of Myers-Briggs, Gregorc and Sternberg, it will enable participants to look beyond themselves, seeking to understand the greater motivations behind the actions and reactions of others.

### **MGT 572**

#### **Organizational Behavior**

This course will examine some of the basic concepts and theories of organizational behavior, the study of what people think, feel and do in and around organizations. Human behavior issues in organizations will be studied from individual, group and system level perspectives, equipping students to better understand, predict and influence others, and enabling them to help their organizations become more efficient and effective. Topics include perceptions, personality, motivation, stress management, team dynamics, decision-making, communication, organizational leadership, conflict and negotiation, power and influence, and organizational structure and culture.

### **MGT 574**

#### **Theory and Future of Nonprofits**

This course explores the magnitude, scope and functions of the non-profit sector and its relationships with business and government. The topics include non-profit theory, principles of organization management, budgeting and resource management, advocacy governance and more. Consideration will also be given to the role of mission and public responsibility in defining the strategy and operational activities of the nonprofit corporation.

### **MGT 575**

#### **Project and Program Management**

This course will prepare students to manage scheduling, resource allocation, time/cost tradeoffs, risk assessment, task coordination, team-building, progress monitoring, and post-project assessment through a comprehensive overview of project management. Special emphasis will be placed on program development, implementation, and program goals and assessment.

### **MGT 578**

#### **Nonprofit Law**

Faith-based nonprofit organizations operate according to a complex set of state, federal and common law standards and have limitations on nonprofit activities that include political lobbying and campaigning, fundraising and for-profit business activities. This course provides the fundamental requirements for

successful and legal nonprofit operations in the United States and helps the student understand the legal duties, obligations and reporting requirements to successfully start and run a nonprofit organization.

### **MGT 600**

#### **Capstone/Applied Research Project**

In this culminating project for the program, students will apply the research skills they have learned throughout the program in conjunction with the leadership and management knowledge they have garnered to complete a research project of their choosing. Students will develop a research methodology best suited to the problem they identified in MSM 514 ("New Business Development") or 605 ("Management within a Global Environment") to explore in this course.

### **Jewish Communal Service 40910A/Jewish Education 75196A**

#### **Research Methods for Jewish Educators and Communal Professionals**

This introductory course will provide Ed.D. and Jewish Communal Service MA candidates with the tools needed to interpret and conduct basic social science research, for Jewish educators and communal professionals. The course will introduce students to: general methodological concepts, language and approach in conducting research; specific objectives of research including program evaluation and educational research; research related to contemporary issues in the Jewish community. The course will cover both quantitative and qualitative approaches, including a range of data collection methods (including surveys, interviews, focus groups), as well as the relevance of research design, literature reviews, and communicating findings. Course assignments will include ongoing review of published research materials and hands-on experience with methods. Course requirements can also accommodate progress toward a degree-related research proposal.

Related courses:

Jewish Women in Modern Times  
Business Ethics in Jewish Law  
Marriage in the Talmud  
Who is a Jew: Contemporary Complexities of Jewish Identity  
Perspectives on American Judaism  
Rhythms of Jewish Life: The Calendar and Life Cycle Events  
Intermarriage in America  
Survey of Medieval Jewish History  
Comparative Theology of Judaism and Christianity  
Post-Holocaust Theology  
Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families

## **Jewish Education Courses**

### **JED 506**

#### **Methods of Teaching Jewish History**

The course will cover a variety of techniques and themes in teaching Jewish history. We will study the teaching of local Jewish history and the use of oral history, and techniques for working with historical artifacts, including both physical artifacts and textual artifacts, as well as uses of art and literature in teaching Jewish history. The course will also discuss some periods and themes in Jewish history that pose special questions, such as the Biblical period and the 21st century.

### **JED 507/807**

#### **Methods of Teaching Bible**

This course uses the notion of pedagogic and hermeneutic orientations to understand a variety of approaches to teaching Bible, including literary approaches, historical-contextual approaches, critical and diachronic approaches, and approaches that use traditional and rabbinic commentary.

**JED 508****Teaching Torah to Young Children**

Participants in this course will develop greater comfort and competence both with learning narratives from the Torah and transmitting them authentically to 3 to 6-year-old children. A theoretical rationale as well as methodologies for presenting concepts of God, Mitzvot, Jewish holidays, values and Israel found in the narrative context will be integrated into the course. Criteria for selecting appropriate stories will be presented along with storytelling techniques and a range of creative experiences that bring the stories to life in the classroom. (Course may be taken for Bible or Jewish Education credit)(LHI course only)

**JED 510****Fundamentals and Orientation in Jewish Education**

The activities of Jewish learning are ultimately linked to more fundamental assumptions about the nature of knowledge, human growth, and Jewish purpose. Methodologically, this class looks beneath the surface of the educational activities to find the visions that guide them. It is a Jewish version of what the education scholar Stephen Brookfield characterizes as the "assumption hunting" game. The sharp contrasts between the educational philosophies of Michael Rosenak and Mordecai Kaplan will be among the tools used to further this investigation.

**JED 514****Experiential Jewish Education**

This course provides a general overview of the practice of experiential Jewish education. It explores the historical trends, pedagogical frameworks and current models relevant to the field. Actively engaging with course material, students will be encouraged to share their experiences as both participants and practitioners in the field of Jewish experiential education.

**JED 516****Music in Jewish Education**

Music is an integral part of Jewish life, and a valuable tool for use in a wide variety of Jewish educational settings with students of all ages. This course will focus on ways in which music can be used to enhance the teaching of a variety of subjects including Bible, holidays, history, Israel, Jewish values and Hebrew. Music specialists, general classroom teachers, and experiential educators are equally welcome.

**JED 522****Supervision in Jewish Education**

This course offers principles and functions of developmental supervision and their applications to Jewish education, as well as approaches aimed at improving and evaluating instruction and learning. There will be ample opportunities for supervised practice. (This is a required course for the students in the M.S. NPM - Jewish Educational Administration track and can serve as an elective for the MEd - Jewish Instructional Education concentration).

**JED 606****Methods of Teaching Prayer: Skills, Concepts, and Affect**

This course explores strategies and techniques for teaching prayer and liturgy. Students study selections from the liturgy and then explore ways to translate this content into pedagogic approaches that are consistent with the deep structure of the texts. Attention is also paid to home-school relationships, the role of Hebrew, evaluation of learning and developmental issues.



### **JED 607**

#### **Methodologies for Teaching Israel**

For previous generations of Jewish educators, Israel was a reliable means of bringing communities together. In the present, teaching Israel has become increasingly complex, with questions and dilemmas stemming from learners and educators alike. This class will offer educators the chance to explore methodologies and best practices for teaching Israeli history, politics, culture, and current events. We'll have the chance to explore our own Israel stories, and the ways in which we share them with our learners, and will use case studies of the challenges of teaching Israel to inform our work. We will delve into the "whys" of teaching Israel, and what success looks like in the world of Israel education.

### **JED 621**

#### **Jewish Education Internship Seminar**

This seminar will meet throughout the year and will include all students taking a MAJED internship at any time during the academic year. Meetings will be devoted to deliberation over theoretical and practical issues of relevance to the interns. Students and faculty will set the schedule for the seminar at the beginning of the fall semester.

### **JED 627**

#### **Introduction to the Curriculum of the Jewish School**

This course offers an overview of the principles of curriculum construction and evaluation as applied to the field of Jewish education. Conflicting conceptions of curriculum will be explored. Major curricula developed in recent years will be analyzed. Through readings and discussion, the students become familiar with some of the issues facing those who would design or evaluate curricula for Jewish education.

## **Jewish Professional Studies Courses**

### **JPS 600**

#### **Capstone**

The Capstone entails a review of all the courses taken and how they have impacted the student both professionally and personally. In addition, the student presents a plan for future professional work that incorporates the skills and knowledge gained in the program.

## **Jewish Studies and Language Courses**

### **HEB 000/206/501**

#### **Hebrew I: Beginners** (no credit)

Hebrew I Online provides an interactive and fun introductory experience for students who have had some beginning exposure to basic decoding and writing in Hebrew. Students will meet twice a week for a live online session to learn and review the material. In addition, a special website will be available for students to log on at any time for learning and review. The course focuses on the development of all language skills (speaking, listening, reading and writing). Students will learn grammatical terms and principles such as pronouns, adjectives, gender and number agreement, prepositions, roots, numbers, special expressions, and the different categories (Gzarot) of Bynian Pa'al in the present and past tense. Students will read texts that reflect Hebrew and Jewish culture. Topics will include: home and school, food, family life, and the daily schedule.

### **HEB 103**

#### **Intermediate Hebrew**

This course will bring learners from a novice level in Hebrew towards functional fluency and an advanced level. Students will move from basic conversation and reading/writing to being able to participate in conversations with native speakers on a variety of topics and being able to read/write more complex texts. Students will acquire a broader and richer vocabulary and a deeper grasp of Hebrew grammar in all tenses.

### **HEB 107**

#### **Ulpan 1**

The study of Hebrew is a crucial tool in understanding the history and culture of ancient and modern Judaism and Israel. Students enrolled in Ulpan 1 do not need to have any previous knowledge of Hebrew. In this course, an emphasis is placed on the acquisition of language skills that will facilitate students' ability to communicate within contemporary Israeli society, and students are encouraged to utilize their Hebrew skills as they meet Israelis and travel throughout Israel. As part of the Hebrew Ulpan, students study the Tanakh (Hebrew Bible) in its original Hebrew while they also learn to converse with their Israeli peers. The course covers the follow language areas: conversation, reading, writing, and grammar.

### **HEB 108**

#### **Ulpan 2**

Students enrolled in Ulpan 2 will continue to study Hebrew as a crucial tool for understanding the history and culture of ancient and modern Judaism and Israel. In this course, students will continue to develop reading fluency by reading short texts and dialogs in relevant and practical subjects. Answering questions orally and in writing will provide evidence of the student's comprehension of vocabulary and grammatical material. Students will also have the opportunity to engage in spontaneous oral communication and creative use of the written language. Students will also create and perform dialogues and monologues on daily subjects. Field trips will provide additional opportunities for the creative usage of the language in real life situations such as: cooking according to recipes and short interviews. Hebrew songs will also be incorporated into the class and the final project.

### **HEB 109**

#### **Ulpan 3**

In Ulpan 3, students will expand on the foundation of reading and writing using existing and new vocabulary and the acquisition of expanded grammatical forms. Topics include: getting acquainted, in the classroom, on the kibbutz, parts of the body, clothing, colors, weather, and seasons of the year. Through conversations, dialogues, reading texts on the topics listed above, combined with songs and other activities related to the topics of the course students will engage in daily conversations on topics of interest as well as reading and writing short passages. New grammatical items include: present tense, past tense and infinitives for simple, intensive, causative, and reflective verb forms; prepositions and conjunctions; and question words.

### **HEB 110**

#### **Ulpan 4**

In this course, reading skills will continue to be developed through readings on various topics from the course book as well as authentic texts from the newspaper. Students will practice their active language skills by reporting to the class on these readings orally and in writing. Texts relevant to the field trips in which the students participate as well as texts relevant to their course work in history and Jewish Studies will also be incorporated. Through short written passages on various topics related to the materials studied and the study of new language forms students will improve their capacity for oral and written expression.

### **HEB 111**

#### **Ulpan 5**

The improvement of reading, writing and reading comprehension are emphasized in this advanced course.

Students will increase both day to day and academic vocabulary in the context of reading newspaper articles and academic texts from the course textbook. Current news articles and academic texts will be analyzed and serve as models of good writing and the application of proper spelling conventions. Oral language will be promoted through the use of conversation triggers, including discussions based on photographs and reports of field trips. Topics include holidays, travel, and visiting family. Games and songs will also be incorporated.

#### **HEB 112**

##### **Ulpan 6**

Students in this advanced high level course will focus on fluent reading of both academic texts and newspaper articles, expansion of vocabulary, the development of writing skills with the aim of writing a series of news articles (lead, body, conclusion) on topics of the student interest, such as occupations, plans for the future, social life, exploring websites, and more. Students will engage in oral conversations on current events in Israel and the world. For topics that require the expression of opinion as well as the presentation of facts (environmental issues, carrying personal weapons, etc.) students will be evaluated on their individual work in tandem with participation in group discussions.

#### **HEB 207/502**

##### **Hebrew II: Advanced Beginners**

Hebrew II Online continues the format of twice-a-week live webinar sessions combined with follow-up reinforcement through a 24/7 website for individual learning and review. All language skills are mastered through more advanced syntactic and grammatical structures. Students will begin to read and write texts requiring critical thought. Hebrew texts that reflect Israeli culture and Jewish History will be read and discussed, with continuing exposure to liturgical Hebrew through a weekly selection from the Siddur (prayer book). Topics will include: seasons and clothes, traveling, health and the body, people and places, and other daily activities.

#### **HEB 208/503**

##### **Hebrew III: Intermediate**

This course will continue the development of all language skills: reading, listening, writing, and speaking and includes twice-a-week live webinar sessions. Weekly units will also include selections in Hebrew. In addition, study of advanced grammar and syntax will include all passive Binyanim, different Gezarot, and parts of speech.

#### **HEB 209/504**

##### **Hebrew IV: Advanced**

This course will focus on comprehension in reading modern Hebrew. Students will become acquainted with typical grammatical and idiomatic forms and vocabulary using selected texts. The grammar and vocabulary will be used in discussions of the ideas contained in the texts. The texts will include some significant prose and poetry passages.

#### **HEB 208B**

##### **Hebrew III: Intermediate B**

The development of all language skills: reading, listening, writing, and speaking are assessed through examination with an emphasis on the comprehension of modern Hebrew texts through reading and written response and an oral proficiency interview. In addition, advanced grammar and syntax will be assessed, including various Binyanim, different Gezarot, and parts of speech.

#### **HEB 210/510**

##### **Biblical Hebrew I**

Biblical Hebrew Online provides an introductory experience in the language of the Bible for students who

can decode (phonetically read) Hebrew. The course focuses on the fundamentals of biblical Hebrew's grammatical structures and constructs, including its elaborate root word system and its rich vocabulary. After two semesters, students will be able to read and understand selected passages of the Hebrew Bible in the original. Students will meet once a week for a live online session to learn and review the material. In addition, students will be able to log into the class on Canvas at any time for learning and review.

### **HEB 212/512**

#### **Biblical Hebrew II**

Biblical Hebrew II picks up where Biblical Hebrew I leaves off. Students will complete Volume 1 of the textbook, Biblical Hebrew Step by Step, with its focus on the fundamentals of biblical Hebrew's grammatical structures, and constructs root word system and vocabulary. They will then delve into reading selected passages of the Hebrew Bible in the original. Students will meet once a week for a live online session to learn and review the material. In addition, students will be able to log into the class on Canvas at any time for learning and review.

### **HEB 213/513**

#### **Seminar in Biblical Hebrew**

The Seminar in Biblical Hebrew introduces students to the work of biblical scholarship. Participants in this seminar will work independently to understand, interpret and translate selected texts from the Hebrew Bible. During weekly real-time meetings, participants will share their work and discuss their approaches and any issues that arise. Periodic guest lectures will also be included.

### **HEB 523**

#### **Poetry in Song**

The goal of this course is to help the students develop an understanding of Israeli society and culture through analyzing poetry and music. Each week will be dedicated to a poet (or two). We will explore the biographies of the different poets, the historical periods in which they worked and how they influenced their styles and themes. We will analyze selections of key poems. Students will then listen to musical renditions of the poems at hand, will discuss how they were interpreted, and why they have become popular in Israeli society. This course will be taught in Hebrew and English. All materials (poems and articles) will be provided in both languages. While discussions will be conducted in English, there will also be opportunities to compare the original and the translated versions. The assignments in the course will range from literary analyses to creative tasks, such as writing a poem, composing music to an existing poem, creating a visual presentation etc. Students will be able to choose in which language to complete their assignments.

### **JST 230/630**

#### **Wrestling with Parashat ha-Shavua**

This course is intended as an introduction to reading strategies that are useful in studying the Bible, and particularly in composing a short public speech about a section of the Torah, a *devar Torah*. The course will survey some of the most important reading strategies that are most common in the modern Jewish community and particularly those that do not require special additional expertise, such as either rabbinic expertise or Orthodox Jewish expertise or academic expertise. The strategies that are discussed in the course are open to most readers and not difficult to carry out.

### **JST 440/540**

#### **Survey of Medieval Jewish History**

This course is a history of the Jewish people during the Middle Ages. It will cover both the experiences of Jews in Islamic society and in Western Christian society, from the Byzantine period through the expulsion of Jews from Spain in 1492. Primary sources such as chronicles, memoirs, poetry, personal letters, rabbinic response and iconography will be studied.

**JST 504****The Jewish Family: Institution in Transition**

This seminar is designed to give a sociological overview of the contemporary Jewish family in the context of Jewish history and tradition. The traditional Jewish family, the role of both single and dual career families, the impact of divorce, and devising a policy to support Jewish family life within the institutional structures of American Jewry will be considered.

**JST 505****Perspectives on American Judaism**

While rooted in the philosophies of past generations, American Judaism has emerged in the twenty-first century as a multi-denominational enterprise. In addition to studying the social history, theology and organizational development of various American Jewish movements' guests representing Orthodox, Conservative, Reform, Reconstructionist, Hasidic and New Age points of view will discuss their vision and spiritual and ritual practice of Judaism. The role of God, prayer, commandments and obligations in a voluntaristic community, creation of new life cycle rituals and the impact of the Jewish feminist movement on American Judaism will all be explored.

**JST 507****Introduction to Classical Judaism**

This course provides a graduate-level introduction to Classical Judaism, covering the Biblical, Rabbinic, and Medieval periods. After surveying the history and major texts of the Classical period, the course will concentrate on training students to analyze classical Jewish texts in depth, first examining traditional Jewish legal texts (Halachah) and then texts of classical Jewish thought and values (Aggadah).

**JST 510****Women in the Rabbinic Tradition**

This course explores the legal status of women within the classical Rabbinic tradition and how this status compares with the position of Jewish women in the modern world. Topics to be covered include: the legal status of minor daughters; the development of the traditional roles of wife and mother in the Rabbinic period; the legal position of the divorcee and widow; and obligatory and optional mitzvot for women.

**JST 511****The Five Scrolls: Love, Lament, and Realism**

The Five Scrolls (the five Biblical books of Song of Songs, Ruth, Lamentations, Ecclesiastes and Esther) are read in synagogue on the major Jewish holidays. They reflect a whole range of emotion and historical situations, from national defeat to national triumph, and from cynicism and pessimism to the glories of human kindness and love. The books will be studied in light of traditional and modern commentary.

**JST 515****The Problem of Evil: The Jewish Response**

From ancient times to present, Jews have believed in a Messiah and a Messianic age. One question that has troubled Judaism from its very beginning to the present day is "Why does God permit suffering?" "Will the Judge of all the earth not act justly?" asks Abraham in the Book of Genesis, and from biblical times to the Holocaust and today's headlines, the question has reverberated throughout Jewish tradition. By studying a variety of biblical, rabbinic, philosophical, and mystical texts, some major Jewish responses to this question.

**JST 516****Judaism and Islam**

Judaism and Islam are in many ways extraordinarily similar and, in other respects, very different. To study them side by side increases our understanding of each one. The course will assume that students have some

knowledge of Judaism, but little knowledge of Islam. Topics include an introduction to Islam; Islamic and Jewish Scripture; Islamic and Jewish law; the revival of Islam after World War I and World War II; and the history of Muslim-Jewish relations and their impact on Arab-Israeli relations.

#### **JST 518**

##### **Job and the Problem of Evil**

This course is a seminar on the book of Job and its interpretation in the Jewish tradition. The book of Job is nearly always interpreted as a discussion of why bad things happen to good people, so the course will also be an introduction to some trends of Jewish thought concerning that question.

#### **JST 521**

##### **American Jews: Honoring the Past, Looking to the Future**

This course surveys major trends and developments in American Jewish history from the community's beginnings in the colonial period through the early twenty-first century. Students will become familiar with the leading personalities, events, movements and institutions that shaped Jewish life in the United States. Special emphasis will be placed on the evolution of Jewish religious ideas, practices and approaches in the American environment.

#### **JST 523**

##### **Harmony of the Spheres: Judaism and Science**

Judaism does not see Science and Religion as antithetical, but as two different spheres in harmony with one another. This course will examine the relationship between Judaism and Science from ancient times to today, including the following topics: Genesis and the Big Bang; the Jewish view of the universe; Jewish observance and Planetary Science; the possibility of life on other planets; Jews and Medicine; Talmudic views of Obstetrics and Gynecology; Talmudic knowledge of Astronomy, Anatomy and Psychology; and Jewish Ecological Science.

#### **JST 524**

##### **Jewish Folklore**

An introduction to Jewish folklore, from the Bible to the present day. Much of the course will focus on Jewish folklore from Eastern Europe. Special attention will be paid to folktales and folk literature.

#### **JST 525**

##### **Jews in the Contemporary World**

This course will survey Jewish life in the contemporary world since about 2010. Topics will include American Jewish demography, synagogue movements, and culture; Israeli Jewish society, culture, and politics; and a survey of Diaspora Jewish communities outside of the United States. Attention will be paid to changes such as the impact of new technologies, the growth of non-Ashkenazic Jewish communities, the growth of Haredi Orthodoxy, and the rise of mixed Jewish/non-Jewish families.

#### **JST 528/728**

##### **Jewish Historical Fiction**

This course will explore the various aspects and uses of Jewish historical fiction (JHF). Questions to be explored will include: what makes “good” JHF; what characteristics should be subject to fictionalization and which should remain faithful to history; and which characters are best suited to JHF and how to incorporate actual and purely fictive historical figures. Selected passages from well-known (and some not so well-known) JHF novels and short stories will be used to illustrate these and other inquiries. Using trade “how-to” books, the course will provide hands-on instruction, and students will create their own JHF through workshop teams. Each individual student will also write a short JHF narrative.

**JST 532/232****Modern Jewish Thought**

This course will study major thinkers and controversial issues in 20th and 21st century Jewish thought. The course will look at texts by thinkers such as Martin Buber, Mordecai Kaplan, Judith Plaskow, and others, and study issues such as Jewish centrism and extremism, pluralism, social justice and the Prophets, ritual and commandment, feminism and gender, and Zionism and Israel.

**JST 533****History of Sephardic Jews**

This course will survey the history of Sephardic Jews from the beginnings of Jewish settlement in Spain until the present day. Most of the course will focus on the history of Sephardic Jews after the expulsion from Spain in 1492. The course will also discuss the changing mythic conceptions of Spain and of Sephardic Jewry, both negative myths, and positive myths that are romanticizing and idealizing.

**JST 535****Book of Samuel**

This course is an introduction to the Book of Samuel (1 Samuel and 2 Samuel). We will read the entire book, and discuss the main characters as well as many of the subsidiary characters. We will also study the Jewish reception of the Book of Samuel and some of the current academic debates about the book and its characters. During the course we will learn a variety of reading strategies for reading the Bible.

**JST 536****Tragedy and Hope in the Book of Jeremiah**

Jeremiah's name is synonymous with foreboding prophecy, and his haunting words are read in synagogue during the three weeks leading up to Tisha B'Av. Jeremiah cuts a sad, lonely and misunderstood figure as he confronts the king and the people of Judah during their struggle for survival against the forces of the Babylonian Empire. Yet he never lost faith and hope that his people could experience renewal. We will be guided by many modern Jewish interpreters, including Abraham Joshua Heschel, as we study the most realistic of all the books of the Bible.

**JST 537****History of Modern Israel**

A long time before the state of Israel was established in 1948, the idea of a Jewish state had aroused much controversy both within the Jewish people and outside of it. The controversies did not stop after the state of Israel established and they continue until our time. In this course we will examine the history of Israel from the beginnings of the Zionist movement until the present day. The course focuses on the Zionist movement, the waves of Jewish and non-Jewish immigration to Israel and within Israel, the Arab-Israeli conflict, and the social, economic and religious changes in Israel since 1948.

**JST 540/440****Survey of Medieval Jewish History**

This course is a history of the Jewish people during the Middle Ages. It will cover both the experiences of Jews in Islamic society and in Western Christian society, from the Byzantine period through the expulsion of Jews from Spain in 1492. Primary sources such as chronicles, memoirs, poetry, personal letters, rabbinic response and iconography will be studied.

**JST 545/245****From Ancient Synagogue to Post-Denominationalism: The Transformation of the Kehillah**

In this class we will study how and why the Jewish community has changed over the past 2,000 years to see how that transformation has informed the current state of Jewish community dynamics. We will begin with

the synagogue in Mishnaic times in the Land of Israel, move to Babylon and the academies of the Geonic times, and then compare the differences between medieval European communities and those in Arab lands. Then we will trace the rise of the modern shul and temple with the advent of the Enlightenment which will bring us to the 20th century and the heyday of the modern synagogue in America. We will end by looking at the different ways that Jews are making community in the 21st century in a post-denominational world.

#### **JST 551**

##### **Judaism's Encounter with Modernity**

This course offers a graduate-level introduction to Judaism in the Modern Period. Together with a brief survey of Jewish history during this period, the course will concentrate on the religious and ideological challenges posed to Judaism by modernity and the range of Jewish responses, such as the Enlightenment, Reform Judaism, Conservative Judaism, contemporary Orthodoxy, Jewish secularism, Zionism, Jewish socialism, and Jewish liberalism.

#### **JST 552**

##### **Conversion to Judaism from the Bible to the Present**

This class studies conversion in Judaism from its Biblical roots to the present day. The course begins with the Bible, including the notion of a “ger” (“stranger” but later also “convert”) in the Torah, and the Book of Ruth, the classic Biblical tale of conversion. Ancient and medieval Jewish texts on conversion and its rules are studied. Conversion to Judaism in the present day will be compared to practices and attitudes of the past. The course will also seek to understand the role conversion plays in today’s Jewish communities.

#### **JST 601**

##### **New Directions in the American Jewish Community**

This seminar will provide an overview of the sociology of the American Jewish community in the context of the social history of the American Jewry. Students will become familiar with the demography and social characteristics of the community, as well as its social structure and institutions. The Jewish family, synagogue and communal organizations, and conflict between institution and patterns of innovation will be seen within the context of the current debate among sociologists of the Jews as to the future size and quality of communal life.

#### **JST 603**

##### **Comparative Theology of Judaism and Christianity**

This course focuses on some of the major theological beliefs in both ancient Judaism and early Christianity. While the course will be based primarily on the Thirteen Principles of Faith of Maimonides as well as the Nicene Creed and basic dogmatic theology of early Christianity, a variety of later Jewish and Christian points of view will also be included. The primary concepts covered include: God the creator; the unity of God and the Trinity; idolatry and icons; prophecy and the Holy Spirit; Scripture and tradition; reward, punishment, and forgiveness; and the Messiah, the world to come, and resurrection.

#### **JST 604**

##### **Business and Workplace Ethics**

The issue of business ethics has been prominent in the news recently because several large American corporations have been accused of serious fraud violations. Jewish law contains a great deal of discussion concerning business practices and business ethics, and the current climate is an especially urgent one in which to study these sources (in English translation.) The primary focus of this course is to study Biblical and Rabbinic sources and analyze how issues of business ethics develop historically in Jewish legal texts. Some topics for discussion include: honesty in business; honest merchandizing; business fraud in Jewish law; labor law; competition; fair profits; loans and interest; insider trading; and health and safety issues.



**JST 607****Modern Jewish Bible Exegesis**

This course surveys modern Jewish approaches to the interpretation of the Bible, including both traditionalist and critical approaches. Special attention is paid to modern Jewish that highlight issues of social justice, as well as the complex relation of Jewish Bible interpretation to Zionism.

**JST 615****Judaism and Christianity**

This course explores the common roots of ancient Rabbinic Judaism and early Christianity in the first five centuries CE. We study both the theological similarities between the two movements and the ways in which they developed into distinctly different religious traditions. Topics to be covered include: reward and punishment; heaven and hell; immortality of the soul; resurrection; martyrdom; and the messiah.

The Jewish background of Jesus and Paul is discussed also. While the course concentrates primarily on the ancient period, we also briefly discuss the strained relationship between Judaism and Christianity in the medieval world and where that relationship is today.

**JST 616****The New Diaspora**

This course will survey the history and present state of the Jewish Diaspora, focusing on the Jewish communities apart from the United States, especially Jewish communities in Europe, Latin America, and Africa.

**JST 628****Kabbalistic Masters**

This course provides an introduction to the Jewish mystical tradition, focusing on the classic text of Jewish mysticism, the Zohar; and on the early Hasidic masters, including the Baal Shem Tov and Rabbi Nahman of Bratslav. The course will cover topics such as mystical visions and experiences, mystical interpretation of the Torah, the doctrine of Sefirot, the mystical purpose of the commandments, and mystical concepts of prayer.

**JST 630/230****Wrestling with Parashat ha-Shavua**

This course is intended as an introduction to reading strategies that are useful in studying the Bible, and particularly in composing a short public speech about a section of the Torah, a devar Torah. The course will survey some of the most important reading strategies that are most common in the modern Jewish community and particularly those that do not require special additional expertise, such as either rabbinic expertise or Orthodox Jewish expertise or academic expertise. The strategies that are discussed in the course are open to most readers and not difficult to carry out.

**YIDD 201/ 501****Yiddish 1**

This course provides an interactive introductory experience with Yiddish. It is designed for students who can read the Yiddish/Hebrew alphabet. Students will meet twice a week for live online sessions to learn and practice new material and review previously learned content. The course focuses on the development of the four language skills (listening, speaking, reading and writing). Students will master basic grammatical patterns, sentence structures, and the present tense. Topics will include school, daily activities, numbers, telling time, and Jewish holidays. The course will incorporate Yiddish poems and songs as well as texts in English that introduce students to various aspects of Yiddish culture.

**YIDD 202/502****Yiddish II: Advanced Beginners**

This course is open to students who have completed YID 201/501 or have comparable knowledge of the language. It focuses on the development of the four language skills (listening, speaking, reading and writing). Students will master grammatical patterns such as modal verbs, complemented verbs, dative case, adjectival endings, and the past tense. Topics will include body and health, weather, and family. The course will incorporate Yiddish poems and songs as well as texts in English that introduce students to various aspects of Yiddish culture.

**YIDD 203/503****Yiddish III: Intermediate**

This course will continue the development of all language skills: reading, listening, writing, and speaking. The emphasis will be on the verbal and written engagement with and comprehension of a wide variety of authentic Yiddish materials. Students will review and expand their understanding of all tenses with separable and inseparable prefix verbs as well as of prepositions, conjunctions and dependent clauses, which were briefly introduced in Yiddish II. They will newly master periphrastic verbs (conditional, and comparative and superlative). Topics will include clothing, body, modes of transportation, activities in town, and Jewish holidays. The course will incorporate short Yiddish poems, songs, film clips and other authentic materials that relate to the topics, as well as a short story by I.L. Peretz. All additional materials will be provided by the instructor.

**YIDD 204/504**

This course will continue the development of all language skills: reading, listening, writing, and speaking. The emphasis will be on the verbal and written engagement with and comprehension of a wide variety of authentic Yiddish materials. Students will review and expand their understanding of all tenses with separable and inseparable prefix verbs as well as of prepositions, conjunctions and dependent clauses, which were briefly introduced in Yiddish II. They will newly master periphrastic verbs (conditional, and comparative and superlative). Topics will include clothing, body, modes of transportation, activities in town, and Jewish holidays. The course will incorporate short Yiddish poems, songs, film clips and other authentic materials that relate to the topics, as well as a short story by I.L. Peretz. All additional materials will be provided through the Learning Management System.

**YIDD 212/512****Yiddish Reading for Holocaust and Other Historical Research**

This course is designed for students interested in doing historical research with Yiddish language sources. While the primary focus of this course is on texts related to the Holocaust, students will acquire the basic skills necessary for using any Yiddish primary sources in research. Working with encyclopedia entries, historical source materials, literary texts, memoirs, and yizkor books students will be introduced to scanning and skimming Yiddish texts and creating summaries of these materials. They will also be introduced to reading handwritten materials as well as texts that utilize different spelling conventions, including those from the former Soviet Union. Students will be asked to work individually and in pairs on various translation exercises. Each student will be asked to work independently on translating their choice of a non-fiction Yiddish text of between 700 and 1,000 words in length.

**Prerequisites:** Yiddish II or Equivalent: Students must have at least a low intermediate reading level with Yiddish and have been introduced to the case system, present and past tense, and adjective endings.

**The following courses can be taken as Electives for the Jewish Studies program, and the course descriptions can be found cross-listed under the appropriate program:**

All courses on the Holocaust

All courses in the Jewish-Christian Studies program

All courses in the Jewish Education program

## **Doctor of Education in Leadership Courses**

### **EDD 700**

#### **Introduction to Doctoral Studies**

This hybrid course will introduce EdD students to the expectations of doctoral study and provide a road map for successful completion of the degree program. Among the topics to be covered: an overview of types of doctoral research, the Institutional Review Board process, selecting and refining the dissertation topic, benchmarks for progress. Students will be expected to complete pre-work prior to the summer residency.

### ***REQUIRED CORE FOR ALL CONCENTRATIONS: 18 credits***

### **EDD 702**

#### **Critical Contexts in Educational Leadership**

This course will focus on the ethical and moral issues facing administrators in educational institutions. Current topics, using recent case studies, will be examined and analyzed from the perspective of educational leadership.

### **EDD 703**

#### **Cross Cultural Perspectives in Educational Leadership**

An analysis of the opportunities and challenges facing educational leaders in the diverse cultures of communities as reflected in schools and colleges, with an emphasis on application of theories of leadership in cultural contexts.

### **EDD 704**

#### **Needs Assessment, Program Design, and Evaluation**

An examination and analysis of the process and steps necessary to determine need and to create and evaluate appropriate projects within an educational organization.

### **EDD 705A**

#### **Methods of Inquiry A**

Designed to provide guidance in the analysis, interpretation, and evaluation of research reports and methods commonly used in education and the social sciences. Students will apply this knowledge in their concept paper as they identify an applied action research area of interest, prepare a literature review, develop researchable questions, and identify appropriate data collection and analysis procedures to answer the questions posed.

### **EDD 705B**

#### **Method of Inquiry B**

Designed to provide guidance in the analysis, interpretation, and evaluation of research reports and methods commonly used in education and the social sciences. Students will apply this knowledge to complete their concept paper as they identify an applied action research area of interest, prepare a literature review, develop researchable questions, and identify appropriate data collection and analysis

procedures to answer the questions posed.

#### **EDD 706**

##### **Leading an Educational Organization**

An analysis of the leadership characteristics that are essential for effective management in educational institutions. Students will be encouraged to relate theoretical concepts to their own real world practice.

#### **EDD 707**

##### **Strategic Planning for Educational Leadership**

An exploration of models for assessment and quality improvement as they relate to future planning. The role of the administrator in strategic planning initiatives will be emphasized.

#### ***Higher Education Concentration: 21 credits***

#### **EDD 720**

##### **Leadership and Administration of Higher Education**

An analysis of the organization, structure, and function of higher education, including an examination of the role of mission, academic administration, student services, financial planning, and institutional advancement.

#### **EDD 721**

##### **Marketing and Enrollment in Higher Education**

An analysis of current practices and future trends in the marketing and recruitment of students in higher education. Predictive modeling, as it applies to realistic enrollment planning will be examined.

#### **EDD 722**

##### **Program Planning and Curriculum Development**

The role of the administrator in program and curriculum planning will be examined with an emphasis on financial implications and continuous assessment.

#### **EDD 723**

##### **Student Affairs in Higher Education**

This course will focus on the theory and practice of student affairs in higher education today, with an emphasis on academic advising, athletics, student life and safety, health and well-being, and the creation and support of living communities. The legal ramifications of all aspects of student life will be considered.

#### **EDD 724**

##### **Planning, Budgeting and Finance**

This course will provide the necessary foundation for higher education administrators to effectively function in different types of higher education institutions. Attention will be given to budgeting, long range financial planning, and fundraising.

#### **EDD 725**

##### **Governance, Ethics and the Law**

Students will explore and analyze various organizational paradigms and practices as they relate to external government bodies, internal and external stakeholders, governing boards, and presidential leadership. The need for ethical and legal considerations in higher education leadership will be stressed.

**EDD 726****Politics and External Relations**

This course focuses on the leadership skills essential to working with external constituencies, with diverse opinions and competing interests. The importance of developing positive relationships with boards, unions, local, state, and federal officials, and other interested parties will be examined. Scenario planning for crisis and public affairs management will be constructed.

***Pre K-12 Leadership Concentration: 21 credits*****EDD 727****Planning, Budgeting, and Finance in Schools**

This course will provide the necessary foundation for school administrators to effectively function in different types of educational settings. Attention will be given to budgeting, long range financial planning and fundraising.

**EDD 740****School Boards and School District Governance**

An analysis of the role of internal and external governance and structures in k-12 education. This course explores the politics involved in school district governance and the leadership skills necessary to effectively lead in competing relationships.

**EDD 741****School Law and Policy**

This course focuses on the laws and policies that affect all children in k-12 education. Students will be expected to analyze those laws and policies that impact their particular educational situation and assess compliance to best serve all children.

**EDD 742****Cultural Diversity in Schools**

Students will explore the leadership skills that educational leaders must exhibit in order to effectively manage an increasingly diverse student population. Sensitivity awareness will be stressed and students will examine current case studies and assess outcomes based on their own experiences.

**EDD 744****Transforming Schools**

The application of theory and experience necessary to change the culture of schools, including the balance of internal and external influences.

**EDD 745****Program Development, Curriculum, and Assessment**

Students will explore the theory, best practices, and decision-making tools necessary to evaluate current and new trends in P-12 programming and curriculum development and implementation, with an emphasis on assessment for continuous improvement of student learning outcomes.

**EDD 746****Technology, Data Analysis and Program Evaluation for Schools**

This course will explore current technology and its use in data analysis and evaluation for continuous improvement in schools. Planning tools for future technology trends will be examined.

***Jewish Education Concentration: 21 credits***

**EDD 727**

**Planning, Budgeting, and Finance in Schools**

This course will provide the necessary foundation for school administrators to effectively function in different types of educational settings. Attention will be given to budgeting, long range financial planning and fundraising.

**EDD 760**

**Leadership in Jewish Education**

Discusses theoretical concepts, practical insights and their application to leadership within Jewish communal institutions. Focuses on inspiring and developing effective leadership by addressing topics such as building a vision, encouraging collaboration, overcoming obstacles, recognizing community values and institutional opportunities, and improving communication.

**EDD 761**

**History and Philosophy of Jewish Education**

This course explores the historical and philosophical foundations of Jewish education. Issues include: How did the Jewish day school, Hebrew school, and summer camp begin in the United States? What major problems do Jewish educators face and how have experts addressed these problems? What lessons from the past can impact how educators in Jewish institutions approach their work today?

**EDD 762**

**Landscape of Jewish Education in North America**

An exploration of the historical and contemporary understandings and purpose of Jewish education in North America. Through examination of various contexts and cultures of Jewish education, students will reconsider and refine their basic assumptions of Jewish education.

**EDD 763**

**Program Development, Curriculum, and Assessment**

Provides the theoretical and practical sources for the design implementation of curricula in congregational, communal, or day school settings. Drawing from Jewish and general education sources, the course will examine primary dimensions of program planning, curriculum design and assessment.

**EDD 764**

**Ethical and Legal Issues in Jewish Education**

An examination and analysis of the ethical and legal issues peculiar to Jewish education institutions and their relationship to those commonly found in secular institutions. This course will utilize case studies of current issues and their application to individual student experiences.

**EDD 765**

**Current Trends in Jewish Education**

This course explores specific challenges that face leaders of Jewish educational institutions and how successful leaders confront them. Examines utilization of technology, creativity, and integrated and differentiated approaches to education as a myriad of tools for exploring this topic.

## ***APPLIED DISSERTATION: 6 credits***

### **EDD 899**

#### **Proposal: 3 credits**

The content of the proposal includes the methodology and content of each chapter, including a thorough review of the literature that either supports or refutes the applied dissertation topic. Once approval is received from the dissertation advisor and confirmed by the Program Director, the student may proceed to the final stage of the project.

### **EDD 900**

#### **Applied Dissertation Report: 3 credits**

The final report includes the collection and implementation of data, along with recommendations for further research if appropriate. Analysis of application of the topic to the students' professional practice should be included.

## **Dual Enrollment Courses**

### **EDU 103**

#### **Models of Jewish Leadership**

Through the academic study of leadership and Jewish leaders, students will explore leadership through a Jewish lens. Through case studies, students will explore the role of Judaism in an individual's leadership style, challenges unique to leading in the Jewish community, and the ethics of leadership. Students will also explore their own strengths, areas for growth, people they find inspiring and ultimately discover the leaders that they wish to develop into and become in the Jewish community.

### **EDU 105**

#### **Dynamics of Education**

Teaching is many things: an art and a skill; an opportunity and a responsibility; a challenge and a reward. Successful teaching requires patience, purpose and preparation. Successful teaching, in the short term and over the course of a career, requires the development of the skills and sensitivity necessary for reflective practice and continuing personal growth. This course will provide an introduction to that world, and to some strategies that will help you to help your students – and you – to learn. Students who complete EDU 002 will be eligible to take this course for college credit.

### **NES 101**

#### **Israel and the Middle East**

This course provides students with an introduction to Modern Israel within the context of the Middle East. Through the formal academic study of primary sources, maps and video clips, students will explore and analyze various aspects of Israel's history, society and culture and their impact on the founders' vision for a Jewish state as well as the controversies that confront Israel in today's geopolitical world. Students will also be introduced to many rich facets of Jewish culture that have developed in Israel as they delve into subjects such as the role of the military as an engine of social integration and entrepreneurial thinking, the changing nature of the Kibbutz, Israel's pioneering new technologies and the great religious and national diversity of Israel's people.

### **NES 104**

#### **History of Modern Israel: From the Pioneer Movement to Today**

This course will examine the issues and events surrounding the state of Israel, from pre-state Israel at the First Zionist Congress to Israel as it is today. A primary focus will be on the Pioneer Zionist movement, its

history, revolutionary aspects, and how this movement evolved to influence all aspects of Israeli life. By reading letters, autobiographies, and even delving lightly into the family histories of relevant students we will use a lens of everyday life to examine the impact of the Pioneer movement. After examining pre-state Israel, we will then inspect several important issues from the establishment of the state to modern Israeli society of today. In doing so, we will discover not only the historical bases and original impact of these issues, but also how their influence on society has changed over time and what the implications are today.

### **NES 105**

#### **Putting the Text in Context: The Hebrew Bible and the Ancient Near East**

There are two basic approaches to interpreting the Bible. The first asks us to think in terms of what the text means to us in our time. This approach asks us how we can apply the teachings of the text to our daily lives and practices. The other interpretive approach asks us to think in terms of what the text meant to those who wrote it. How did the Bible help them navigate their world? What did its words mean to them, and how was it a reflection of the surrounding cultures of the ancient Near East? In this course, we will explore this second approach to understanding the Bible, from the question of who wrote it to comparisons between the biblical text and the texts of ancient Mesopotamia and Egypt.

### **NES 107**

#### **Israel: The Socio-Political History of a Modern State**

This course is presented in a hybrid format. It combines formal academic study of the social and political history of the modern State of Israel with experiential learning regarding Israel advocacy. Students will explore the social and economic history of Israel as well as the current challenges faced by the State through participation in two national conferences and a variety of online workshops. As an outgrowth of their own learning, students will organize and lead educational experiences of their own to educate their communities about Israel.

### **HGS 101**

#### **From Armenia to the Yazides: The Holocaust and Other Genocides**

This course is designed to raise student awareness of genocides and mass atrocities providing them the opportunity to engage with lessons of the Holocaust, genocides, and other human rights violations. By the end of the course student participants will create an action plan in the form of a poster or PowerPoint presentation to use in raising public awareness of the Holocaust, genocide and other human rights violations in their home communities.

### **HGS 103**

#### **Resistance and Rescue in the Holocaust**

The Holocaust was a time in which great darkness overtook many areas of the world. And yet, in the midst of this destruction and suffering, there were people who refused to give in to the darkness. Some resisted with force. Others resisted spiritually. Still others resisted by rescuing. This course will explore resistance and rescue during the Holocaust, dedicating the first half of the course to considering physical, spiritual, and cultural attempts to resist the Nazi specter. The second half will consider acts of rescue in the Holocaust—focusing on instances of rescue and how these instances differed depending on the country or territory in which they occurred.

### **JST 110**

#### **Judaism and Christianity**

Judaism and Christianity are two of the world's major religions. Many individuals are familiar with one of these religions or the other—but generally do not consider the relationship that exists between Judaism and Christianity. In the first century, Christianity developed out of Judaism, and for many years, Christians saw themselves as Jews. Because of this shared heritage, in which Judaism serves as the root of Christianity, the



two religions have much in common. This course will seek to go back in time to see the foundations of Judaism and the foundations of Christianity—acknowledging what these two faiths have in common and how they can learn from one another.

### **JST 111**

#### **Antisemitism and the Modern Jewish Experience**

Antisemitism has marked the Jewish experience throughout history. From ancient tropes accusing Jews of being inhuman and bloodthirsty to modern delegitimization of the State of Israel and microaggressions against Jewish individuals, antisemitism has been a deciding factor in how Jews present, choices we make, and relationships we build. This course combines history, current events, and self-discovery, using the reality of antisemitism as a lens for exploring Jewish choices, questions of self-esteem, and personal practices. Learners will have the chance to explore questions of allyship, what it means to be a minority, and what it means to stand up to antisemitism on your own terms, while maintaining and embracing joy in the Jewish experience.

### **JST 113**

#### **Jewish Geography: Understanding World Jewish Communities**

In this course students will explore the history and cultures of a variety of world Jewish communities including the Sephardic and Mizrahi communities, the Jews of Yemen, Ethiopia, Kaifeng China and more. We will hear their music, see their artifacts and taste the foods that have enriched the Jewish world.

### **JST 115**

#### **Civil Discourse: Disagreeing Without Being Disagreeable**

Differences of opinion, argument, debate, and the exchange of ideas are all part of a healthy democracy or any civil society. The rabbinic tradition within Judaism is founded on debate and intellectual exchange, but the rabbis were keenly aware that when political or religious discourse become purely polemic in nature or turn into personal attacks, civil society become decidedly uncivil and the social fabric begins to fray. To combat the uncivil tendencies that can destroy intellectual discourse, the rabbis established a set of ethical guidelines regarding speech and legitimate argumentation. In this course we will explore the ethics of language and civic discourse, applying these rabbinic teachings to current religious and political disputes.

### **JST 116**

#### **Introduction to Talmud**

This course will serve as an introduction to Talmud, with an emphasis on the Babylonian Talmud. After an initial unit introducing basic concepts in rabbinic thought, we will spend six weeks studying two pericopes that impart a sense of the *aggadic* Talmudic text. The next eight sessions will focus on a periscope that contains *aggadic* elements within an extended *halakhic* framework, culminating in an examination of the Talmud's role today. This three-credit course will be spread out over parts of the fall and spring semesters.

### **JST 120**

#### **The History of Ancient Israel**

This course introduces students to the origins of the people of Israel in the ancient times through the Hellenistic period. Through the examination of primary sources and archaeological finds, students will explore the birth of Jewish civilization while also gaining an understanding and appreciation for historical research. Students will trace the historical development of the Israelites in the Land of Israel, from their nomadic roots and early settlements through the rise of the monarchy and the divided kingdom, the Babylonian Exile and return. The course culminates with the beginning of the rabbinic period, including the earliest forms of Christianity, the Hellenistic period and the revolts against Rome.

### **JST 130**

## **Jerusalem Through the Ages**

This course uses the city of Jerusalem as a laboratory to learn about Jewish history and heritage by exploring the city from its earliest history through the modern day. Students will encounter the entirety of Jewish history as well as studying the development of Christianity and Islam, all of which impact the city of Jerusalem today. Using background readings and site visits, students can experience the sweep of Jewish experience first-hand.

## **JST 140**

### **The Jewish Problem in Medieval Christendom and in the Orbit of Islam**

This course begins just after the close of the biblical period with the formation of rabbinic literature, including the Talmud and the codification of the oral tradition that took place during the Middle Ages. It traces the crystallization of Jewish culture in exile and the moving of the center of the Jewish world to Babylon, and eventually to Europe. Students will trace the rise and development of Christianity and Islam, both as religions and as philosophies, and study the survival of Judaism under the influence of Christianity and Islam, exemplified by the Golden Age of Spain. The effect of the Crusades on both the Land of Israel and on Diaspora Jewry will also be discussed. With the advent of the early modern era, preserving Jewish identity under the pressure of the centralized European state and the rise of anti-Semitism became growing concerns that required Jewish responses. Students will examine the rise of Zionism, the revival of the Hebrew language, and the development of the different denominational movements (Reform, Conservative and neo-Orthodox) as varied responses to the modern world and will explore Russian Jewry under the Czars and the difficulties of life in Eastern Europe. The course culminates with the study of the Holocaust and includes a 6-day field trip to Prague and Poland where students will see first-hand the sites of European Jewry's achievements and struggles during the late 19th and early 20th centuries.

## **JST 144**

### **Jewish Joy + Thriving**

This course explores the connections between ancient and timeless Jewish wisdom and ritual, and the modern questions of thriving, self-care, and personal wellness that each individual faces. By taking a survey approach to Jewish experiences, including mikvah, minyan, Shabbat, pilgrimage, and more, viewed through the lens of what it means to thrive as individuals and as a community, we will unpack core lessons of how Judaism informs best practices for living lives of meaning and joy.

## **JST 178**

### **Israel Today: Continuity & Change**

This course picks up where Jews in Medieval Christendom and the Orbit of Islam (JST 140) leaves off, as students will have just studied the Holocaust including a 6-day field trip to Prague and Poland to see first-hand the sites of European Jewry's achievements and struggles during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Upon returning to Israel, the course will shift to the history of Zionism, the establishment of the State of Israel, and how the presence of a Jewish homeland has impacted world Jewry for more than half a century. We will explore the State of Israel as the center for the Jewish people, and how Israel has absorbed immigrants from many diverse cultures. We will also examine the geo-political context of the modern Middle East, including the wars Israel has fought, the Arab-Israeli conflict and the Peace Process.

## **JST 226**

### **Israel Face-to-Face**

This unique course combines formal academic study online with experiential learning on site in Israel. Students will be introduced to many rich facets of Jewish culture that have developed in Israel as they delve into subjects such as the role of the military as an engine of social integration and entrepreneurial thinking, the great religious and national diversity of Israel's people, the changing nature of the Kibbutz and Israel's pioneering new environmental technologies. Through field trips, research projects, presentations to

their classmates and blogging, they will explore and analyze various aspects of Israel's history, society and culture and their impact on the founders' vision for a Jewish state.

### **HRI 101**

#### **Foundation of Human Rights**

This course prepares students with the basic knowledge and understanding of human rights. Through experiential activities and the integration of multimedia students will be able process complex human rights topics and will be able to articulate with language commonly used in the human rights field. Each lesson, or cluster of lessons, includes project-based outcomes. Examples include a Declaration of the Rights of Teenagers (the UDHR lessons), and a Truth and Reconciliation plan (Gacaca courts lesson).

### **HIS 101**

#### **Introduction to U.S. History**

This survey course introduces students to the history of the United States from the native societies of pre-Columbian times to the present day. Through the analysis of primary sources. Charts, and maps, students will explore the social, political and economic root causes and effects of the Revolutionary and Civil Wars; the Industrial Revolution and westward expansion; the Great Depression, New Deal and both World Wars; and the growth of the civil rights movements that defined the end of the twentieth and beginning of the twenty-first centuries.

### **PSY 110**

#### **Introduction to Psychology**

This course is a broad introduction to the field of psychology. Students explore the key figures, diverse theoretical perspectives, and research findings that have shaped some of the major areas of contemporary psychology. This course also examines the research methods used by psychologists across these areas to study the origins and variations in human behavior.

### **STA 101**

#### **Introduction to Statistics**

This course is structured on the basis of weekly assignments. This course meets 4.5 hours every week but additional time will be needed for assignments and additional work. Be sure to budget enough time for this course. It is a three credit course and time requirements will be the same to what you will experience when you start college next year.

### **LIT 103**

#### **World Literature**

The course provides a broad literary experience spanning genres, continents and epochs. Examination of various classic and modern texts enables the student to focus on alternate and competing realities and to speculate about the epistemological, moral, historical-cultural, gender-informed and psychological bases of reality. The themes of exploration, introspection, alienation, dehumanization, exile, moral relativity and perspectival consciousness figure prominently as reading and discussion topics. Honing of verbal and written skills will proceed through essays, creative writing, in-class assignments and other projects.