

Gratz College Academic Catalog

2017 - 2018



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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 2017 – 2018

Fall 2017

Monday, August 14
Tuesday, August 22
Monday, August 28
Monday, September 4

Wednesday, September 20
Thursday and Friday September 21, 22
Friday, September 29
Wednesday, October 4
Thursday and Friday, October 5, 6
Wednesday, October 11
Thursday, October 12
Friday, October 13
Monday, October 16
Tuesday October 17 through Monday October 23
Tuesday, October 17
Monday, October 30
Wednesday, November 1
Wednesday, November 22
Thursday and Friday, Nov. 23, 24
Monday, December 11
Monday, December 18
Monday, December 25 through Friday, December 29

Online Student Orientation opens
First day of Fall Traditional and Semester A
Drop/Add deadline for Fall Semester A
Drop/Add deadline for Fall Traditional Semester
Labor Day CLOSED
Jewish holiday of Erev Rosh Hashanah CLOSED 3pm
Jewish holiday of Rosh Hashanah CLOSED
Jewish holiday of Erev Yom Kippur CLOSED 3pm
Jewish holiday of Erev Sukkot CLOSED 3pm
Jewish holiday of Sukkot CLOSED
Jewish holiday of Erev Shemini Atzeret CLOSED 3pm
Jewish holiday of Shemini Atzeret CLOSED
Jewish holiday of Simchat Torah CLOSED
Last day of Fall Semester A
Fall online class break (traditional semester only)
First day of Fall Semester B
Drop/Add deadline for Fall Semester B
Final day to withdraw for Fall Traditional Semester
Thanksgiving Eve CLOSED 3pm
Thanksgiving CLOSED
Last day of Fall Traditional Semester
Last day of Fall Semester B
Winter Break CLOSED

Spring 2018

Sunday, December 24
Monday, January 1
Tuesday, January 2
Monday, January 8
Monday, January 15
Wednesday, January 17
Monday, February 19
Monday, February 26
Tuesday, February 27
Monday, March 5

Friday, March 9
Friday, March 30
Friday, April 6
Tuesday, April 3 through Monday April 9
Monday, April 16
Monday, April 23
Monday, May 1
Sunday, May 6

Online Student Orientation opens
New Year's Day CLOSED
First day of Spring Traditional and Semester A
Drop/Add deadline for Spring Semester A
Martin Luther King, Jr. Day – CLOSED
Drop/Add deadline for Spring Traditional Semester
President's Day CLOSED
Last day of Spring Semester A
First day of Spring Semester B
Final withdrawal date Spring Traditional Semester Drop/Add
deadline for Spring Semester B
Deadline for petition to graduate
Jewish holiday of Erev Passover CLOSED 3pm
Jewish holiday of Passover CLOSED
Spring online class break (traditional semester only)
Final submissions due for Capstone, Thesis and Final Project students
Last day of Spring Traditional and Semester B
Final grades due for May graduates
College Commencement

Summer 2018

(Two 8 week sessions, 1 week intensive on-campus)

Tuesday, April 24

Monday, April 30

Monday, May 21

Monday, May 28

Monday, June 18

Tuesday, June 19

Monday, June 25

Wednesday, July 4

Sunday, July 15 through Friday, July 20

Monday, August 13

First day of Summer Semester A

Drop/Add deadline for Summer Semester A

Jewish holiday of Shavuot CLOSED

Memorial Day CLOSED

Last day of Summer Semester A

First day of Summer Semester B

Drop/Add deadline for Summer Semester B

Independence Day CLOSED

Summer Institute and Doctoral Residency

Last day of Summer Semester B

*Eligible students in all degree programs can have their degree awarded in fall, spring or summer, however, there is only a single commencement ceremony held each year in May. All spring graduates plus those graduates from the preceding summer and fall semesters are invited to the May commencement ceremony.

**Conferral dates for this academic year are December 22, 2017, May 6, 2018 and August 17, 2018.

Traditional Semester = 15 week courses

Semester A and B = 8 week courses

Mission and Values

Mission Statement

Gratz College provides a pluralistic education and engages students in active study for professional growth and personal enrichment. Gratz offers graduate and undergraduate degree and certificate programs, as well as learning opportunities for adults and teens. Through productive partnerships, the College also seeks to maintain and expand its institutional and academic relationships in Philadelphia, North America and worldwide.

Many of Gratz's programs reflect the College's historic focus on Jewish studies and education. With a broad commitment to the intellectual and professional growth of diverse constituencies, the College creates access for students everywhere to become leaders in their professions and communities.

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,

Welcome to Gratz College! I am very pleased you have chosen Gratz for the 2017-2018 academic year. 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.

Gratz College provides a pluralistic education that engages students in active study for professional growth and personal enrichment. With a focus on innovation and flexibility, Gratz offers degrees and certificate programs online.

We have expanded our offerings considerably this year. They now include a Doctorate in Holocaust and Genocide Studies and a Doctorate in Education Leadership, seven masters' programs, two undergraduate completion programs, and graduate and undergraduate certificates.

Our dynamic courses are populated by students from 36 states and 6 countries. Every Gratz student contributes to the vibrant learning environment and unique character of our institution. Your interactions with your peers, your professors, and the rich coursework will all stimulate your thinking, build upon your values and advance your career.

We wish you the best of luck in your academic future,

Rabbi Erin Hirsh

Interim President

Full-time Faculty

Joseph Davis, A.B. (Brown University), Ph.D. (Harvard University); Associate Professor of Jewish Thought; Academic Coordinator Online and Distance Learning

Rosalie Guzofsky, B.A. (Queens College), M.A., Ph.D. (University of Pennsylvania); Vice President and Dean for Academic Affairs

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

Ruth Sandberg, B.A. (Bryn Mawr College), Rabbi (Reconstructionist Rabbinical College), Ph.D. (University of Pennsylvania); Leonard and Ethel Landau Professor of Rabbis; Director, Jewish-Christian Studies

Michael Steinlauf, B.A., M.A. (Columbia University), Ph.D. (Brandeis University); Associate Professor of History; Director, Holocaust and Genocide Studies

Jessica Whittemore, B.S. (The Pennsylvania State University), M.A.Ed. (Gratz College)

*Adjunct professors may teach on a yearly basis for required or popular courses, or on a two-year scheduled rotation for most electives. A more comprehensive list of adjunct faculty and bios may be found on the website.

Administration and Staff

Paul Finkelman, B.A. (Syracuse University), M.A. (University of Chicago), Ph.D. (University of Chicago); President

Rosie Actor-Engel, Webmaster

Debbie Aron, B.A. (Brandeis University), M.S.W. (Yeshiva University), Senior Educator fellow (Hebrew University); Registrar; Advisor, Jewish Communal Service Program

Mindy Blechman, B.A. (Temple University), M.A.J.S. (Gratz College); Assistant Director of Admissions; Coordinator, Holocaust and Genocide Studies

Vicki Brace; Director of Online Learning

Jeanne Cavalieri-Grover; Financial Aid Consultant

Lori Cohen, B.F.A (Beaver College); Director, Adult Jewish Learning; Institutional Advancement

Mindy Cohen, Development Office

Ernest Collins, Maintenance

Peter Eckstein, Technology

Josey Fisher, B.A., M.S.W. (University of Pittsburgh), M.A. (Gratz College); Director, Holocaust Oral History Archive; Consultant in Holocaust Education; Adjunct Faculty

Rosalie Guzofsky, B.A. (Queens College), M.A., Ph.D. (University of Pennsylvania); Vice President and Dean for Academic Affairs

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

Erin Hirsh, B.A. (Vassar College), M.H.L. (Reconstructionist Rabbinical College); Director, Gratz Advance

Yaffa Howard, A.A. (Haifa University); Accounts Payable, Business Office

Jonathan Jennings, Network Specialist

Jamar Johnson, Maintenance

Dodi Klimoff, B.F.A. (Philadelphia College of Art), Certificate in Sculpture and Teaching, Certification in Art Education (PA Academy of Fine Arts); Assistant to the President

Adrienne Levantovsky, B.A. (Arcadia University); Admissions and Recruitment Specialist

Hope Matles, Administrative Assistant

Dina Maiben, B.A. (University of Utah), M.A (Gratz College); Acting Director of Gratz Advance, the Director of the Jewish Community High School and JOLT

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

LaSalle Miller, Maintenance

Nancy Nitzberg, B.A., M.A. (Boston University), M.S.L.S. (Columbia University); Director, Tuttleman Library

Ann Perazzelli, B.A. (Saint Joseph's University), M. A. (Rosemont College); Director of Admissions

Luba Pridachin, Administrative Assistant

Sheila Stevens, Business Office

Shifra Vega, B.Sc. (Hebrew University of Jerusalem), Ph.D. (University of Pennsylvania); Assessment Coordinator

Karen West, Student Billing, Business Office

Lovisa Woodson, B.S. (West Chester University); Coordinator, Office of Student Records

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.

Advising

Gratz College takes the responsibility of academic advising seriously. Students are urged to consult with their program directors and academic advisors 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. Students attending Summer Institute on campus will be issued and must wear a student ID at all times while on Gratz College grounds.

Information Technology

Email Policy

Electronic Mail 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. Each student must have a Gratz College email so that Gratz can be in contact. Students are required to use the Gratz.edu email address that they receive as a registered student to communicate with faculty, staff and other students. The college owns all College Email Accounts. 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. Such access 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 either Google or Microsoft.

Computing & Information Services

Computers are available for student use in the Tuttleman Library on campus during building hours. In addition, the campus offers wireless access. For students enrolled in online courses, technical assistance is available 24 hours a day. Students may seek assistance for online learning technical difficulties from the Gratz College Online and Distance Learning (ODL) staff and the 24-hour help line of our web platform provider, Moodle. <http://onlinecoursesupport.com/gratz>. During business hours, students can also contact Vicki Brace, Director of Online Learning

Computer Use and Abuse Policy

Responsible use of computer technology 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 computer 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

File Sharing and Copyright Infringement

Gratz College strongly discourages students from using file sharing. File sharing is the easiest way to get viruses, malwares, spywares, worms, or Trojans, which serve as a backdoor to intruders. Because Peer-to-Peer (P2P) software is generally used to violate Federal Copyright laws, its use on campuses has resulted in law suits against both students and institutions. The use of P2P software on any computer connected to the Gratz College network is strictly forbidden when copyright and software piracy are compromised. This includes KaZaA, Morpheus, Gnutella or any other variation or derivative of P2P software that allows you to access the computer of another or allows other users to access your computer to share files of any type. If you have this type of software on your computer, you must uninstall it immediately. The network connection of computers that are determined to be using P2P software will be disabled and it will be the responsibility of the user to demonstrate to IT that the software has been removed before service will be restored. Additionally, sharing commercial software with other network users is not permitted unless you have a license for that software which specifically permits you to share it with other users.

In order to avoid prosecution for violating copyright laws, it is recommended that you use a legitimate media downloading solution. These solutions are completely legal and will save you the time and the frustration of having to worry about copyright infringement.

Learning and Other Disabilities

Gratz College complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with state and federal regulations, reasonable accommodations are provided to qualified students with documented disabilities.

A request for accommodations is deemed reasonable if it meets all the following criteria:

- is based on the required documentation as specified below
- does not compromise essential requirements of a course or program
- does not impose a financial or administrative burden upon Gratz College or individual professors beyond that which is deemed reasonable and customary

The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability. Students whose accommodation requests are denied will not be

discriminated against if they appeal the decision, and an appeal will in no way impact their overall experience at Gratz College.

Disability Accommodation Process

It is the student's responsibility to inform the College of the disability and submit any required documentation in order to receive accommodations, and therefore, the student should submit the request upon admission to Gratz College. This information will be kept in a locked file and kept strictly confidential pursuant to the Confidentiality of Information statement below.

- No accommodations may be made prior to the notification of the disability and submission of documentation.
- Students must identify themselves to the dean and provide the required documentation specified below at least 30 days in advance of the start of the requested accommodations.

Steps to Requesting Disability Accommodations

1. The student submits the following to the dean:
 - a. A written statement outlining his or her disability, and
 - b. The required documentation specified below in the "Documentation Requirements" section.
2. The dean will review the documentation to determine whether the requested accommodations or any other accommodations might be reasonable.
3. Once accommodations are approved, the dean will prepare a letter for the student to share with his or her professors and academic advisor.

Appeal Process

Students whose disability accommodation requests are denied or adjusted may submit an appeal in writing to the Office of Academic Affairs. This appeal must be made within 15 days of the decision.

Documentation Requirements

The student must provide all necessary documentation to request disability accommodations and will be made at the student's expense. Documentation must follow the guidelines as follows:

- Age of documentation:
 - For students with a learning disability, the evaluation should be no older than three years if the student is under 21 years old. Older documentation may be considered for students who are over 21 as long as the testing was done when the student was at least 18 years old.
 - For students with a mental disability, the evaluation should be no older than six months.
 - For students with a physical disability, if the disability is a permanent condition, documentation of any age is considered. If the disability is based on a temporary condition, the evaluation should be no older than one year.
- Necessary information on documentation:
 - Should include the professional credentials of the evaluator, including the training and experience the evaluator has had with the diagnosis and treatment. The evaluator should be a licensed professional in the appropriate field and qualified to diagnose adults.

- Should include a specific medical diagnosis of the physical, mental, or learning disability.
- Should include the names of all diagnostic tests used, evaluation dates, test scores, and interpretation of test results.
- Should describe the specific ways in which the disability will impact the student's academic experience.
- Should include recommended accommodations that relate to the diagnosis.

Confidentiality of Information

Gratz College will not release any information regarding a student's individual diagnosis or documentation without his or her informed written consent or as required by law. A student is under no obligation to disclose the nature of his or her disability to a professor.

Transfer of Credits

Students who have taken college courses at another institution *prior* to attending Gratz College must submit official stamped and sealed 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. Transfer credit will not be awarded for college level courses that are used to meet high school graduation requirements or previously for an earned degree at the graduate level.

Applicants to Gratz College Masters' level programs may transfer up to 6 credits toward their degrees, with the approval of the program director and/or dean. The use of accepted transfer credits toward Gratz degree requirements is at the discretion of the program director and/or dean. Gratz College certificate programs and doctoral level academic programs do not permit the transfer of any credit toward degree requirements.

Life Experience Credits

Gratz College will grant undergraduate students up to 18 credits for life experience, including up to 6 credits in Jewish studies. 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 for Academic Affairs, 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 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. Ordinarily, Gratz does not give credit for participation in worship services or religious rituals.
- Gratz students who teach or who are docents may get life-experience credit for their teacher training. Ordinarily, Gratz does not give credit for work experience as such, unless there is a distinct educational component.
- 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.
- 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.

**The above mentioned guidelines are assessed in various ways and subject to the approval of the Academic Dean of the College.*

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. Students in all programs may be required to complete certain additional semester hours if the Admissions Committee so recommends.

Enrollment Policy

Gratz College will not consider concurrent applications for admission to more than one degree or certificate program. A student may only enroll in a single academic program at a time. A student interested in pursuing two separate degree or certificate programs must complete the first degree or certificate program before enrolling in a second degree or certificate program.

Registration

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 be admitted to a degree program or seek permission from the Academic Dean to continue to enroll in classes as a non-matriculated student.

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/Adding courses

Students have up until the published drop/add deadline to drop or add courses with the approval of their advisor. Under normal circumstances, students will not be permitted to add a class after it has already met for two sessions. A dropped course will not appear on a student's transcript. After the drop/add deadline, students may withdraw from a course but may not add a course. Any such withdrawal will appear on the student's transcript.

Residency Requirements

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

Comprehensive Examinations

Comprehensive exams are required of doctoral students enrolled in the Ph.D. program. Doctoral students take comprehensive exams after completion of all required courses (year 3 of the program) and prior to submitting the proposal and dissertation report.

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 may be satisfied by the time the student graduates Gratz College. The level of Hebrew required is based on the specific program the student is enrolled. Please consult specific programs for language requirements.

Ph.D. Language Requirement

The Ph.D. in Holocaust and Genocide Studies program requires students to complete a reading competency in a foreign language to successfully complete the program. Students will be required 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.

Graduation

At the close of the academic year in May, Gratz College holds its annual Graduation Ceremony on campus. The college also confers degrees in December and August of each year, but no ceremony is held.

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

Students who are eligible will receive honors or high honors at graduation. To be eligible for “honors,” a student must attain a minimum cumulative grade point average of 3.5. For “high honors,” a student must attain a minimum cumulative grade point average of 3.75. These honors are listed in the Commencement Brochure.

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. A capstone assignment may be required at the graduate level to complete the program requirements. The doctoral level programs require students to complete a dissertation, which is 9 credits and consists of a concept paper, proposal and the dissertation project. The dissertation is prepared under the supervision of the dissertation chair and committee assigned to the student in the beginning of the program.

Grades and Grade Point System

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 NetClassroom as soon as they are posted by the faculty.

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

<u>Letter Grade</u>	<u>Grade Points per Credit Hour</u>	
A	4.0	Excellent
A-	3.7	
B+	3.33	
B	3.0	Good
B-	2.67	
C+	2.33	
C	2.0	Fair (not acceptable for Graduate credit)
C-	1.67	
D	1.0	Poor
F	0.0	Fail due to inadequate performance
FA	0.0	Fail due to absences
P	Pass (“C” or better)	
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 “C” average in their studies. Graduate students are expected to maintain at least a “B” 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.

In graduate study, the student is expected to do more than pass the required courses. Specifically, students must maintain a certain grade point average (GPA) of 3.0. 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. The grade "A" merits 4 grade points; "A-"=3.7; "B+"=3.33; "B"=3.00; "B-"=2.67; "C+"=2.33; "C"=2.00; "F"=0; "INC"=0.

Students at the doctoral level (Ed.D. and Ph.D.) must achieve a grade of "B" (3.0 GPA) or higher in order to receive credit in each course.

Academic Probation

The record of any undergraduate student who's cumulative or semester grade point average falls below 2.0 and any graduate student who's cumulative or semester grade point average falls below 3.0 will be reviewed by the Academic Standing Committee for appropriate action. Typically, the student will be placed on academic probation.

A student on academic probation will normally be allowed only *one semester* to achieve the required grade point average. 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 academic advisor during the registration period to discuss the probationary status before registering for the next semester. With the advisor, 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 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.

2. Course Failure

The grade of "F" is computed in the cumulative grade-point average. Students must repeat a required course in which the grade of "F" has been received in order to get credit for the course and complete the program. A grade of "F" carries no credits towards a degree and a failed elective course must be replaced by the same or another elective.

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 Office of Student Records 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 Office of Academic Affairs 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 Office of Student Records 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 Office of Student Records.

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 academic advisor. Students are required to contact their academic advisors 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 Office of Student Records. 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 Office of Student Records. If a student is out for more than three consecutive terms, 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 academic advisor and the Office of Student Records 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. Readmittance

A student who has previously attended the college and has been absent from one consecutive academic year without a LOA or withdrawal from the college 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 would need to apply to a new program and credits may be evaluated for transfer into the new program.

9. Attendance

Regular class attendance is required for all programs and courses. Specific attendance policies are determined by the instructors and enforcement of such attendance policies are outlined in each course syllabus by the instructor. When possible, students should inform their instructors if they expect to be late or absent from class. For online students, "attendance" is represented by participation in online forums.

Grievance Procedure

Students are entitled to bring grievances regarding, but not limited to, issues of discrimination, academic concerns, financial assistance, disabilities, and disagreement with school policies. Following are the steps in the grievance procedure:

1. If possible, students seeking to resolve problems or complaints should first contact the person or persons with whom they have the conflict.

2. If unresolved, the student seeking to resolve the problem may contact his or her advisor and/or the Dean for Academic Affairs. The student may be asked at this point to put the complaint in writing.
3. If still unresolved, the student may submit a written complaint to the President of the College. The President will attempt to resolve the conflict.
4. If a student feels that the President of the College has not adequately addressed the complaint, the student may then appeal the President's decision to the Committee of Academic Affairs of the Board of Governors.

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 for Academic Affairs. Persons who have knowledge of the violation may be summoned by the faculty member or the Dean for Academic Affairs 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 for Academic Affairs. 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 for Academic Affairs.

- In this instance, the party so choosing must present to the Dean for Academic Affairs a written, dated and signed statement of the reasons for the hearing within one week of discovery of the violation.
- The Dean for Academic Affairs 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 for Academic Affairs 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 doctorate in education 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 is providing students with an APA style guide to use as a reference guide. The APA style guide will also be loaded in Moodle.

*Some instructors may require MLA or Chicago style of writing depending on the course subject matter. The course syllabus and instructor should be the resource for clarification.

Disclosure of 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 Office of Student Records.

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 Trustees, the President, Deans, 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 for Academic Affairs. 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 for Academic Affairs and the Chief Operating Officer.

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
irb@gratz.edu

IRB Members for the academic year 2017-2018:

Dr. Ruth Sandberg, IRB Chair
Ms. Debbie Aron
Dr. Joseph Davis
Dr. Karen Galardi (external member)
Dr. Honour Moore
Dr. Shifra Vega
Ms. Jessica Whittemore

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 Office of Academic Affairs 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 for Academic Affairs. 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, ostatbd@psupen.psu.edu

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 1st. As of the date of this printing, there has been no criminal activity on campus. 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*. Here is more detailed information about *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.

During Summer Institute intensive courses in July, Gratz College shares the campus with a Jewish Day Camp. Gratz College complies with the camp director's request that Gratz students and faculty will not smoke in the area between the college and Ashbourne Road where campers are present.

Summer Institute Policies

During Summer Institute intensive courses in July, Gratz College shares the campus with a Jewish Day Camp. Gratz College complies with the camp director's request that Gratz students and faculty will wear IDs (identification tags) at all times when outdoors anywhere on the campus grounds used by the camp. Students also need to adhere to a security policy that requires refraining from walking on any grassy areas where campers are present. Gratz students may walk through the campus to the train station or commercial area in Elkins Park but must stay on the campus road and wear a Gratz ID at all times. If stopped by camp security, students should identify themselves as Gratz College Summer Institute participants and cooperate with any inquiries.

Minnesota State Authorization

Gratz College is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Tuition and Fees

Tuition rates are listed 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 Degrees and Certificates	\$783
Master of Arts in Education	\$389
All other Graduate Degrees and Certificates	\$914
Full-time educator rate	\$641
Doctoral	\$914
Non-matriculated undergraduate	\$783
Non-matriculated graduate	\$914
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)	\$900 (per course)

Fees

Graduation	\$125
Application	\$50
Registration per semester	\$70
Tech fee per online course	\$75
Language placement exam	\$100
Late registration	\$35
Transfer credit	\$10
Comprehensive exams (per exam)	\$300
Transcript fee	\$10 for the first transcript (\$5 each additional)
International Student I-20 processing fee	\$150

*Full-time educator rate requires a verification form from school or district signed by a principal, supervisor or human resources official, verifying current full-time employment to be submitted with registration form each academic year.

Refunds

Students may drop and add courses as required until the end of the drop/add 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 Office of Student Records. Failure to attend class **is not** a withdrawal and students will not receive adjustment of charges if they do not attend class.

Financial Assistance

There are a variety of financial aid options available to Gratz college students. These include Federal and State financial aid programs, scholarships, and aid from private sources. We understand that many students need some guidance and assistance in determining what they can afford and what resources may be available to pay for college costs. You are encouraged to apply for financial aid if you believe you will need assistance in order to attend Gratz College. Please follow these steps to complete your financial aid:

1. Apply for an FSA user id and password at www.fsaaid.ed.gov (this will be your electronic signature)
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Gratz College's School Code: 004058. This application is required in determining your eligibility for federal grants, loans, and/or institutional scholarships
3. Complete a Direct Loan Master Promissory Note (MPN) at studentloans.gov
4. Complete an Entrance Counseling form at studentloans.gov. Students who wish to borrow federal loans are required to complete an entrance counseling session informing you of your rights and responsibilities as a federal loan borrower.
5. Must be fully accepted as a matriculating student (degree seeking). Submit all official transcripts to the Office of Admissions, 7605 Old York Road, Melrose Park, PA 19027

6. **Maintain Enrollment:** In order for your financial aid to be applied to your account, you must enroll in at least half time status (6 credits undergraduate, 4.5 credits graduate, 3 credits doctoral).

After you submit your FAFSA, you will be contacted by the Office of Financial Aid if any additional documentation is required. Please respond promptly to any requests for information from the Gratz College Office of Financial Aid to ensure that your aid is processed timely and correctly. You should expect to be awarded within 2-3 weeks from the date that all of the required documents are received. If you have any questions during this process please contact the Office of Financial Aid, finaid@gratz.edu.

Veterans

The Office of Financial Aid serves as the liaison between the College and the Veterans Administration. Students (veterans) who will be enrolling in the college for the first time must contact the Office of Financial Aid to advise the College of their application with the Veterans Administration and provide a copy of their Certificate of Eligibility from the Veterans Administration. After the student has registered for the appropriate courses, the enrollment certification will be forwarded to the Veterans Administration to secure payment of benefits to the veteran.

Satisfactory Academic Progress

When students receive federal or state financial aid, federal guidelines require that they make real and measurable progress toward their degree in order to continue to receive federal aid. This requirement is called "Satisfactory Academic Progress" (SAP).

Academic Progress Requirements

There are three parts to the Satisfactory Academic Progress requirement:

1. Grade Point Average (GPA)
2. Cumulative (Overall) progress
3. Maximum Time Frame

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

1. Grade Point Average (GPA):

The 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 - Cumulative (Overall) Progress

The 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 credit hours. For example, if a student attempts 16 credit hours in a semester, he or she would be expected to satisfactorily complete at least 11 credit hours in order to comply with the minimum quantitative standards.

3. Maximum Time Frame

The 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.

If the student does not successfully meet all three Satisfactory Academic Progress standards, he or she will be placed on a financial aid probation status.

SAP Policy Definitions

Financial Aid Probation

Students are considered to be on financial aid **probation** when they fail to meet the minimum satisfactory academic progress requirements for one or more of the following reasons:

- A. The student is below the acceptable progress cumulative GPA requirement, and/or
- B. The student is below the 67% minimum course completion rate, and/or
- C. The student is close to exceeding the maximum time frame limit

Once students are on financial aid probation, they must complete ALL courses attempted each quarter with passing grades in order to remain eligible for financial aid. Probation status continues until they once again meet the overall progress requirements. However, if they do not complete ALL courses attempted during the probationary quarter with passing grades, their aid is suspended.

Financial Aid Suspension

Students are considered to be on financial aid suspension when they fail to meet the minimum satisfactory academic progress requirements for one or more the following reasons:

- A. The student is below the acceptable progress cumulative GPA requirement and they did not meet the terms of their financial aid probation, and/or
- B. The student is below the 67% minimum course completion rate and they did not meet the terms of their financial aid probation, and/or
- C. The student has exceeded time frame limits

Reinstatement of Financial Aid

If any student is suspended from receiving financial aid, and subsequently returns to meeting the satisfactory academic progress requirements, they may have their financial aid eligibility reinstated for the subsequent academic term. Similarly, if they have been suspended from receiving financial aid and successfully appeal their suspension, their financial aid eligibility will be reinstated on a probationary status for the subsequent term.

Appeal Procedures

If a student is suspended from financial aid because of failure to meet the minimum SAP requirements, and feels that severe or unusual circumstances have kept him/her from making progress toward a degree, the student may appeal in writing.

The appeal should include all of the following:

- A description of the specific reason(s), events, or circumstances preventing the student from meeting the academic progress requirements
- A specific plan or corrective action plan to improve the student's academic progress
- Signature of the student's academic advisor to document that the student discussed the corrective action plan with the advisor

Appeals should be directed to the Office of Academic Affairs.

Appeals are reviewed within one week of receipt. Students will receive an email with the outcome of their appeal within one week of their submission of the appeal, provided that all necessary documentation is submitted.

Special Considerations for Students Who Withdraw or Fail to Complete Any Courses in a Term

The Office of Financial Aid reserves the right to suspend students who completely withdraw or fail to complete any courses in a term, i.e., students who fail to demonstrate any measurable progress within a given term. If a student withdraws completely or fails to complete all courses in a term, the student may be suspended and asked to appeal using the process described above.

Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct GradPLUS Loans
- Federal Pell Grants
- Other assistance under this Title for which a Return of funds is required

Federal Direct Student Loan Programs

What are Federal Direct Loans?

Gratz College participates in the William D. Ford Federal Direct Loan Program. Students borrow directly from the federal government. No separate application from a bank or other lender is needed to receive Direct Loans.

Eligibility

Federal Direct Loans are for undergraduate, graduate and professional degree students, enrolled at least half-time, who meet the general requirements to receive federal aid.

There are two types of Direct Loans: subsidized and unsubsidized. The subsidized loan is need-based. (Financial need is determined by the difference between the Cost of Attendance and your Expected Family Contribution.) Students borrowing the subsidized loan do not accrue interest on the loan while they are enrolled at least half-time and during grace periods.

Unsubsidized loans are non-need-based. Students are not required to demonstrate financial need to borrow an unsubsidized loan. Students borrowing unsubsidized loans accrue interest while they are enrolled in school.

Applying for a Federal Direct Loan

When students complete the Free Application for Federal Student Aid they are applying for all of the aid programs for which they may be eligible, including direct loans.

If a William D. Ford Federal Direct Loan (subsidized or unsubsidized) has been offered as part of a student's aid package it will appear on their Financial Aid Award Letter. They can accept or decline these loans just as they would any other aid program assistance offered to them. Additionally, if a student is

accepting all or part of their loan, they are required to complete and sign a Master Promissory Note and inform the financial aid office of the amount that they wish to borrow.

Using Your Loan to Pay Your Term Bill

Each semester, the Federal Direct Student Loan will be posted to the students billing account after the drop/add period for courses in which they are enrolled.

Refund Checks

If their financial aid, including student loan, exceeds their charges for the term, they will be issued the difference in the form of a refund check.

Refunds are mailed within 10-14 business days after the Federal Direct Loans are posted to their billing account.

Federal Direct Student Loan Limits

The chart below lists the maximum annual subsidized and unsubsidized combined amounts a student may borrow in the federal direct loan program. The annual maximum amount may be awarded to you as a combination of subsidized and unsubsidized William D. Ford Federal Direct Loan. Students must pay the interest on the portion that is unsubsidized while in school, and during any grace or in-school deferment periods, unless they elect to have the interest added to the principal. This is called capitalization. Having the interest capitalized will mean larger payments when they begin repayment.

Annual Limits for Sub/Unsub Loans		
	<i>Subsidized</i>	<i>Total (subsidized & unsubsidized)</i>
Dependent Undergraduates		
▶ First Year	\$ 3,500	\$ 5,500
▶ Second Year	\$ 4,500	\$ 6,500
▶ Third Year and Beyond	\$ 5,500	\$ 7,500
Independent Undergrads & Dependent Students whose parents can't get PLUS		
▶ First Year	\$ 3,500	\$ 9,500
▶ Second Year	\$ 4,500	\$ 10,500
▶ Third Year and Beyond	\$ 5,500	\$ 12,500
Graduate & Professional Students	\$ 8,500	\$ 20,500

Lifetime Limits

Aggregate Limits for Sub/Unsub Loans		
	<i>Subsidized</i>	<i>Total (subsidized & unsubsidized)</i>
Dependent Undergraduates	\$ 23,000	\$ 31,000
Independent Undergraduates & Dependent Students whose parents can't get PLUS	\$ 23,000	\$ 57,500
Graduate & Professional Students	\$ 65,500	\$ 138,500

Loan Repayment

Gratz College wants students to understand that they must repay loans. All students are required to participate in exit counseling after they graduate, drop to less than half time status, or cease enrollment. Exit counseling sessions can be completed at www.studentloans.gov.

Students, who borrow a Federal Direct Student Loan and have borrowed a Federal Stafford Loan in the past, can have their loans consolidated so that they will be making only one payment. Loan consolidation will be made at the request of the student when entering repayment. Loan repayment begins six months after you leave school or cease to be enrolled on at least a half-time basis. These six months are referred to as a grace period.

The federal government offers various loan repayment options. Students can learn more about loan repayment at www.studentloans.gov.

Transcripts

All requests for transcripts must be submitted via the online “Request for Transcript” form on the Gratz College website contained within the **Student Resources** tab. No paper forms or phone requests are accepted.

Student Support

Students are guided through the application process by a team of admissions professionals including financial aid staff. Every student is assigned a program advisor to assist them in selecting courses each term and to monitor their academic progress.

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.

Housing and Transportation

Gratz College is an online and commuter campus. Gratz College is walking distance from the Melrose Park and the Elkins Park train station stops. See www.septa.org for more information regarding public transportation.

Tuttleman Library Facilities

The Tuttleman Library is an academic research library reflecting the multifaceted courses of study offered by Gratz College. Online resources have expanded the collection's offerings in Education, Management, and Holocaust and Genocide programs, as well as the ongoing areas of study in Jewish Education and more.

The Tuttleman Library Collection can be searched by using our [Online Library Catalog](#) from your own location. Our [Subscription eResources](#) are only accessible to our faculty and registered students; however, there are many non-subscription resources ([Other Useful Databases](#), and [Subject Area Research Guides to Resources](#)) on the library's website available to researchers of all levels. There is a computer in the library for those who are on campus. Wi-Fi is available in the library and throughout the building.

Historically and currently, the Tuttleman Library has been held in high regard for its notable collection of Hebraica and Judaica, and is both a major national and international Judaic resource as well as serving locally as the Jewish Public Library of Greater Philadelphia. The library houses approximately 100,000 items, including books, periodicals, sound recordings in various formats, films and rare books.

The Tuttleman Library's circulating collection includes books on every Jewish topic from Bible and Talmud to modern Jewish fiction, Middle Eastern history and politics, and Jewish life throughout the world. Library materials are available in a variety of languages including English, Hebrew, Yiddish, Ladino, Spanish, German and more.

The **Theodore H. and Leah Cook Reference Collection** includes standard reference works in Judaica and Hebraica, *The Catholic Encyclopedia*, the *Encyclopaedia of Islam*, as well as on topics including the Holocaust, Middle East, art, music and Jewish life throughout the world. Cook Reference Collection materials do not circulate.

The Wolk Family Periodical Center includes current subscriptions with extensive holdings of back issues in both scholarly and popular periodicals. Our online subscriptions complement our vast print holdings and are selected to reflect our mission and the college curriculum.

The Weiss Music Library Center has LPs, cassette tapes and CDs. Printed music can be borrowed, or as determined by the Librarian, scans can be sent through Interlibrary Loan to researchers' libraries. There is also a listening room available for those who are on campus.

The Tuttleman Library can be contacted by calling (215) 635-7300, ext. 159.

Undergraduate Admissions

Applicants to the B.A. in Jewish Studies, B.A. in Jewish Professional Studies programs or an undergraduate certificate 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

Applicants must have earned or are in the process of earning a minimum of 42 general education college credits from another institution.

Transfer Students

Transfer credit towards undergraduate degrees will, in general, be granted for appropriate academic work completed with a grade "C" (2.0) or better at an accredited academic institution. A maximum of 60 undergraduate credits plus an additional 21 credits in Jewish Studies may be transferred in.

International Students

In addition to the admissions requirements above, international applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English unless they have studied in an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained at <http://www.toefl.org>.

Students wishing to obtain a student visa from Gratz College must do the following:

- Present proof that they have the funds to pay for tuition, fees and living expenses for the first year of study at Gratz College
- Pass the TOEFL exam with a score of 85 or better if they are non--native speakers of English
- Enroll full--time while at Gratz College
- Remain in satisfactory academic standing
- Pay a processing and service fee of \$125 each academic year
- Have health insurance

Undergraduate Programs

Undergraduate study at Gratz College emphasizes the development of skills necessary to succeed in academic careers and in diverse professional settings by establishing habits and understanding of clear writing, effective speaking and presentation, and critical and analytic reasoning.

Undergraduate Institutional Learning Goals

Institutional Learning Goals have been developed to represent what students are expected to learn as a result of undergraduate study at Gratz College. The following are the Gratz College Undergraduate Learning Goals. The goals were adopted in 2014 and are subject to review and revision through institutional assessment.

Upon completion of an undergraduate degree at Gratz College, the student will demonstrate the ability to:

1. Critical Thinking

Use critical thinking to solve problems and synthesize data and information in order to form conclusions.

2. Diversity

Recognize the importance of diversity and multiple points of view.

3. Information Literacy

Use library skills, information technologies, and information literacy to locate, evaluate, and use information effectively.

4. Communication

Express ideas clearly in English both orally and in writing in a manner suited to academic discourse and with appropriate tools and technologies.

5. Scientific/Quantitative Reasoning

Use quantitative skills and scientific reasoning to solve problems and make informed decisions.

General Education Requirements (42 credits)

All undergraduate students must complete a minimum of 42 credits in General Education and are permitted to accumulate up to 81 credits in transfer credit toward an undergraduate degree. The purpose of the General Education requirement is to ensure that every student acquires the essential core of an undergraduate education. The requirements stress breadth of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge that will help students prepare for success in a continually changing world. The General Education requirements are detailed below.

Course Categories	Required Credits	Course Criteria for Satisfying the Requirements
English Composition	6 credits	Any courses designed to prepare students to speak, read, and write effectively
Natural Sciences	3 credits	Any course in the biological or physical sciences
Mathematics	3 credits	Any college-level mathematics course, including statistics, algebra, or calculus
Technology	3 credits	Any course that emphasizes common technology skills for accessing, processing, and presenting information

History	3 credits	Any course in world, western, non-western, or American history, as well as philosophy and/or religious studies
Social Science	3 credits	Any course from among anthropology, economics, geography, political science, psychology, or sociology
Literature or Fine Arts	3 credits	Any course in the appreciation of art, music, theater, literature
Diversity	3 credits	A selected course intended to expose students to a multicultural society or people, including the non-introductory study of a foreign language.
Electives	15 credits	Any approved courses designed to meet personal and intellectual interests complementary to the selected field of study

Since Gratz College offers only a select number of courses that meet the General Education requirements, most General Education coursework must be completed at other academic institutions and transferred in for credit at Gratz. In order to receive credit for transfer coursework, students must present an official transcript from an accredited college or university, which shows the completed coursework with a grade of “C” or better. Gratz faculty evaluates the transcript(s) to confirm that the transferred courses fulfill the General Education requirements. In some cases, General Education coursework is available through Gratz College, including coursework in history, literature and fine arts, diversity, and electives. Students should speak with an academic advisor to discuss the available options.

Bachelor of Arts in Jewish Studies

Program Goals for the Bachelor of Arts in Jewish Studies

Upon completion of a Bachelor of Arts in Jewish Studies at Gratz College, the student will demonstrate the ability to:

1. Critical Thinking

Analyze the scope, context, and development of Jewish history.

2. Diversity

Differentiate between the various expressions of traditional and modern Judaism.

3. Information Literacy

Identify the primary sources of information in Jewish Studies.

4. Communication

Express ideas clearly in English and Hebrew both orally and in writing, which are pertinent to the field of Jewish Studies

5. Scientific/Quantitative Reasoning

Apply understanding of theoretical, scientific, quantitative, and technological models and concepts, as appropriate, in the field of study and other disciplines.

Requirements for the Bachelor of Arts in Jewish Studies

In addition to the General Education requirements (42 credits), the Bachelor of Arts in Jewish Studies consists of the following 78 additional requirements (for a total of 120 credits):

Hebrew Language Courses

HEB 206	Hebrew I	3 credits
HEB 207	Hebrew II	3 credits
HEB 208	Hebrew III	3 credits
HEB 209	Hebrew IV	3 credits

JST 507	Introduction to Classical Judaism	3 credits
JST 551	Judaism's Encounter with Modernity	3 credits

Classical Jewish Studies Electives 6
credits (A combination of courses in Bible, Rabbinics, and Medieval
Studies)

Modern Jewish Studies Electives 6
credits (A combination of courses in Modern History, Modern
Thought,
Modern Literature, Contemporary Jewish Studies, and Medieval Studies)

Approved Jewish Studies Electives 27 credits

Approved Electives 21 credits

Bachelor of Arts in Jewish Professional Studies

Program Goals for the Bachelor of Arts in Jewish Professional Studies

1. Apply a self-directed path of study using multidisciplinary and inter-disciplinary approaches to learning
2. Develop a unique course of study around professional and personal academic goals
3. Explore professional and personal interests and aspirations following an individualized learning plan.
4. Utilize self-directed critical thinking and writing skills to achieve educational goals.
5. Promote growth, autonomy, discovery and lifelong learning in diverse professional environments

Requirements for the Bachelor of Arts in Jewish Professional Studies

Critical writing and research (3 credits)

Foundations of Self-Directed Learning for the Adult (3 credits)

Major Courses (30 credits)

Capstone (3 credits)

Transfer credits

81 credits permitted for transfer with a C (2.0) or better from a regionally accredited institution.

(39 credit residency requirement)

Undergraduate Certificate Programs

Individuals who do not have a B.A. or its equivalent but would like to pursue study and earn credit that may boost their current or future plans for employment may enter one of our undergraduate certificate programs.

The following certificates have been offered at the undergraduate level:

- Certificate in Jewish Studies
- Certificate in Jewish Education
- Early Childhood Education Director Credential

Undergraduate Certificate in Jewish Studies

18 credits (6 courses) in Jewish Studies:

- 2 courses in Classical Jewish Studies (including “Introduction to Classical Judaism”)
- 2 courses in Modern Jewish Studies (including “Judaism’s Encounter with Modernity”)
- 2 Elective courses in Jewish Studies

Undergraduate Certificate in Jewish Education

18 credits (6 courses) distributed as follows:

Required Core Courses (6 credits, student choice)

- EDU 516 Principles of Instructional Design
- EDU 518 Legal & Ethical Issues in the 21st Century Classroom
- EDU 522 Effective Learning Assessment

Concentration Courses (6 credits)

- Jewish Education Methods courses, student choice

Electives (6 credits)

- Jewish Studies or Jewish Education courses, student choice

Undergraduate Certificate in Jewish Education (University of Hartford)

18 credits (6 credits of Required General Education courses)

- EDU 516 Principles of Instructional Design
- EDU 522 Effective Learning Assessment
- 6 credits (2 courses) of Jewish Education “Methods” classes/Jewish education electives (Gratz College)
- 6 credits (2 classes) of Jewish studies electives (transferred in from Hartford)

*Students who have had no beginning Education course will be referred to take a Gratz College NEXT (non-credit) Teacher’s Boot Camp course.

Early Childhood Education Director Credential

9 credits (3 required courses)

- EDU 560 Leadership & Advocacy
- EDU 562 Issues in Supervision of Programs for Young Children
- EDU 564 Creating a Practical Business Plan for Your Early Childhood Program: Turning a Vision into Reality

*Courses are offered throughout the year allowing participants to complete the coursework within 6 months to one year.

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

*For the M.A.Ed. program only, documentation of a teaching certificate

*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.

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.

International Students

In addition to the admissions requirements above, international applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English unless they have studied in an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained at <http://www.toefl.org>.

Students wishing to obtain a student visa from Gratz College must do the following:

- Present proof that they have the funds to pay for tuition, fees and living expenses for the first year of study at Gratz College
- Pass the TOEFL exam with a score of 85 or better if they are non-native speakers of English
- Enroll full-time while at Gratz College
- Remain in satisfactory academic standing
- Pay a processing and service fee of \$125 each academic year
- Have health insurance

Transfer Students

Transfer credit towards graduate degrees will, in general, 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. A total of 6 credits may be transferred in for graduate credit. Courses must be evaluated during the admissions process. Doctoral level credits will not be accepted for transfer.

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 of Arts Programs leading to degrees in:

- M.A. in Education
- M.A. in Holocaust and Genocide Studies
- M.A. in Interfaith Leadership
- M.A. in Jewish Communal Service
- M.A. in Jewish Studies
- M.A. in Jewish Professional Studies
- M.S. in Nonprofit Management

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.

Graduate level certificates are available in:

- Education
- Holocaust and Genocide Studies
- Jewish Communal Service
- Jewish Education
- Jewish Nonprofit Management
- Jewish Studies

Master of Arts in Education

Program Director, Jessica Whittemore, MA.Ed.

The Gratz College Master of Arts in Education Program is designed to provide teachers with knowledge and practical skills they can actually utilize in the classroom. The goal of the Master of Arts in Education is to enhance classroom instruction and to empower teachers to reach their full potential as educators. All courses, and the program, focus on helping teachers enhance instruction and learning in public and private school classrooms, kindergarten through high school.

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 master classroom teachers with years of experience working in public elementary, middle school, and secondary settings.

Courses are offered on accelerated time schedules for students' convenience. Coursework for this 30-credit M.A. in Education Program is offered online and on-campus.

The Master of Arts in Education Program is designed to expand the student's understanding and application of research-based instructional strategies through highly engaging graduate courses that empower teachers with knowledge and skills to enhance effective practice.

Program Goals

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

1. Critical Thinking

Describe changes in personal teaching practices as a result of acquisition and application of new skills and knowledge.

2. Diversity

Understand the diversity of learner needs in a learner centered classroom.

3. Scholarship/Research

Interpret research on effective teaching and learning practices and how this research can be applied in an educational setting.

4. Values and Ethics

Effect changes in teaching practices as a result of acquisition and application of new skills and knowledge.

5. Core Knowledge

Evaluate learner needs and select appropriate instructional and assessment approaches.

Requirements

Students in this 30-credit program have the option of concentrating their studies in one of six concentrations:

Creativity and
Technology Dimensions
in Identity
Early Childhood
Education
Integrated Curriculum
Safe Schools
Jewish Instructional Education *(36 credits)

MA Ed. Track & Certificate Offerings

Required Core Courses: (9 credits)

- EDU 516 Principles in Instructional Design
- EDU 518 Legal & Ethical Issues in the 21st Century Classroom*
- EDU 522 Effective Learning Assessment

**ECE Track requires EDU 553 Child Development Prenatal through Grade Four in lieu of EDU 518*

Concentration Courses

Creativity & Technology: (15 credits required)

- EDU 540 Foundations of Creativity and Innovation Theories
- EDU 541 The Creative Educator
- EDU 542 Creative Pedagogy
- EDU 543 Designers of Learning
- EDU 544 Creative Technologies

Electives: (6 credits, student choice)

Dimensions in Identity: (15 credits required)

- EDU 554 Contemporary Issues in Classroom Management
- EDU 555 Culture & Family Dynamics
- EDU 556 Diagnosing Needs in the Diverse Classroom
- EDU 557 Current Issues in Understanding Economics, Class, and Language
- EDU 559 Teaching Tolerance in the Classroom

Electives (6 credits, student choice)

Integrated Curriculum: (15 credits)

- 5 courses chosen from any of the Creativity & Technology, Dimensions of Learning, or Early Childhood Education track concentration offerings

Electives: (6 credits, student choice)

Early Childhood Education: (18 credits required)

- EDU 543 Designers of Learning
- EDU 555 Culture & Family Dynamics
- EDU 560 Leadership & Advocacy
- EDU 563 Play as the Foundation of Learning
- EDU 553 Integrated Learning
- EDU 534 Working with Infants and Toddlers

Elective: (3 credits, student choice)

Safe Schools: (15 credits required)

- EDA 5162/EDU 562 Crisis in our Schools: An Educator's Handbook for Safe Schools
- EDA 5134 Parents as Partners: Effective Strategies for Student Success
- EDA 5209/EDU 609 Mean Boys & Girls: A Look at Bullying Prevention in the Schools
- EDA 5986 Protecting Students from Online Exploitation & Victimization
- EDA 5988 Current Drug Trends & Youth Prevention Programs
- EDA 5990/EDU 590 Creating Safe Spaces: Addressing LGBTQ Issues in Schools

Electives: (6 credits, student choice)

Jewish Instructional Education: (18 credits required)

Concentration Courses:

- EDU TBD Fundamentals & Orientations in Jewish Education
- 6 credits, Jewish Education Methods courses (student choice)
- 9 credits, Jewish Education Methods or Jewish Studies courses (student choice)

Graduate Certificates in Education

Early Childhood Education Director Credential

10 credits (3 required courses)

- EDU 560 Leadership & Advocacy
- EDU 562 Issues in Supervision of Programs for Young Children
- EDU 564 Creating a Practical Business Plan for Your Early Childhood Program: Turning a Vision into Reality

*Courses are offered throughout the year allowing participants to complete the coursework within 6 months to one year.

Graduate Certificate Creativity and Technology

Required Core Courses (6 credits, student choice)

- EDU 516 Principles in Instructional Design
- EDU 518 Legal & Ethical Issues in the 21st Century Classroom
- EDU 522 Effective Learning Assessment

Concentration Courses (12 credits, student choice)

- EDU 540 Foundations of Creativity and Innovation Theories
- EDU 541 The Creative Educator
- EDU 542 Creative Pedagogy
- EDU 543 Designers of Learning
- EDU 544 Creative Technologies

Master's Plus Certificate in Distinguished Teaching & Learning (15 Credits)

Based on the Danielson© Framework for Teaching, the Certificate in Distinguished Teaching & Learning affords the opportunity to improve one's educational practices, while also building a professional portfolio to be used for personal reflection and teacher evaluation.

Curriculum Map:

- EDU 593: Knowledge of Instruction, Students, & Resources
- EDU 594: Environment, Culture, & Space
- EDU 595: Classroom Interaction & Engagement
- EDU 596: Professional Responsibilities
- Elective chosen from MA Ed. offerings.

Concentration Course Descriptions:

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.*

*additional graduate certificates may be offered (18 credits)

Master of Arts in Holocaust and Genocide Studies

Interim Director: Paul Mojzes, PhD

Coordinator: Mindy Blechman, M.A.J.S.

The Gratz College Holocaust and Genocide Studies program focuses on the Holocaust, its contemporary significance, and the broader phenomenon of genocide in modern times. It is designed for educators, community professionals, religious and lay leaders, those involved in interfaith dialogue, and adult learners taking classes for personal enrichment or credit. For educators, these programs offer methods courses with specific ideas for the classroom. The many electives provide background and build a knowledge base on topics such as antisemitism and racism; the Jewish experience in Europe before, during, and after the Holocaust; and a survey of

other examples of modern genocide.

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 in Holocaust and Genocide Studies (MAHGS)

The Master of Arts in Holocaust and Genocide Studies consists of 36 credits, all of which may be taken online, including:

2 required courses

8 electives and a (6 credit) thesis or 9 electives and a (3 credit) project

*The Holocaust and Genocide Studies Independent Study-Travel course, HGS 596, is a 3 credit graduate course. Tuition is paid like any other course. **Students need to submit a request to the Registrar to register for HGS 596 as they cannot register themselves.** Students may request registration once they have been accepted to an approved travel-study program and have received permission from the program director/advisor. Students must provide proof of participation in the trip, such as a letter from the program organizers, as well as a detailed itinerary. The trip should be Holocaust/Genocide related and be a destination outside of the United States. Common destinations are Eastern Europe and Yad Vashem in Israel.

To earn graduate credit, students must keep a daily log of sites visited, learning experiences, impressions and reflections to be turned in to an appointed professor. The log should be approximately one typed page per day. At the master's level, students must also write a 20-page research paper on a topic relevant to the trip, which must be approved by the appointed professor. The paper and log are due no later than the end of the summer session B. (Most approved programs are run in the summer.)

Students may take only one international trip to be used toward credit in the Holocaust and Genocide Studies program.

Graduate Certificate in Holocaust and Genocide Studies

The Graduate Certificate in Holocaust and Genocide Studies consists of 18 credits, all of which may be taken online, including:

2 Required courses for the Graduate Certificate and M.A.H.G.S.

The Holocaust and European Mass Murder

Comparative Genocide

4 electives

Master of Arts in Interfaith Leadership

Program Director: Ruth Sandberg, Ph.D.

(36 credits)

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 - 3 courses (9 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 – 4 courses (12 credits) selected from the following:

- IFL 620 Successful Interfaith Dialogue **Required Course**
- Interfaith Social Justice and Social Action
- HGS 511 History of Anti-Semitism

- HGS 525 Post-Holocaust Theology
- HGS 557 Comparative Genocide
- IFL 505 - Exploring Interfaith Leadership and Service
- IFL 565 - Nonviolence in America

Religious Studies - 3 courses (9 credits) selected from the following:

- REL 621 Jewish/Christian/Muslim Life Cycle & Holidays **Required Course**
- Jewish/Christian/Muslim Sacred Scriptures
- Jewish/Christian/Muslim Theology
- Jewish/Christian/Muslim Liturgy
- 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 40730 Jewish and Christian Saints (needs new course number)
- REL 331 - Ethnicity, Gender, and Religion

Field Work and Capstone Project (6 credits)

- Field Work **Required**
- Capstone Project **Required**

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.

Master of Arts in Jewish Communal Service

Advisor: Deborah Aron, M.S.W., L.C.S.W.

The Master of Arts in Jewish Communal Service is a 36-credit graduate program principally intended to enrich Jewish communal service professionals. Career options for graduates include positions such as program directors, youth directors, family life coordinators, and human resource officers in settings such as Jewish federations, Jewish community centers, synagogues, Hillels, and Jewish summer camps.

The Gratz Master of Arts in Jewish Communal Service includes a 600 hour internship with Jewish organizations. Internships are available in such organizations as the Jewish Federation of Greater Philadelphia, the Jewish Family and Children's Service of Greater Philadelphia, the Betty and Milton Katz Jewish Community Center of Southern New Jersey, the National Museum of American Jewish History, the Interfaith Center of Greater Philadelphia, and the American Friends of the Weitzmann Institute.

This Master's degree has an on-campus residency requirement most often completed on campus through the Summer Institute program.

Gratz College also offers a 45-credit MA in Jewish Communal Service with a specialization in Jewish nonprofit management. These programs can be taken full-time or part-time.

Graduate certificates are also available in Jewish communal service and Jewish non-profit management. All courses taken for these certificates can be applied to an MAJCS degree.

Program Goals

Upon completion of the Master of Arts in Jewish Communal Service, the student will demonstrate the ability to:

1. Critical Thinking

Analyze the Jewish organizational responses to critical issues facing the contemporary American Jewish community, both on the communal level and in Jewish family life.

2. Diversity

Appreciate the range of differing religious, ethnic backgrounds and sexual orientations within the Jewish community and in multi-faith settings.

3. Scholarship/Research

Research the principles and practices of leadership, management, and the contemporary Jewish community in the Jewish nonprofit sector.

4. Values and Ethics

Operate collaboratively and with professionalism in a Jewish communal environment.

5. Core knowledge

Apply foundational Jewish knowledge and concepts to issues of Jewish operational competence.

“Jewish operational competence” is defined as being able to participate fully in a Jewish organizational culture that structures time according to a Jewish calendar, uses Jewish vocabulary, and Jewish ethical concepts and assumes a basic knowledge of Jewish ritual, history and tradition.

Requirements for M.A. in Jewish Communal Service

All courses are 3 credits unless otherwise noted.

Standard Track (36 credits)

Jewish Communal Service Professional Courses – 9 credits

New Directions in the American Jewish Community

The Jewish Family: Institution in Transition

Seminar in Jewish Communal Service (3 credits)

Nonprofit Management – 9 credits

Theory and Future of Nonprofits

Nonprofit Management Electives (2)

Jewish Studies Courses – 18 credits

Introduction to Classical Judaism

Judaism’s Encounter with Modernity

Israel Elective

Jewish History Elective

Jewish Studies Electives (2)

Fieldwork (600 hours of an Internship in an approved Jewish Communal agency)

Hebrew Proficiency Requirement

Candidates for the M.A. in Jewish Communal Service must demonstrate competency in Hebrew language before graduation equivalent to graduate level Hebrew I. 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 level I, if needed, is taken *in addition to* the credits required for the M.A.

Master of Arts in Jewish Communal Service Nonprofit Management Track (45 credits)

The Master's Degree in Jewish Communal Service Nonprofit Management Track is a 45-credit program offering a Master of Arts in Jewish Communal Service with a specialization in Jewish Nonprofit Management.

Requirements

Jewish Communal Service Professional – 9 credits

New Directions in the American Jewish Community

The Jewish Family: Institution in Transition

Seminar in Jewish Communal Service (3 credits)

Nonprofit Management (15 credits)

Theory and Future of Nonprofits

Nonprofit Management Electives (6 credits)

Jewish Studies – 18 credits

Introduction to Classical Judaism

Judaism's Encounter with Modernity

Israel Elective

Jewish History Elective

Jewish Studies Electives (2)

Fieldwork (600 hours of an Internship in an approved Jewish Communal agency)

Graduate Certificate in Jewish Communal Service (18 credits)

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 six 3-credit courses for a total of 18 credits.

Requirements (All courses are 3 credits)

New Directions in the American Jewish Community
Jewish Communal Service OR Nonprofit Management elective
Israel or Political Science elective
Jewish Studies elective (classical)
Jewish Studies elective (modern)
Jewish studies elective

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

Graduate Certificate in Jewish Nonprofit Management (18 credits)

The study of nonprofit management is essential training for Jewish communal professionals to be able to do their work with expertise and efficiency. Our instructors bring their invaluable knowledge of the organized Jewish community into the classroom.

Requirements (9 credits)

New Directions in the American Jewish Community (JST 601)
Jewish Studies elective
Jewish Studies OR Nonprofit Management elective

Nonprofit Management courses (3) from the following:

Theory and Future of Nonprofits
Professional Writing and Communication
Organizational Behavior
Nonprofit Law
Project and Program Management
Using Technology to Build Community and Grow Your Organization
Strategic Planning in the Nonprofit Organization
Marketing the Nonprofit
Financial Management of Nonprofit Organizations
Fundraising
Fundamentals of Human Resources

Master of Science in Nonprofit Management

Program Director, Rosalie Guzofsky, Ph.D.

The Gratz College MS in Nonprofit Management is a 36-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** and implement change 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 (36 credits)

Required courses (All courses are 3 credits)

Theory and Future of Nonprofits
Professional Writing and Communication
Organizational Behavior
Nonprofit Law
Fundraising
Using Technology to Build Community and Grow Your Organization
Financial Management of Nonprofit Organizations
Strategic Planning in the Nonprofit Organization
Marketing the Nonprofit
Fundamentals of Human Resources
Project and Program Management
Capstone/Applied Research Project

Concentrations:

Jewish Nonprofit Management (see course requirements listed under Jewish Communal Service degree)

Jewish Educational Administration

Required

MGT 572 Organizational Behavior
MGT 510 Fundamentals of Human Resource Management
MGT 542 Financial Management Concentration
EDU XXX Fundamentals and Orientations in Jewish Education
EDU 516 Principles of Instructional Design
EDU 522 Effective Learning Assessment
JED 522 Supervision in Jewish Education
EDU 518 Legal and Ethical Issues in the 21st Century Classroom

EDU or JST Jewish Education or Jewish Studies Course (Student Choice)
EDU or JST Jewish Education or Jewish Studies Course (Student Choice)

Electives

MGT Nonprofit Management Course (Student Choice)
MGT Nonprofit Management Course (Student Choice)

*Pre/Co-Requisite: College Hebrew Level 3 or exemption by exam.

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 Jewish Nonprofit Management or the full MA in Jewish Communal Service. 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 (215) 635-7300 x140 and the Office of Enrollment Management, School of Social Policy and Practice, 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 Jewish 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, or the MS in Nonprofit Leadership/ Graduate Certificate of Jewish Nonprofit Management 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 the Graduate Certificate of Jewish Communal Service or the Graduate Certificate of Jewish Nonprofit Management. In each case, students take five 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 Leadership / MA in Jewish Communal Service

Students completing the dual Masters complete 10 courses total at Gratz instead of the usual 12 courses in the MAJCS 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 M.A.J.C.S. to minimize overloading during the fall and spring semesters of the NPL program.

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

Seminar in Classical Judaism

Modern Jewish Studies: 9 credits

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 – 18 credits (All courses are 3 credits)

Classical Jewish Studies – 6 credits

Seminar in Classical Judaism required

Modern Jewish Studies – 6 credits

Judaism's Encounter with Modernity required

Electives in Jewish Studies – 6 credits

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

Master of Arts in Jewish Professional Studies

Program Director: Ruth Sandberg, Ph.D.

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. Develop a unique course of study around professional and personal academic goals
3. Explore professional and personal interests and aspirations following an individualized learning plan.
4. Utilize self-directed critical thinking and writing skills to achieve educational goals.
5. Promote growth, autonomy, discovery and lifelong learning in diverse professional environments

Requirements: 30 credits

Critical Writing and Research (3 credits)

Jewish Professional Studies Courses (24 credits) (Education, Jewish Education, Holocaust and Genocide Studies, Nonprofit Management, Jewish Studies, and Jewish Communal Service program courses available for study)

Capstone (3 credits)

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 tracks: Jewish Education, Pre k-12 Education, or Higher Education. 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 3 Summer Residencies required. All courses, with the exception of the Summer Residencies, will be offered online and in an 8-week accelerated model.

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

Required Core – 6 courses (18 credits)

EDD 700: *Introduction to Doctoral Studies and Academic Writing at the Doctoral Level (No credit, degree requirement, Pass/Fail)*

EDD 706: *Leading an Educational Organization*

EDD 707: *Strategic Planning for Educational Leadership*

EDD 702: *Critical Contexts in Educational Leadership*

EDD 703: *Cross Cultural Perspectives in Educational Leadership*

EDD 704: Needs Assessment, Program Design, and Evaluation

EDD 705: *Methods of Inquiry*

Concentration – 7 courses (21 credits)

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

Applied Dissertation – 9 credits

EDD 898: Concept Paper

EDD 899: Proposal: 3 credits

EDD 900: Applied Dissertation Report

EdD Curriculum Map

	Year 1	Year 2	Year 3
Summer in residence/hybrid and online	EDD 700 Introduction to Doctoral Studies (no credit) EDD 701 Academic Writing at the Doctoral Level (no credit) Core 1. EDD 705 Methods of Inquiry EDD 898 Concept Paper (begin)	Core 6. EDD 704 Needs Assessment, Program Design and Evaluation Track 1 EDD 899 Proposal Development Begins	Track 6 EDD 900 Begin Applied Dissertation Report (ADR)
Fall A	Core 2. EDD 706 Leading an Educational Organization	Track 2	Continue ADR Track 7
Fall B	Core 3. EDD 707 Strategic Planning for Educational Leadership	Track 3	Continue ADR
Spring A	Core 4. EDD 702 Critical Contexts in Educational Leadership	Track 4	Continue ADR
Spring B	Core 5. EDD 703 Cross Cultural Perspectives in Educational Leadership	Track 5 EDD 899 Proposal Due	EDD 900 Final Product ADR Due – Oral Defense

Doctor of Philosophy in Holocaust and Genocide Studies

Program Director: Paul Mojzes, PhD

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. The online Ph.D. (with summer residential seminars) is the first of its kind and is expected to have a far-reaching impact geographically, academically and professionally.

PROGRAM GOALS

1. Apply knowledge, methodologies and research to ongoing issues of genocide in the world.
2. Articulate the role of gender, race, religion, economic status, and sexual identity in the Holocaust and other genocides.
3. Develop research skills to contribute original research to the field.
4. Apply values and ethics from their studies and research in their professional work and personal lives.
5. Study and address genocide and genocide prevention in educational, historical, political, religious, and legal contexts.

Total Degree = 48 credits

Required Core Courses = 21 credits

Unveiling the Underpinnings of Genocide
 Gender and Genocide II
 Genocide in the Modern World
 Genocide and International Law
 A Geographical Approach to the Study of the Holocaust
 The Psychology and Sociology of Altruism and Rescue
 Post-Holocaust Theology

Electives = 9 credits

Students will take 3 elective courses to supplement and further enhance their knowledge base in specific areas of interest related to research or comps out of a choice of at least 6 courses.

Research Requirement = 3 credits

All students will be required to take the Doctoral Research Methods Seminar in preparation for dissertation work as described below.

Seminars = 6 credits

Seminar A: Current Topics

Students will discuss a timely topic in seminar with a faculty member or guest professor as part of the

required course work. Course topics will be developed and updated as appropriate with current issues in the field.

Seminar B: Concept Paper Seminar

Students will share concept papers with fellow Ph.D. students to further enhance critical consideration of their research plans and learn from the research of their peers.

*Students will be required to show proficiency in reading a foreign language relevant to their research.

**Students will be required to take a (no-credit) Academic Writing course

DISSERTATION: 9 credits

Concept Paper: 3 credits: The concept paper focuses on formulating the research questions and writing the concept paper. Once the dissertation advisor is satisfied with the results, the concept paper will be sent to the Program Chair for approval. This approval must be obtained before work may be done on the proposal phase of the Dissertation.

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 dissertation thesis. Once approval is received from the dissertation advisor and program chair, the student may proceed to the final stage of the writing the dissertation.

Dissertation Report: 3 credits: The final report includes the collection and implementation of data, along with recommendations for further research if appropriate.

Curriculum Map

	Year 1	Year 2	Year 3	Year 4
Summer in residence/hybrid	Doctoral Research Methods Seminar <i>Writing no-credit</i>	Seminar in Special Topics	Concept Paper Seminar and preparation	Research and data collection
Summer online	Elective	Elective	Prepare for Comps	Research/data
Fall	Core 1	Core 5	Take Comps	Year 5
	Core 2	Core 6	Literature review	Writing Diss
Spring	Core 3	Core 7	Literature review	Writing Diss
	Core 4	Elective	Proposal	Dissertation Rept

Research language as needed

Course List

Course Number Designations

JST	Jewish Studies
HGS	Holocaust & Genocide Studies
EDU	Education
EDD	Doctoral Education
JED	Jewish Education
MGT	Management
JCS	Jewish Communal Service
HEB	Hebrew
IFL	Interfaith Leadership
REL	Religion

Courses numbered:

100-499 are undergraduate level

500-699 are Master's level

700 and above are doctoral level

**Please note: course numbers are in transition to a new system.*

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

*Full course descriptions available under "Browse all courses" on the website and through academic program advisors.

Course Listings

EDD 700	Introduction to Doctoral Studies
EDD 701	Academic Writing at the Doctoral Level
EDD 702	Critical Contexts in Educational Leadership
EDD 703	Cross Cultural Perspectives in Educational Leadership
EDD 704	Needs Assessment, Program Design, and Evaluation
EDD 705	Methods of Inquiry
EDD 706	Leading an Educational Organization
EDD 707	Strategic Planning for Educational Leadership
EDD 720	Leadership and Administration of Higher Education
EDD 721	Marketing and Enrollment in Higher Education
EDD 722	Program Planning and Curriculum Development
EDD 723	Student Affairs in Higher Education
EDD 724	Planning, Budgeting and Finance
EDD 725	Governance, Ethics and the Law
EDD 726	Politics and External Relations
EDD 740	School Boards and School District Governance
EDD 741	School Law and Policy
EDD 742	Cultural Diversity in Schools
EDD 743	Labor Relations and Fiscal Management
EDD 744	Transforming Schools
EDD 745	School Boards and School District Governance
EDD 746	Technology, Data Analysis and Program Evaluation for Schools

EDD 760	Leadership in Jewish Education
EDD 761	History and Philosophy of Jewish Education
EDD 762	Landscape of Jewish Education in Northern America
EDD 763	Program Development, Curriculum and Assessment
EDD 764	Ethical and Legal Issues in Jewish Education
EDD 765	Current Trends in Jewish Education
EDD 766	Case Studies in Jewish Educational Leadership
EDD 898	Concept Paper
EDD 899	Proposal
EDD 900	Applied Dissertation Report
EDD552	Teaching Through Learning Channels
EDU 101	Foundations of Teaching & Learning
EDU 104	Classroom Management
EDU 201	Introduction to Education: A Skills Approach
EDU 205	Addressing Special Needs Through at Jewish Lens
EDU 2201	Education
EDU 2215	Education
EDU 2595	Student Need Diff Instru
EDU 360	Classroom Techniques & Management
EDU 3605	Deal Psyc Dis in Class (K-12)
EDU 410	Assessment Strategies for Instruction
EDU 415	Differentiated Instruction
EDU 420	Instructional Design I
EDU 498	Internship in Education
EDU 499	Internship in Special Education
EDU 505	Teaching through Movement
EDU 5055 D	Teaching Prayer
EDU 505A	Understanding the Learner: Developmental Psychology
EDU 505B	Understanding the Learner: Atypical Development
EDU 505C	Understanding the Learner: The Teacher and the Classroom
EDU 510	Applying Universal Design in the Classroom
EDU 510-51	Materials for Teaching Reading
EDU 511-52	Assessment for Reading Instruction
EDU 512	Motivating Today's Learners
EDU 5127D	Foundations of Jewish Education
EDU 514	Differentiated Learners
EDU 515	School Law: The 3 L's- Litigation, Legislation and Learning
EDU 5158D	Curriculum & Instruction in Jewish Education Setting
EDU 516	Principles of Instructional Design
EDU 518	Legal and Ethical Issues in the 21st Century
EDU 520	Building Thinkers in the Classroom
EDU 521	Mindset in the Classroom
EDU 522	Effective Learning Assessment
EDU 525	Current Trends and Issues in Historical Perspective
EDU 526	Fostering Learner Responsibility and Self-Discipline
EDU 527	Understanding & Integrating the Interior Lives of Children
EDU 528	Understanding Learning Styles
EDU 529	Classroom Management
EDU 531	Fostering Cooperation in the Classroom
EDU 532	Moral Education in Theory and Practice

EDU 535	Technology and the 21st Century Learner
EDU 540	Foundations of Creativity
EDU 541	The Creative Educator
EDU 542	Creative Pedagogy
EDU 543	Designers of Learning
EDU 544	Creative Technologies
EDU 550	Introduction to Research Methodology
EDU 551	Teaching Reading/Writing in Content Areas II
EDU 5513	Practicum in Jewish Education
EDU 554	Issues in Contemporary Classroom Management
EDU 555	Culture and Family Dynamics
EDU 556	Diagnosing Needs in the Diverse Classroom
EDU 557	Understanding Economics, Class & Language
EDU 559	Teaching Tolerance in the Classroom
EDU 560	Leadership & Advocacy
EDU 561	Methods of Teaching ESL
EDU 562	Crisis in our Schools: An Educator's Handbook for Safe Schools
EDU 563	Curriculum Development
EDU 563	Play as the Foundation of Learning
EDU 572	Principles of Brain-Based Learning
EDU 580	Current Issues in Secondary Education
EDU 580	Communication Arts for Children
EDU 582	Methods of Classroom Management
EDU 584	Diversity in the Classroom: Making It Work
EDU 590	Creating Safe Spaces: Addressing LGBTQ Issues in Schools
EDU 592	Poverty and the Impact on the Classroom
EDU 601	Developmental Reading
EDU 604	Educational Assessment and Evaluation
EDU 609	Mean Boys and Girls: A Look at Bullying Prevention in the Sc
EDU 844	Creative Technologies
Edu/SocA235M	Education, Culture & Society
EDU100	Introduction to Education
Edu1201	Introduction to Jewish Education
Edu1218	Jewish Family Education
Edu201b	An Introduction to the Principles of Jewish Education
EDU213	Working With Special Needs Children
Edu213--SN	Special Needs
EDU3355	Bullying and Victimization
EDU3375	Critical Incident Management
EDU3565	Emotional Intelligence
EDU3585	Autism Spectrum Disorders
EDU3595	Meeting All Students Needs Through Differentiated Instructio
EDU3615	Safe Schools
EDU3655	Wellness: Revital Strategies
EDU3725	Effective Discipline
EDU3845	Integrated Learning
EDU3875	Inclusion: Accept Diversity in Class
EDU3915	Strat. Clsrm.Mngmt.
EDU3925	Building a Learning Community
Edu3B	Education3B

EDU400	Foundations of Language
EDU40227	Curriculum Development
EDU433	Cultural Awareness
EDU4355	Writing in the Classroom
EDU4405	Integrating Reading/Language Arts Curriculum
EDU4505	Administration, Organizational Culture and Planned Change
EDU4535	Curr Dev & Prac Pub/Priv Schl
EDU4545	Law and American Education
EDU4835	Student Literacy Practice/Reading I
EDU4875	Student Literacy Practice/Reading II
EDU500	Critical Pedagogy
EDU502	The Learning and Teaching Process
EDU503	Social/Political Foundations of Education
EDU509	Process and Acquisition of Reading
EDU510	Assertive Discipline and Beyond
EDU511	Assessment of Reading
EDU520	Assessment Techniques: Assessing for Student Learning
EDU521	DIMENSION OF LEARNING
EDU522	INCREASING STUDENT RESPONSIBILITY AND SELF-DISCIPLINE IN LEA
EDU523	ENCOURAGING SKILLFUL, CRITICAL AND CREATIVE THINKING
EDU524	THE CULTURALLY DISTINCTIVE CLASSROOM
EDU525	Integrating Essential Skills Into the Curriculum
EDU526	STYLES OF TEACHING: PERSONALITY TYPE IN THE CLASSROOM
EDU526C	Psych Disorder in Classroom
EDU527	TEACHING AND LEARNING THROUGH MULTIPLE INTELLIGENCES
EDU528	SKILLS AND STRATEGIES FOR INCLUSION AND DISABILITY AWARENESS
EDU529	Brain-Based Teaching and Learning
EDU530	THE COOPERATIVE CLASSROOM: KAGAN'S INSTRUCTIONAL PRACTICES
EDU531	COOPERATIVE DISCIPLINE
EDU532	Teaching, Writing and Thinking Across the Curriculum
EDU537	Differentiated Instruction
EDU538	DEALING WITH AD/HD-TYPE BEHAVIOR IN THE CLASSROOM
EDU540	The Kinesthetic Classroom
EDU542	Instruction in Reading
EDU551	Teaching Reading and Writing in the Content Areas II
EDU552	Teaching Reading in Content Areas
EDU557	Foundations of Reading Comprehension
EDU560	Special Topics in Education
EDU565	Intro to Instructional Tech
EDU566	Principles of Continuous Improvement
EDU573	Stress Management for the Classroom Teacher
EDU580	Teaching Reading and Writing in the Content Areas Part I
EDU597	Change in Education
EDU598	COUNCIL ROCK TEACHER INTRODUCTION
EDU601	MODES OF INQUIRY AND RESEARCH
EDU6035	Methods of Assessing Student Learning
EDU604	Reading in Content Areas
EDU6040	Pre-Adolescent Literature
EDU605	Educ.Assess/Diagnosis of Students with Special Needs
EDU610	Educational Technology

EDU618	School Culture/Politics
EDU635	Research Design
EDU732	Foundations of Education
EDU734B	Assessment for Reading Instruction
EDU8002-8	Educational Research Methodology
HEB 000	Hebrew I: Beginners
HEB 100	Beginning Conversational Hebrew
HEB 1001 D	Foundations of Hebrew I
HEB 107	Hebrew Ulpan 1
HEB 107	Hebrew Ulpan 1
HEB 108	Hebrew Ulpan 2
HEB 108	Hebrew Ulpan 2
HEB 109	Hebrew Ulpan 3
HEB 110	Hebrew Ulpan 4
HEB 1101	Intensive Elementary Hebrew I
HEB 1101 D	Intensive Elementary Hebrew I
HEB 111	Hebrew Ulpan 5
HEB 112	Hebrew Ulpan 6
HEB 200A/B	Modern Hebrew Proficiency Exam
HEB 206	Hebrew I
HEB 207	Hebrew II
HEB 208	Hebrew III
HEB 209	Hebrew IV
HEB 2103	Intensive Elementary Hebrew II
Heb 2301	Hebrew 2301
Heb 2303	Hebrew 2303
HEB 3000	Advanced Modern Hebrew
HEB 312K	Second-Year Hebrew I
HEB 312L	Second-Year Hebrew II
HEB 399	Hebrew - Independent Study
HEB 502	Hebrew II-Advanced Beginners
HEB 502	Hebrew II-Advanced Beginners
HEB 503	Hebrew III: Intermediate
HEB 503	Hebrew III: Intermediate
HEB 504	Hebrew IV
HEB 999	Hebrew Mekhinah
HEB A1Y	Intens Elem Hebrew
Heb B301	Hebrew
HEB IC-1	Hebrew
HEB II A-2	Hebrew
Heb Lang Std	Hebrew Language Study
Heb0052	Beginner's Hebrew II
HEB10	Hebrew Language
HEB101	Elementary Hebrew
HEB12	Hebrew Language
HEB14	Hebrew Language
HEB16	Hebrew Language
HEB202	Intermediate Hebrew II
HEB250	Hebrew 1A
HEB250-1	Intermediate Hebrew

HEB2501	Hebrew 1A
HEB251	Hebrew 1B
HEB251-1	Intermediate Hebrew
HEB2511	Hebrew 1B
HEB3	Hebrew Language
HEB300	Third Year Hebrew
HEB350	Mod Hebrew 2A
HEB350-1	Hebrew Grammer
HEB3501	Modern Hebrew 2A
HEB3511	Modern Hebrew 2B
HEB3901	Hebrew 1A
HEB6	Hebrew Language
HEB9	Hebrew Language
HebGram302	Grammar & Composition
HebGram302b	Grammar & Composition
HebGrammar	Hebrew Grammar
HebLit1409A	Medieval & Modern Prose and Poetry
HebLit1418	Major Ideological Currents in Modern Hebrew Literature
HebLit3403	Medieval Hebrew Literature II
HebLit3409B	The Hebrew Essay
HebLit402	The Literature of the Haskalah
HebLit408	Modern Hebrew Poetry
HebLit410	The Hebrew Short Story
HEBR	Hebrew Language
HEBR 101	Elem Modern Hebrew I
HEBR 102	Elem Modern Hebrew II
HEBR 1101	Elementary Hebrew I
HEBR 141	Elementary Biblical Hebrew I
HEBR 142	Elementary Biblical Hebrew II
HEBR 201	Intermediate Modern Hebrew I
HEBR 202	Intmdt Modern Hebrew II
HEBR 241	Biblical Hebrew I
HEBR 241	Biblical Hebrew I
HEBR 242	Biblical Hebrew II
HEBR 242	Biblical Hebrew II
HEBR 245	Studies in Biblical Poetry and Prose I
HEBR 301	Advanced Modern Hebrew I
HEBR 302	Advanced Modern Hebrew II
HEBR 312	Readings in Ancient Hebrew Literature I
HEBR 466	Teaching Assistant
HEBR-105	Hebrew I-Elementary
HEBR-106	Hebrew II-Elem/Intermed
HEBR1101	Bgn Hebrew
HEBR305	Elem (Bib)
HEBR3501	Hebrew 2A
HEBR3511	Hebrew II
Hebrew 1	Klein Leah Bar-Sadeh
Hebrew 1001	Elements I
Hebrew 1002	Elements II
Hebrew 101	Elementry Hebrew I

Hebrew 102	Elementary Hebrew 2
Hebrew 103	Intermed Hebrew I
Hebrew 11A/1	Continuation from 1A/3
Hebrew 2301	Hebrew
Hebrew 2302	Hebrew 2302
Hebrew 2304	Hebrew
Hebrew A	Beginning Hebrew for the Synagogue
Hebrew I	Hebrew I
Hebrew II	Hebrew II
Hebrew IIA/1	Beginner's Hebrew
Hebrew1 A/B	Beginner's hebrew
HebrewLit401	Readings From a Wide Variety of Selections in Prose & Poetry
HebrwGram301	A Study and Drills in the Elements of Hebrew Grammar & Compo
HebSem1	Hebrew Language Seminar
HGS 110	The Holocaust: Victims, Perpetrators and Bystanders
HGS 135	Modern European Jewish History
HGS 211	History of Anti-Semitism
HGS 504	Holocaust Art
HGS 507	Their Brother's Keepers: Rescuers and Righteous Gentiles
HGS 509	Genocide in the Balkans: The Eastern European Genocide
HGS 510	The Holocaust and European Mass Murder
HGS 511	History of Anti-Semitism
HGS 512	Teaching the Holocaust
HGS 517	Resistance in the Holocaust
HGS 521	Anne Frank: A History
HGS 522	Children of the Nazi Era
HGS 523	The Holocaust and Genocide in Film
HGS 524	Transcending Trauma: The Psychosocial Impact of the Holocaust
HGS 525	Post-Holocaust Theology
HGS 527	Native American Genocides
HGS 532	Before Hitler: The Jews of Western Europe in Modern Times
HGS 533	Before Hitler: East European Jewish Civilization
HGS 535	Literature of the Holocaust
HGS 536	The Holocaust and History
HGS 537	Holocaust Historiography
HGS 538	Popes, Jews and Blood: from Medieval to Modern Times
HGS 541	From Armenia to Auschwitz: An Examination of the First Modern
HGS 554	The Warsaw Ghetto
HGS 555	Holocaust and Memory
HGS 556	Genocide Prevention
HGS 557	Comparative Genocide
HGS 558	Gender and Genocide in the 20th Century
HGS 560	America's Response to the Holocaust
HGS 561	Holocaust Denial and Abuse
HGS 567	Teaching the Holocaust through Museums and Memorials
HGS 596	Independent Study - Travel
HGS 597	Masters' Thesis/Project Seminar
HGS 598	Masters' Thesis
HGS 599	Masters' Final Project
HGS 632	Jews & Germany: Rise, Fall, and Rebirth

HGS 633	Loss and Renewal: The Aftermath of the Holocaust
HGS 634	Hitler's Other Victims
HGS 700	Unveiling the Underpinnings of Genocide: Racism, Eugenics and
HGS 705	Doctoral Research Methods Seminar
HGS 707	Their Brother's Keepers: Rescuers and Righteous Gentiles
HGS 710	The Holocaust and European Mass Murder
HGS 711	History of Antisemitism
HGS 717	Resistance in the Holocaust
HGS 722	Gender and Genocide II
HGS 723	Genocide in the Modern World
HGS 724	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-Genocide Theology
HGS 733	Loss and Renewal: The Aftermath of the Holocaust
HGS 734	Hitler's Other Victims
HGS 737	Holocaust Historiography
HGS 754	The Warsaw Ghetto
HGS 756	Genocide Prevention
HGS 760	America's Response to the Holocaust
HGS 795	Seminar A: Current Topics
HGS 796	Independent Study - Travel
HGS 896	Seminar B: Concept Paper Seminar
HGS 897	Concept Paper: 3 credits
HGS 898	Proposal: 3 credits
HGS 899	Dissertation Report: 3 credits
JCS 610	Seminar in Jewish Communal Service I
JCS 611	Seminar in Jewish Communal Service II
JCS 620	Internship in Jewish Communal Service
JED 110	Introduction to Jewish Education
JED 502	Instructional Design
JED 504	Methods of Teaching Hebrew
JED 506	Methods of Teaching Jewish History - Theory and Practice
JED 507	Methods of Teaching Bible
JED 510	Fundamentals of Jewish Education
JED 511	Fundamentals and Orientation in Jewish Educations
JED 518	Issues in the Teaching of Rabbinic Texts
JED 522	Supervision in Jewish Education
JED 536	Executive Skills: Managing Human Resources and Relations
JED 537	Executive Skills: Managing Material Resources
JED 553	Using Technology to Build Community and Grow Your Organization
JED 606	Methods of Teaching Prayer: Skills, Concepts and Affect
JED 621	Jewish Education Internship Seminar
JED 621A	Jewish Education Internship I
JED 627	Introduction to the Curriculum of the Jewish School
JED 719	Action Research
JED 801	Philosophy and History of Jewish Education
JED 805	Methods of Teaching Jewish History: Theory and Practice
JED 806	Methods of Teaching Prayer: Skills, Concepts and Affect
JED 807	Methods of Teaching Bible

JED 809	Leadership and Group Dynamics
JED 818	Issues in the Teaching of Rabbinic Texts
JED 824	Data-Driven Decision-Making in Jewish Education and the Jewish
JED 826	Curriculum: Theory and Perspectives
JED 827	Introduction to the Curriculum of the Jewish School
JED 854	Sowing the Seeds of Character: Moral Education in Theory and
JED 897	Comprehensive Examination III: History & Philosophy
JED 898	Comprehensive Examination II: Jewish Education
JED 899	Capstone Research Project
JED 900	Capstone Research
JST 101	"Judaism's" and World Religion
JST 107	Perspectives On American Judaism
JST 110	Introduction to Jewish Law: Shabbat I
JST 111	Introduction to Jewish Law: Shabbat II
JST 112	Introduction to Prayer I
JST 113	Introduction to Prayer II
JST 114	Judaism, Christianity and Islam
JST 115	Introduction to Jewish Philosophy II
JST 130	Jewish Journey Through Art
JST 140	The Jewish Problem in Medieval Christendom and in the Orbit
JST 161	Judaism Faces Modern Challenges
JST 170	Modern Jewish Theology
JST 178	Israel Today: Continuity and Change in a New State
JST 180	Hist. of Pioneer Movement & Cur. Issues in Israeli Society
JST 181	Jewish Philosophy and The Jewish Question
JST 203	Comparative Theology of Judaism and Christianity
JST 206	Rhythms of Jewish Life: The Calendar and Life Cycle Events
JST 210	Survey of Biblical Themes I
JST 211	Survey of Biblical Themes II
JST 212	Biblical Exegesis I
JST 213	Biblical Exegesis II
JST 214	Topics in Bible I
JST 214	Introduction to Jewish Liturgy
JST 215	Topics in Bible II
JST 216	Topics in Early Prophets I
JST 217	Topics in Early Prophets II
JST 217	Comparative Liturgy of Judaism & Christianity
JST 218	Topics in Later Prophets I
JST 219	Topics in Later Prophets II
JST 220	Topics in Ketuvim I
JST 221	Topics in Ketuvim II
JST 222	Topics in Jewish History I
JST 224	Topics in Jewish Law I
JST 280	Ethics of the Fathers
JST 299	Introduction to Philosophy of Mitzvot
JST 325A	Tomer Devora: Thirteen Pathways to Compassion
JST 325B	Tomer Devora: Thirteen Pathways to Compassion
JST 378	Studies in the Writings of the Maharal of Prague
JST 378A	Writings of the Maharal of Prague
JST 378B	Writings of the Maharal of Prague

JST 380A	Pirkei Avos: History, Halacha, Hashkafa
JST 380B	Pirkei Avos: History, Halacha & Hashkafa
JST 390	Ethical Interpersonal Communication
JST 395	Studies in the Writings of Rav Dessler
JST 395A	Writings of Rav Dessler
JST 395B	Writings of Rav Dessler
JST 396	Studies in the Writings of Luzatto II
JST 399	Jewish Philosophy: Rambam's Thirteen Princ.
JST 408A	Studies in Ethics: The Examined Life
JST 408B	Studies in Ethics: The Examined Life
JST 411	Topics in Chassidic Thought
JST 411A	Topics in Chassidic Thought
JST 411B	Topics in Chassidic Thought
JST 415A	Women in the World
JST 415B	Women in the World
JST 440	Survey of Medieval Jewish History
JST 466	Medical Ethics
JST 466A	Judaism in Medicine: History, Ethics & Halacha
JST 466B	Judaism in Medicine: History, Ethics & Halacha
JST 478	Feminism and Jewish Perspectives of Women
JST 478A	Feminism and Jewish Perspectives of Women
JST 478B	Feminism & Jewish Perspectives of Women
JST 491	Independent Study 1
JST 492	Independent Study 2
JST 493	Independent Study 3
JST 495	Jewish Studies Capstone
JST 499	Independent Study
JST 504	The Jewish Family: Institution in Transition
JST 505	Perspectives on American Judaism
JST 506	Rhythms of Jewish Life: The Calendar and Life Cycle Events
JST 507	Introduction to Classical Judaism
JST 511	Love, Lament, and Realism: The Five Scrolls
JST 512	The Song of Songs
JST 513	An Introduction to Sabbath Liturgy
JST 515	The Problem of Evil: The Jewish Response
JST 516	Judaism and Islam
JST 517	Comparative Liturgy of Judaism & Christianity
JST 519	History of Rabbinic Civilization
JST 520	American Jewish Culture: Food & Foodways
JST 525	Jews in the Contemporary World
JST 526	Education in Biblical Israel
JST 527	Archaeology of the Bible
JST 528	The History of the Jews in the Land of Israel
JST 529	Jewish and Christian Interpretations of the Bible
JST 540	Survey of Medieval Jewish History
JST 551	Judaism's Encounter with Modernity
JST 575	Social Justice in Judaism
JST 590	Independent Study in Jewish Thought
JST 591	Independent Study - Jewish Studies
JST 592	Independent Study - History

JST 593	Independent Study - Advanced Topics in Jewish Thought
JST 598	Masters' Thesis
JST 599	Masters' Final Project
JST 601	New Directions in the American Jewish Community
JST 603	Comparative Theology of Judaism and Christianity
JST 604	Business and Workplace Ethics
JST 610	Justice in Jerusalem: Mishnah Sanhedrin
JST 614	Introduction to Jewish Liturgy
JST 615	Judaism and Christianity
JST 616	The New Diaspora
JST 617	Twenty-first Century Jewish Communal Life in the Diaspora
JST 618	Genesis and Judaism: Bereshit Rabbah
JST 619	How to Read the Bible
JST 631	Making Leviticus Relevant
JST 633	Up from Slavery: Rabbinic Views of Exodus
JST 634	Rabbinic Views of Numbers
JST 637	Qohelet Rabbah: Questioning the Meaning of Life
JST 640	Successful Interfaith Dialogue
JST 641	Interfaith Lifecycle and Holidays
JST 811	Love, Lament, and Realism: The Five Scrolls
JST 816	Judaism and Islam
JST 897	Comprehensive Examination I: Jewish Studies
JSTU-H 200	Intermediate Hebrew I
JSTU-H 250	Intermediate Hebrew II
JSTU-H 300	Advanced Hebrew I
MGT 301	Principles of Management and Organizational Behavior
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 & Grow Your Organization
MGT 554	Technology, Leadership, and the Nonprofit Organization
MGT 555	Social Entrepreneurship
MGT 560	Independent Study - Nonprofit Management
MGT 572	Organizational Behavior
MGT 573	Organizational Behavior
MGT 574	Theory and Future of Nonprofits
MGT 575	Project and Program Management
MGT 578	Nonprofit Law
MGT 600	Capstone/Applied Research Project

Undergraduate Courses

COURSE DESCRIPTIONS

ACCOUNTING and BUSINESS

ACC 101 Principles of Accounting I (3)

Offers an introduction to accounting. It will explore the accounting environment, the debit/credit system, internal controls and the importance of ethics in accounting. The course will introduce students to preparing journal entries, and eventually, adjusting and closing entries. It will also look at merchandise accounting and the various methods that businesses use to evaluate their financial information. This course will also provide the student with important business and job skills to be used in the professional/corporate world.

ACC 102 Principles of Accounting II (3)

Continues to offer an introduction to accounting topics. It will continue to explore the accounting environment, and will elaborate on specific GL accounts and Financial Statements. Students will be able to prepare Statements of Cash Flow and analyze various other financial statements. This course will incorporate computer software into the accounting process. This course will also provide the student with important business and job skills to be used in the professional/corporate world.

Pre-requisite: Principles of Accounting I

BUS 499 Internship in Business (3)

ECO 111 Macroeconomics (3)

Introduces elementary aggregate economics, national income accounting and analysis, money, the banking system, government fiscal and monetary policy, economic growth, inflation and unemployment.

ECO 112 Microeconomics (3)

Major topics in the course are output and price theories of utility and demand: production analysis and marginal products; marginal costs; pricing input factors: land, resources, wages, salaries, and the labor market; competition-perfect and imperfect oligopoly, monopoly regulation, and anti-trust policy; government policy and public choice, economic growth, international trade, and elements of risk and applied Game Theory.

FIN 331 Fundamentals of Financial Management (3)

This course provides an understanding of the financial accounting in an abbreviated format. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business.

LAW 201 Business Law (3)

Presents a broad introduction to legal environment of U.S. business. Develops a basic understanding of contract law, torts, agency and government regulation. Focus is on practical issues confronted in the business environment.

MAR 301 Introduction to Marketing (3)

This course is a survey of the general marketing concept. Provides the basic knowledge to understand the “4 P’s” of marketing, consumer behavior, target markets and web-based marketing and reinforces the applications of marketing terms to contemporary issues.

MGT 301 Principles of Management and Organizational Behavior (3)

Offers an introduction to management and organizational behaviors, explores the functions of management, group dynamics, and organizational structures, discusses how decisions are made

effectively. Covers international organizational cultures and global perspectives of management.

MGT 331 Human Resource Management (3)

Defines the concept of human resource management and human resource planning in the context of government programs and policies, labor management, employee rights, organizational departmentation, personnel planning, forecasting and job assessment, recruitment and training of personnel.

ART and DESIGN

ART 101 Fundamentals of Design I (3)

Introduces the theory and practice of drawing techniques to develop basic visual awareness in seeing and producing a two-dimensional visual representation. Emphasizes placement, scale, space, volume, and light using various tools in the black/white media.

ART 103 Drawing I (3)

Explores the basics of drawing using a variety of traditional materials.

ART 104 Drawing II (3)

Explores advanced drawing theories.

Pre-requisite: Drawing I

ART 110 Two-Dimensional Design (3)

Explores the fundamental principles of two-dimensional design, color theory, the major art movements in history and the meaning and role of the graphic designer.

ART 112 Fundamentals of Painting (3)

Covers basic issues in oil painting. Concepts to be addressed include tone and color, shape, temperature, flatness and the illusion of depth, paint application, and the superiority of minimal means in achieving maximum results. Students will be introduced to a variety of painting problems including working in a limited palette, value range, and quantity of marks. The course will focus on making studies from master copies, painting from the still life and potentially the landscape. Acquiring drawing skills like sighting and measurement for the purpose of accurate representation will enhance course content.

ART 205 Fundamentals of Web Design (3)

Introduces students to the fundamental skills and best practices in web design and the use of web development languages. It will introduce students to content management systems, such as WordPress and will provide students with the tools to create professional quality full-feature websites.

ART 221 Color Theory (3)

Studies the physical characteristics and psychological effects of color. Investigates the historical and theoretical play of color in applied and fine art. Introduces exercises for practice

Pre-requisite: Fundamentals of Design, Drawing I, Two-Dimensional Design or equivalent

ART 284 Calligraphy (3)

Introduces techniques in calligraphy. Topics include: Use of material, sculpting, letter spacing, layout, illustration/ decoration design and color theory.

ART 291 Typography I (3)

Demonstrates the use of typography and its importance in graphic design. Introduces the various type styles and how they may be applied effectively and creatively.

Pre-requisite: Two-Dimensional Design or equivalent

ART 292 Typography II (3)

Explores techniques and concepts to develop an effective visual document. Topics include: historical background, conceptual design and layout, measurement and grid systems, spacing and alignment, type specifications, proofreading and visual effectiveness.

Pre-requisite: Typography I or equivalent

ART 294 Digital Photography I (3)

Explores the basics of digital camera operation, digital image capture and electronic output of photographic images for both screen-based and printed media. Covers the history of photography as an art form. Combines technical skills with creative expression to produce professional quality photographs.

ART 298 Digital Illustration (3)

Teaches how to design graphics for web or print with Adobe Illustrator software. Through practical exercises, student will become fluent using techniques for line art, logos, vector graphics and quick page layout as well as tricks and time efficient methods to keep work clean and professional.

ART 394 Digital Image Manipulation (3)

Explores the basics of Adobe Photoshop and will cover techniques used for photo retouching, digital painting and creating complex composite images.

ART 396 Publication Design (3)

Familiarizes students with InDesign. They will take their knowledge of design, typography, Photoshop and Illustrator and bring it all together in InDesign to create print/web ready documents.

ART 398 Electronic Production Procedures (3)

Prepares students to evaluate the measures needed to print a graphic project as a final product. Topics include: understanding the mechanics, correct setup and formatting of computer files, scanning, proper resolutions, reducing Moiré patterns, choice of fonts and colors, trapping, appropriate file closing, proofing, ordering jobs, choosing paper stock and choosing the best print shop.

Pre-requisite: Digital Illustration

ART 410 Design and Layout (3)

Further develops techniques for enhanced visual presentations using design, layout and typography with an emphasis on typographic contrast, organization and composition.

Pre-requisite: Digital Illustration and Digital Image Manipulation

Co-requisite: Publication Design OR permission of instructor

ART 411 Advanced Web Design (3)

Emphasizes graphic design for the commercial website; advanced web authoring with directed planning and design according to the specifications of the client and the specific audience targeted.

Pre-requisite: Fundamentals of Web Design OR permission of instructor

ART 491 Computer Animation for Multimedia and Web (3)

Teaches uses of multimedia software to produce dynamic animations for CD-Rom and the web. Course covers elements needed for an interactive production from conception to completion – from the basic design, to editing, to including the sound element, to employing the product onto the web setting.

Pre-requisite: Digital Illustration or equivalent

ART 495 Graphic Communication (3)

Explores the various techniques which may be applied to graphic design as a means of enhancing visual communication for promoting a product or service. Various situational exercises challenge students to experiment with the power of visual communication and build a personal portfolio.

Pre-requisite: Design and Layout OR permission of the instructor

ART 496 Advanced Graphic Communication (3)

Continues instruction in visual communication for commercial purposes to enhance client's marketing strategies and objectives, factoring in customer specifications, consumer trends and design constraints. Pre-requisites: Permission of the instructor

ART 499 Internship in Art & Design (3)

BIBLICAL LITERATURE

BIB 301 Studies in the Book of Genesis (3)

This is a text based *Chumash* class in which students, working in pairs, use guided study sheets to analyze the text, generate questions and then explore the various relevant commentaries in search of answers. Joint class discussion follows with a review of the material as well as an analysis of the topic's relevance to contemporary Jewish life.

BIB 349 Book of Proverbs (3)

Covers selected religious and moral themes of the Book of Proverbs based on the commentaries of Metzudot and Rashi, as well as related Talmudic and Midrashic sources and works of Jewish philosophy.

BIB 360 Megillas Shir HaShirim (3)

Delves into both the literal meaning of the *Megilla* and the primary metaphorical interpretations. The class focuses largely on the commentary of the Alshich who views the *Megilla* as essential to appreciating the relationship between HaShem and the Jewish people.

BIB 375 Megillas Esther (3)

Analyzes Megillas Esther and discusses the classic Gemaros, Midrashim, Meforshim, and contemporary Baalei Mussar. Emphasis is on how Megillas Esther has served as the "Handbook of Galus" for Klal Yisroel. Also addresses how the Halachos of Purim relate to the Megilla.

BIB 395/PSY 395 Women in the Bible I (3)

Focuses on paradigmatic women in the Bible according to Aishes Chayil. Emphasis is on their roles, ramifications and impact on Jewish thought and life. Credit given for BIB 395 or PSY 395

BIB 400/PSY 400 Women in the Bible II (3)

Continues advanced study and textual analysis of significant women in Biblical literature, focusing on their qualities as expressed in Proverbs chapter 31 and their subsequent influence on Jewish thought and society. Credit given for BIB 400 or PSY 400

BIB 480 Jewish Holidays in Biblical and Talmudic Literature (3)

Explores the Biblical, Talmudic and Midrashic sources for the origins, the nature of, and the customs and rituals of the Jewish festivals and seasons; uses medieval and modern commentaries to deepen the study and understanding of these sources.

CAPSTONE

JST 495 Judaic Studies Capstone (6)

Builds upon a student's knowledge and Jewish Studies skills through a guided independent research seminar. Students select an area of interest within the field of Jewish Studies, or a combination of their chosen field with Jewish Studies and engage in research leading to a major research paper, creative

project or applied project.
Pre-requisite: English Composition 1

CLINICAL OBSERVATION

COB 201 Clinical Observation in Pediatric Therapies (3)

For pre-OT, PT, and SLP students. Includes participation in opening and closing seminars, regular attendance at observation site, weekly reflections of sessions and a final paper. The student is expected to assist the therapist with maintaining the therapy room and preparing materials for therapy while gaining exposure to intended field of interest.

COMPUTER AND INFORMATION SCIENCE

CIS 101 Computer Concepts and Applications (3)

Teaches the basic components of a computer system, the terms being used in the computer world today and to understand the role of technology. Introduces basic computer skills using Microsoft Office software with focus on: Word, Excel, Power Point and Access.

CIS 102 Introduction to Computer Science (3)

Introduces fundamental programming concepts and constructs of information technology and computer systems. Class will be able to analyze a problem, write an algorithm for it, code the solution, and test the program.

CIS 191 Programming in Visual Basic (3)

Develops programming skills using Visual Basic/Visual Basic.net, an event-driven language. Provides exposure to interactive programming via graphical user interface (GUI) feature with an emphasis on algorithms and block diagrams and debugging techniques.

CIS 204 Programming in Python (3)

Programming and problem solving using Python. Emphasizes principles of software development, creating algorithms and testing. Topics include procedures and functions, iteration, lists, dictionaries, strings, function calls. Weekly assignments and final program help students learn how to solve problems by creating programs.

CIS 213 Computer Programming I (3)

Introduces programming concepts using the Java SE programming language and demonstrate how to approach a problem and design an elegant, object-oriented software solution.

CIS 231 Assembly Language (3)

Teaches the very basics and foundation of computer languages. Topics include: binary and hexadecimal representation of data, computer organization and addressing techniques, basic fetch-code-execute instruction and exposure to assembly language code.

CIS 241 Data Structures (3)

Every computer program depends on algorithms and data structures. The course will discuss the important data structures, both within programs and external to programs, as well as important algorithms that utilize these data structures.

Pre-requisite: Computer Programming I

CIS 283 UNIX (3)

Introduces the concepts of UNIX as an operating file management system; includes multi-user concepts, terminal emulation, use of system editor, UNIX commands and writing script files.

CIS 311 Database Management Systems (3)

Covers basic database concepts and definitions. Topics include: logical organization of a database, database architecture, data normalization, data modeling, database integrity and the client/server environment. Teaches use of MS Access 2010 using ADO and DAO, query processing and transaction processing through SQL, a query language.

CIS 315 Computer Programming II (3)

Focus is on object-oriented programming concepts using the Java SE and Java EE programming language and demonstrates how to approach a problem and design an elegant, object-oriented software solution. Introduces programming for the World Wide Web using HTML/CSS and Java Enterprise Edition (EE) technologies.

Pre-requisite: Computer Programming I

CIS 317 File Structure and Design (3)

Reviews the components and implementation of file structure design, specifically addressing efficient use of storage devices and access to data with respect to time and space requirements. Exercises in writing programs with file structures consideration.

Pre-requisites: Introduction to Computer Science and one programming language

CIS 330 Computer Systems Architecture (3)

Covers the major architectural components of the computer, and the role of the operating system. The course will also use assembly language programming to show how the various components of the architecture function and interact with each other. As part of the architecture, logical circuit design and computer arithmetic will be covered.

Co-requisite: one programming language

CIS 342 Advanced Data Structures (3)

Further examines implementation of data structures and data abstraction within object oriented programming for greater algorithm and problem solving efficiency.

Pre-requisites: Introduction to Computer Science, Computer Programming I and Data Structures and one programming language

CIS 351 Programming Languages (3)

Introduces concepts of programming language design and implementation through formal definition of a language's specification of syntax and semantics. The students learn to compare the programming elements of various languages with specific emphasis on Perl, for the imperative language paradigm, and Java for the object-oriented language paradigm.

Pre-requisite: Computer Programming I

CIS 352 Operating Systems (3)

Describes the organization and construction of computer systems that manage data processing. Topics include: specification and implementation of concurrency, process scheduling, storage and memory management, device handling and event coordination.

Pre-requisites: Introduction to Computer Science and Data Structures

CIS 360 Client Server Internet Programming (3)

Teaches how to build advanced web pages. Topics include HTML, CSS, Javascript, PHP, and MySQL.

CIS 365 Web Programming (3)

Introduces students to the current standard of HTML. Students will learn the basics of CSS for the design and layout of their webpages as well as the basics of client side scripting through Javascript and server side scripting through PHP. Topics include databases for websites and the use of SQL to connect to the databases.

Pre-requisites: Computer Programming II OR permission of instructor

CIS 370 Internet Foundations (3)

Introduces fundamental concepts and issues in internet usage and development: Topics include: internet history, the drive for information and available sources, concepts and tools to navigate the information highways, security issues, and web authoring using HTML and other web technologies.

EDUCATION

EDU 101 Foundations of Teaching and Learning (3)

Introduces students to the methods, curriculum patterns and trends in education. The theories behind strategies explored in the course are those of Armstrong, (Multiple Intelligence), Caine and Caine, (Brain Based Learning), and Marzano, (Dimensions of Learning). The competencies required of teachers are employed in order to develop effective objectives and instructional strategies in lesson planning. The course provides a background to developing classroom management techniques to be implemented in the classroom. Students participate in guided observation of actual classrooms.

EDU 204 Teaching Reading and Math to Young Children (3)

Introduces strategies for teaching reading and math skills based on current research and theories.

EDU 210 Developing and Implementing Educational Activities in Early Childhood (3)

Examines the age span of children with respect to the motor, cognitive, social and emotional development with an emphasis on the role of play and recreational activities on their growth and well-being; prepares students to plan, execute and evaluate effectiveness of activity or program.

Pre- or Co-requisites: two courses in education

EDU 360 Classroom Techniques and Management (3)

Designed to support teachers in developing an effective approach to classroom management. Focus is on four components of classroom management: classroom structure, limit-setting, responsibility training, and back-up systems. Through readings, reflective writing, class discussion and simulations, participants will develop effective classroom management practices. This course is intended for students interested in teaching.

EDU 402 Approaches and Techniques of Educational Intervention I (3)

Introduces various techniques to address the needs of the special child. Topics include: Identification of types of disabilities (educational, learning, behavioral, developmental), appropriate intervention therapy techniques, identification of influencing factors and evaluation of effectiveness.

Pre- or Co-requisites: two courses in special education

EDU 403 Approaches and Techniques of Educational Intervention II (3)

Further discusses elements of the intervention process for special needs children. Topics include crisis intervention, the role and value system of the special educator, and the impact and inter-relationship of professional intervention, other resources and environmental factors.

Pre- requisites: two courses in special education

EDU 410 Assessment and Instructional Strategies in the Classroom for Special Needs (3)

Teaches the process for writing IEP's for the educationally challenged student. Topics include: assessment of needs, planning appropriate learning activities, providing an appropriate learning

environment, interfacing with key personnel to provide appropriate services and evaluation of program plan for further implementation and/or modification.

Pre- or Co-requisites: two courses in special education

EDU 415/PSY 381 Differentiated Instruction (3)

Provides an overview of the principles of differentiated instruction including content, process, and product, reading strategies across the curriculum, implementing IEPs in the general education classroom, teaching through different modalities, co-teaching, universal design for learning, formative and summative assessment for guiding instruction and response to intervention/multi-tiered systems of support. Students will apply skills learned to develop a model lesson to present to the class.

Credit given for EDU 415 or PSY 381

Pre- or Co-requisite: Survey of Exceptional Children

EDU 420 Instructional Design I (3)

Prepares the student to design curricula containing learning objectives, instructional strategies and assessments that are aligned. Using the principles of Understanding by Design (Wiggins and McTighe) and authentic assessments (Popham), students are guided in the practice of designing a unit of study that begins with the end in mind and emphasizes the use of authentic assessments that demonstrate mastery of a variety of goals to monitor student achievement. Students compose a unit of study that includes formative, summative and non-traditional assessments. The inclusion of the special needs student in curriculum planning is discussed. Techniques of communicating the curriculum to parents, support systems and the learning community are explored.

EDU 450 A Practicum in Early Childhood/Elementary Education I (6)

Exposes student to a supervised classroom experience (20 hours weekly) through observation and teaching Judaic Studies. Topics include: key elements in a well-run classroom, basics of curriculum design, role of play in the learning experience, the classroom setting, meeting students' physical, social, cognitive and emotional needs and communication skills.

Pre- or Co-requisite: Foundations of Teaching and Learning or equivalent

EDU 451 A Practicum in Early Childhood/Elementary Education II (6)

Continues the supervised classroom experience for an additional 20 hours weekly of practical application and implementation of educational theories and methods. Topics include: lesson planning, curriculum design and implementation, classroom management, communication skills.

Pre-requisite: A Practicum in Early Childhood/Elementary Education I

Pre- or Co-requisite: Classroom Techniques and Management or equivalent

EDU 499 Internship in Special Education (3)

For education and special education students. Includes regular attendance at observation site, weekly writing assignments and a final paper.

ENGLISH AND COMMUNICATION

COM 101 Fundamentals of Communication (3)

Trains students to be successful speakers and communicators in all aspects of academic and professional life. It will instruct students on how to construct an argument, effectively transmit information and speak with confidence. Develops all aspects of delivery, both in formal speeches and interpersonal communication. The course is designed as a workshop and students will be actively involved in both speaking and critiquing their classmates.

ENG 101 English Composition I (3)

Utilizes numerous strategies to help students gain familiarity with different forms of academic writing as well as interpretation of source material. Focus is on developing writing skills, evaluating and explaining ideas, conducting library research, developing a research paper and documenting research through proper use of citation.

ENG 102 English Composition II (3)

Further develops writing skills by interconnecting the reading/writing process in the analysis, synthesis, interpretation and communication of information. Writing samples include expository writing, research paper, personal essays and literary critiques.

Pre-requisite: English Composition I

ENG 250 Survey of World Literature (3)

Analyzes a selection of texts as a means of better understanding intersections of race, culture, and class, and the roles they play in the formation of identity politics. This course defines literature broadly to include poetry, drama, prose fiction and film.

HEBREW LANGUAGE

HEB 3 Introductory Hebrew I (3)

Focus is on reading comprehension, oral comprehension, writing skills and grammar. Students demonstrate an elementary level of proficiency in their understanding and ability to communicate in Hebrew.

HEB 6 Introductory Hebrew II (6)

Focus is on reading comprehension, oral comprehension, writing skills and grammar. Students demonstrate a novice level of proficiency in their understanding and ability to communicate in Hebrew.

HEB 9 Intermediate Hebrew I (9)

Focus is on reading comprehension, oral comprehension, writing skills and grammar. Students demonstrate an intermediate level of proficiency in their understanding and ability to communicate in Hebrew.

HEB 12 Intermediate Hebrew II (12)

Focus is on reading comprehension, oral comprehension, writing skills and grammar. Students demonstrate a high-intermediate level of proficiency in their understanding and ability to communicate in Hebrew.

HEB 14 Advanced Hebrew I (14)

Focus is on reading comprehension, oral comprehension, writing skills and grammar. Students demonstrate an advanced level of proficiency in their understanding and ability to communicate in Hebrew.

HEB 16 Advanced Hebrew II (16)

Focus is on reading comprehension, oral comprehension, writing skills and grammar. Students demonstrate a very advanced level of proficiency in their understanding and ability to communicate in Hebrew.

HISTORY

HIS 318 Modern Jewish History (3)

Examines events, trends and personalities in contemporary Jewish history, such as: Cossack pogroms, false Messiahs, Reform and Enlightenment movements, *Chassidim* and *Misnagdim*, Yeshiva versus the *Mussar* movement, Russian oppression, Zionism, anti-Semitism, the Holocaust, the State of Israel and various Jewish migrations to America

HIS 337 History of the Jewish Community in the Land of Israel (3)

Surveys the history of the Land of Israel from 1200's through 1900's with an emphasis on the impact of religious, social, economic and political factors on the Jewish community. Major topics include: the Ottoman period; the Crusades; conflicts among Arabs, Jews and Christians; Jewish population centers; the events leading to the establishment of the State of Israel.

HIS 340 Women in Jewish History (3)

This social history course investigates the lives of Jewish women from early modern times until today and how gender influenced their experiences. The course focuses on four major themes: women's daily lives, women's participation in the economy and public sphere, women's religious lives, and women's family lives. In addition, this course will introduce students to the sources and methods of historical research, while fostering critical reading, thinking and writing skills.

HIS 350 Food and Culture (3)

Uses a variety of media to examine the links between food and culture. Does food shape culture or is it shaped by it? Why is food so central to our identities and practice? How have texts, both fiction and non-fiction weighed in on the significance of food for individuals as well as for entire communities? Students will write, read, discuss and even eat their sources in order to address these important questions. This course demonstrates the interdisciplinary approach, combining anthropology, archaeology, sociology, psychology, history and literature to demonstrate the capacity of academic inquiry to shed light on our own lives and choices.

HIS 399 Jewish Intellectual History from the Mishna until Modern Times (3)

Surveys the major works, movements and trends in Jewish intellectual history from the third century to the twentieth century and their impact on global history. Topics include: the redaction and codification of the Mishna and Talmud, the development of Jewish legal thought, the development of *Sephardic* and *Ashkenazic* customs, the founding of the Chassidic movement and its adversaries, *Haskalah*, the *Mussar* movement, the Yeshiva movement, Zionism and the influence of major political events on Jewish intellectual life.

INDEPENDENT STUDY

JST 491 Independent Study (1)

Independent research project mentored by faculty member, with the permission of the *Menahelot* or Academic Dean.

JST 492 Independent Study (2)

Independent research project mentored by faculty member, with the permission of the *Menahelot* or Academic Dean.

JST 493 Independent Study (3)

Independent research project mentored by faculty member, with the permission of the *Menahelot* or Academic Dean.

JEWISH LAW

RAB 331 Jewish Law: Dietary Law (3)

Examines the laws of *Kashrus* using classical and contemporary sources. Special attention will be placed on how technology has impacted *Kashrus* observance. Also discusses practical laws related to the Kosher kitchen.

RAB 332 Jewish Law: Blessings (3)

Discusses the concept of blessings, types, and laws of pronouncements as derived from Biblical and Talmudic sources.

RAB 337 Jewish Law: Economics and Business (3)

Studies Jewish law as it relates to the world of commerce and business, focusing on classic *halachic* literature and its application to modern situations.

JEWISH STUDIES

JED 110 Introduction to Jewish Education (3)

JST 110 Introduction to Jewish Law: Shabbat I (2)

JST 111 Introduction to Jewish Law: Shabbat II (2)

JST 112 Introduction to Prayer I (2)

JST 113 Introduction to Prayer II (2)

JST 114 Introduction to Jewish Philosophy I (2)

JST 115 Introduction to Jewish Philosophy II (2)

JST 120 Introduction to Psychology and Judaism (2)

JST 210 Survey of Biblical Themes I (2)

JST 211 Survey of Biblical Themes II (2)

JST 212 Biblical Exegesis I (3)

JST 213 Biblical Exegesis II (3)

JST 214 Topics in Bible I (3)

JST 215 Topics in Bible II (3)

JST 216 Topics in Early Prophets I (2)

JST 217 Topics in Early Prophets II (2)

JST 218 Topics in Later Prophets I (2)

JST 219 Topics in Later Prophets II (2)

JST 220 Topics in Ketuvim I (2)

JST 221 Topics in Ketuvim II (2)

JST 222 Topics in Jewish History I (2)

JST 223 Topics in Jewish History II (2)

JST 224 Topics in Jewish Law I (2)

JST 225 Topics in Jewish Law II (2)

JST 226 Survey of Aggadic Literature I (2)

JST 227 Survey of Aggadic Literature II (2)

JST 325 Tomer Devora: Thirteen Pathways to Compassion (3)

Focuses on the development of compassion as exemplified by G-d's compassionate treatment of the Jewish People in all of their diversity. The source for this class is the Tomer Devora by Rabbi Moshe Cordovero. The Tomer Devora enlightens the mind with the express purpose of affecting our behavior vis a vis our varied interpersonal relationships. The course is taught in a 13-part series corresponding to G-d's 13 attributes of compassion.

JST 378 Writings of the Maharal of Prague (3)

Studies the writings of the Maharal, particularly the Be'er HaGolah. In the Be'er HaGolah the Maharal presents a comprehensive picture of the role of Chazal and of their methodology. Written as a defense of Chazal, it actually produces an awe-inspiring appreciation of the depth of their teachings.

JST 380 Pirkei Avos: History, Halacha, Hashkafa (3)

Appreciating the timeless wisdom of the Sages through the lens of history, theology and Jewish law.

JST 390 Ethical Interpersonal Communication (3)

Studies the laws of interpersonal communication with an emphasis on the laws of speech drawing from the Chofetz Chaim, Gemora, Medrashim, Rambam, Rabeinu Yona, other Rishonim and Acharonim.

JST 395 Writings of Rav Dessler (3)

Discusses Rabbi Eliyahu Dessler's major philosophical work Michtav M'Eliyahu while simultaneously referencing Biblical, Midrashic and Rabbinic texts and other works of Jewish thought. Topics include: the influence of Rabbi Dessler's works; Rabbi Dessler's approach to philosophical concepts such as free will, faith, ethics, morality and the superficiality of life.

JST 399 Jewish Philosophy-Rambam's Thirteen Principles (3)

Discusses the development, content, historical context and continued influence of Rambam's Thirteen Principles of Faith.

JST 403 Science, Philosophy and Judaism (3)

Focuses on the perspectives and apparent conflicts between Torah teaching and modern science. Discusses the latest scientific developments and the impact on traditional thought and tenets, possible resolution of conflicts, scientific methodology, limits of science and scientific presuppositions of Judaism.

JST 408 Studies in Ethics: The Examined Life (3)

Explores topics based on the Ethics Movement started by R' Yisroel Salanter, known as *Mussar*. *Mussar* is a system of contemplative practices and exercises that has evolved over the past thousand years that

offers immensely valuable insight and guidance for the journey of our lives. *Mussar* helps people to overcome the inner obstacles that prevent them from fulfilling their great human potential.

JST 411 Topics in Chassidic Thought (3)

Offers an in-depth textual study and interactive discussion of the content and spirit of Chassidic thought and life. A biography and brief history of each author and leader is incorporated into class discussion.

JST 415 Women in the World (3)

Discusses how a Jewish woman properly conducts herself in the workplace and in interactions with other people.

JST 466 Judaism in Medicine: History, Ethics and Halacha (3)

Discusses the structure and development of medical ethics and *halacha* as it relates to Medicine. Covers the Jewish approach to health, healing and major issues in the field of medicine.

JST 478 Feminism and Jewish Perspectives of Women (3)

Examines the role of women throughout Jewish history in terms of social position, moral and halachic issues, using various primary and secondary sources.

PHI 110 Contemporary Philosophy I (2)

PHI 111 Contemporary Philosophy II (2)

LIBERAL STUDIES

LIB 490 Liberal Studies Senior Thesis (3)

During the senior year, the student, under the mentorship of a faculty member, will submit a paper/project elucidating how her college-level coursework has enriched her life and contributed to her future plans.

This course is a requirement for the Liberal Studies major.

Pre-requisite: English Composition 1

MATHEMATICS

MAT 121 College Algebra (3)

Covers and expands upon topics and skills that were introduced in high school algebra. These topics include, but are not limited to solving equations and inequalities, systems of equations and inequalities, linear relations and functions and polynomial and radical equations.

MAT 150 Pre-calculus (3)

Topics include more advanced algebraic operations, such as: polynomial, exponential, logarithmic and trigonometric functions and graphs, conic sections and systems of equations and inequalities.

Pre-requisite: College Algebra or equivalent

MAT 231 Calculus I (3)

Teaches students about limits, how to find derivatives using techniques of differentiation and applications of those techniques.

Pre-requisite: Pre-calculus or upper level high school math

MAT 232 Calculus II (3)

Continues the study of calculus I. Teaches students how to integrate functions through a number of common techniques and how to use integration to solve applied problems.

Pre-requisite: Calculus I

MAT 320 Linear Algebra (3)

Provides a basic framework and language for the study of calculus of several variables, differential equations and modern algebra. Many problems in engineering and the physical sciences borrow heavily from the concepts of linear algebra. Encompasses the application of determinants, matrices and vector equations.

Pre- or Co-requisite: Calculus I

STA 201 Introduction to Statistics (3)

Introduces the nature of statistical data and the calculation and interpretation of data: encompasses frequency distributions and graphical methods, percentiles, measures of central tendency, variability, probability with emphasis on binomial and normal distributions, interval estimation, hypothesis testing, correlation and linear regression. Practical applications of statistics are discussed throughout.

MUSIC

MUS 150 Survey of World Music (3)

Explores traditional music from many regions and cultures of the world. Topics include: ideas about music, musical philosophy, the social organization of music, the variety of musical sound and theory, musical improvisation, performance practices and musical acculturation. Discusses the relationship between a culture's ethnicity, religion and its music.

MUS 201 Dimensions of Music (3)

People love Classical music. So why are there so many empty seats in the Symphony? Because most people lack the basic introduction to understand the language of music. This course will introduce students to the world of Classical music. We will examine the political, cultural and social background of music history, as well as delve into questions of musical meaning and philosophy. The course will focus on developing a more active approach to music listening and gaining a better understanding of the language of music and its significance.

PHYSICAL EDUCATION

PED 220 Mindfulness and Spirituality (1)

Weaves Jewish spirituality and mindfulness into yoga practice. Consists of mindful movement coupled with attention to breath to maintain focus and achieve a sense of calm. Combines various forms of yoga that will give the tools to enhance cardiovascular fitness, pain relief, stress reduction and mental healing.

PSYCHOLOGY

PSY 101 Introduction to Psychology (3)

Delivers a comprehensive introduction to the science of psychology. Topics addressed include historical perspectives, research methods, biological bases to behavior, sensation and perception, learning, memory, motivation, emotion, language, lifespan development, intelligence, stress and health, personality, social behavior, as well as abnormal behavior and treatment options. Applications of psychology in a culturally diverse world are discussed.

PSY 211 Developmental Psychology I (3)

Examines the physical, mental, emotional and social development from conception to middle childhood. Focuses on theories of development and the impact of biological and environmental influences.
Pre- or Co-requisite: Introduction to Psychology

PSY 212 Developmental Psychology II (3)

Studies physical, intellectual and emotional development and social behavior from adolescence through adulthood, including life transitions, such as: maturation, career, marriage, family and death.
Pre- or Co- requisite: Introduction to Psychology

PSY 230 Psychological Foundations of Education (3)

Applies psychological concepts to the teaching-learning process. Highlights the importance of how individuals learn in order to develop instruction that is developmentally appropriate.
Pre- or Co- requisite: Introduction to Psychology

PSY 280 Human Growth and Development (3)

Emphasis is on major theories, perspectives and associated research as they relate to the physical, cognitive and psychosocial aspects of development from conception through the end of life. By the end of this course, students should be able to demonstrate knowledge of development across the life span.
Pre- or Co- requisite: Introduction to Psychology

PSY 299 Psychology in a Culturally Diverse Society (3)

Studies theories and dynamics of diverse cultures. Applies psychological principles, theories, and research to a broad range of interpersonal relationships, includes cross-cultural research and different cultural perspectives.

PSY 302 Positive Psychology (3)

Instructs on the theory and practice of positive psychology, including discussions to the self, happiness and psychological well-being. Compares the theories from the field of psychology to the parallel concepts in traditional Jewish thought.

PSY 322 Research Methods in Psychology (3)

This is an introduction to experimental design and inference. Students will learn about the experimental method and its application to recent problems in psychological research. We will also discuss ethics and feasibility of different research designs.
Pre-requisite: Introduction to Psychology
Pre- or Co-requisite: Introduction to Statistics

PSY 331 Introduction to Counseling (3)

Defines the role and goals of counseling. Topics include: the nature of the helping relationship; counseling skills and techniques; ethics in counseling; components of effective helping in a theoretical, as well as practical framework; counseling resources.
Pre- or Co-requisite (suggested): Introduction to Psychology

PSY 352 Theories of Personality (3)

Explores major personality theories and related research. Topics include: basic personality traits and their measurements and developmental influences.
Pre- or Co-requisite: Introduction to Psychology

PSY 360 Abnormal Psychology (3)

Presents the student with an in-depth review of the historical and philosophical foundations of abnormal psychology and psychopathology, as well as the development of classification systems for mental disorders and its implication for diagnosis and treatment. Reference will be made to the integrated roles of

biology, psychology and social context, issues related to assessment, legal considerations and the role of ethics and morality.

Pre-requisite: Introduction to Psychology

Pre- or Co-requisite (suggested): Theories of Personality

PSY 361 Interpersonal Relationships and Psychological Skills (3)

Discusses psychological theories of emotional intelligence, social intelligence and positive psychology and compares them to Jewish values as seen in traditional Jewish texts. Instructs on the practical interpersonal and psychological skills that assist in creating successful interpersonal relationships.

Pre-requisite: Introduction to Psychology

PSY 363 Industrial/Organizational Psychology (3)

Covers the fundamentals of industrial/organizational psychology, including topics of leadership, work motivation, job analysis, training, performance appraisal and feedback, organizational structure and culture, group dynamics, perception, decision-making and cross cultural interaction.

PSY 370 Social Psychology (3)

Provides an introduction to research and theory in social psychology. Topics include processing of social information, social influence, persuasion and attitude change, social interaction, and group phenomena.

The application of social psychology principles to current social problems and topics will be examined.

Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

PSY 383 Survey of Exceptional Children (3)

Surveys the characteristics and identification of exceptional children with respect to their educational development. Covers the importance of inclusive education as well as classroom management techniques to be used in the inclusive classroom, laws and legislations pertaining to students with special needs, understanding basic diagnostic procedures and the IEP.

Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

PSY 378/BIO 301 Psychobiology (3)

Provides students with a broad knowledge and understanding of the connection between biological and psychological phenomena, or what is commonly termed the mind-body connection. Explores the genetic foundations, developmental processes and neurobiological systems that underlie and influence behavior, cognition, emotion, motivation, learning, memory, vision, sensation and movement. Develops an appreciation for the reciprocal relationship between psychological experiences and environment and neurological development and brain functioning. Also studies the various illnesses and disabilities that occur when biological and psychological processes go awry and how knowledge of psychobiology can contribute to diagnosis and important treatment decisions.

Pre-requisite: Introduction to Psychology

Credit given for PSY 378 or BIO 301

PSY 381/EDU 415 Differentiated Instruction (3)

Provides an overview of the principles of differentiated instruction including content, process, and product, reading strategies across the curriculum, implementing IEPs in the general education classroom, teaching through different modalities, co-teaching, universal design for learning, formative and summative assessment for guiding instruction and response to intervention/multi-tiered systems of support. Students will apply skills learned to develop a model lesson to present to the class.

Credit given for PSY 381 or EDU 415

Pre- or Co-requisite: Survey of Exceptional Children

PSY 392 Psychological Testing and Measurement (3)

Introduces the principles of psychological testing with an emphasis on concepts of reliability, validity, standardization, norms and item analysis. Representative tests for assessment of intelligence, educational

aptitude, vocational interests and personality are reviewed.

Pre- requisite: Introduction to Psychology and Introduction to Statistics

Pre- or Co-requisite (suggested): Theories of Personality

PSY 397/SOC 397 Group Dynamics (3)

Provides an understanding of group processes, group formation and development, as well as the development of social skills in small groups.

Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

Credit given for PSY 397 or SOC 397

PSY 490 Senior Thesis in Psychology (3)

Students will learn about the process of publishing research. They will write a research paper based on a topic of their choice.

Pre-requisites: English Composition I, Research Methods in Psychology and 4 additional psychology courses

PSY 491 Advanced Senior Thesis in Psychology (6)

An opportunity for qualified students to gain research experience by running their own experiment. They will apply their knowledge in research methodology and analyzing data. Students will learn about the process of publishing research work and writing a research paper based on their findings. The goal is for students to publish their senior thesis.

Pre-requisites: English Composition I, Research Methods in Psychology and 4 additional psychology courses

PSY 499 Internship in Psychology (3)

SCIENCE

BIO 101 Fundamentals of Biology (3)

Studies the basis of all living organisms in terms of their composition, function and categorization with an emphasis on biochemistry, cell biology, genetics, plant and animal kingdoms.

BIO 109 Biology I: Molecular and Cells Lecture (3)

Covers the major biological principles that encompass all living things. Topics include: cell structure and function, physical and chemical properties of the cell, reproduction of the cell and organism, genetics, biochemistry, properties of energy and energy in chemical reactions, photosynthesis and cellular respiration.

BIO 110 Biology I: Molecular and Cells (4)

Covers the major biological principles that encompass all living things. Topics include: cell structure and function, physical and chemical properties of the cell, reproduction of the cell and organism, genetics, biochemistry, properties of energy and energy in chemical reactions, photosynthesis and cellular respiration. The laboratory portion of this course will also cover biology principles as well as lab techniques and the process of scientific experimentation, experimental design, and analysis. Prerequisite for Anatomy and Physiology I and Microbiology.

BIO 220 Anatomy and Physiology I (4)

Instructs on the gross anatomy of the human body, its cellular and physiological structure, the major systems of the human body and the causes and effects of disease.

Pre-requisite: Biology I: Molecular and Cells

BIO 221 Anatomy and Physiology II (4)

Further studies of the human body structure and function. It is designed to provide up-to-date principles of the cardiovascular, lymphatic, immune, respiratory, digestive, excretory (urinary), and reproductive (male and female) systems. The lecture and the laboratory sections are correlated to provide an overview of the interrelationships of the normal human anatomy and physiology.

Pre-requisite: Anatomy and Physiology I

BIO 230 Microbiology (4)

Focuses on microorganisms, including viruses, bacteria, fungi and protozoa, emphasizing growth, metabolism, and genetics. Explores their role in disease and the environment. Numerous laboratory techniques will be introduced.

Pre-requisite: Biology I: Molecular and Cells

BIO 240 Nutrition (3)

Introduces the chemical and biological aspects of food and nutrition. Topics include: the composition and relevance of proper nutrition to optimal health; the physical, psychological and socioeconomic influences of diet; the effects on physical and psychological well-being.

Pre-requisite: Anatomy and Physiology I

BIO 301/PSY 378 Psychobiology (3)

Provides students with a broad knowledge and understanding of the connection between biological and psychological phenomena, or what is commonly termed the mind-body connection. Explores the genetic foundations, developmental processes and neurobiological systems that underlie and influence behavior, cognition, emotion, motivation, learning, memory, vision, sensation and movement. Develops an appreciation for the reciprocal relationship between psychological experiences and environment and neurological development and brain functioning. Also studies the various illnesses and disabilities that occur when biological and psychological processes go awry and how knowledge of psychobiology can contribute to diagnosis and important treatment decisions.

Pre-requisite: Introduction to Psychology

Credit given for BIO 301 or PSY 378

BIO 499 Internship in Biological Sciences (3)

CHE 111 Fundamentals of Chemistry Lecture (3)

Teaches the fundamental laws and theories of chemistry and the chemical process, and how chemistry interrelates with other sciences. Topics include: atoms, molecules, atomic theory, chemical formulas and equations; matter and energy; properties of solutions; periodicity of elements; chemical bonding; properties of gases.

CHE 111L Fundamentals of Chemistry Lab (1)

Applies the scientific method of experimentation to the topics covered in Chemistry 111.

Pre- or Co-requisite: Chemistry Lecture

PHY 101 Fundamentals of Physics (3)

Covers the basic principles of physics. It introduces the concepts of Newtonian mechanics, kinematics, dynamics, energy, momentum, sound and heat applications. This course is appropriate for students expecting to get involved in the health care professions (e.g. medical and dental applications, physical therapy, pharmacy, nursing, etc.) and also for those students wishing to get into technical fields which require an understanding of physics (e.g. electronics, computer applications, architecture, and engineering). This course requires a solid understanding of basic college algebra and a fair understanding of geometry and trigonometry.

PHY 101L Fundamentals of Physics Lab (1)

Lab component for Fundamentals of Physics for those students requiring a hands-on approach to physical phenomena.

Pre- or Co-requisite: Fundamentals of Physics

SOCIOLOGY

SOC 101 Introduction to Sociology (3)

Examines social interactions and the use of sociological perspectives to explain the relationship among individuals as well as among the groups and human societies that shape them. It covers basic concepts such as culture, socialization, social inequality, social power, deviance, social control, institutions and global issues.

SOC 397/PSY 397 Group Dynamics (3)

Provides an understanding of group processes, group formation and development, as well as the development of social skills in small groups.

Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

Credit given for SOC 397 or PSY 397

SOC 460 Sociology of the Family

Considers contemporary family roles and functions in light of cross-cultural and historical comparisons as they are influenced by social forces.

Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

SPEECH AND LANGUAGE PATHOLOGY

SPL 222 Introduction to Communication Disorders (3)

Provides an overview of the field of speech and language pathology by covering the physical mechanics of communication, the role of the speech-language pathologist and audiologist in the identification of various communication disorders, their manifestations and treatment.

SPL 301 Speech and Hearing Science (3)

Covers information on acoustics, psychoacoustics and instrumentation used in hearing and speech science and elements of speech production and perception. Also included is anatomy and physiology relevant to understanding the speech and hearing mechanisms.

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 303 Audiology (3)

Provides a basic knowledge of clinical audiology, along with the pathologies, etiologies, evaluation and remediation of hearing impairment and loss.

Pre-requisites: Introduction to Communication Disorders and Speech and Hearing Science

SPL 315 Normal Speech and Language Development (3)

Topics covered include: theories of language development, language milestones, cognitive and sociological bases for development of language, bilingualism, language development from birth through adulthood and school-age literacy development.

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 320 Language Disorders (3)

Covers the following major topics: understanding language disorders by their characteristics; exploration of assessment strategies and procedures used with language disordered populations; and understanding of intervention techniques used with a variety of language-disordered populations.

Pre-requisites: Introduction to Communication Disorders and Normal Speech and Language Development

SPL 333 Anatomical and Physiological Bases of Speech (3)

Provides an introduction to the anatomical and physiological bases of communication. Explores the structure and function of the organs required for communication-both oral and aural- as they relate to both normal and pathological communicative interactions. Both central and peripheral nervous system will be introduced in order to provide students with a comprehensive overview of the processes necessary for effective communication.

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 399 Aural Rehabilitation (3)

Studies the options available for managing adults and children who are hard of hearing, with emphasis on: psychosocial issues, counseling, amplification options and technology, intervention and communication strategies.

Pre-requisite: Audiology

SPL 400 Phonetics (3)

Teaches how to perceive, describe, categorize and transcribe the speech sounds in American English. The course will prepare students to transcribe American English speech. Students will understand speech disorders versus speech differences and how they are treated clinically.

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 402 Disorders of Articulation and Phonology (3)

Covers the common types of communication disorders and the various disorders of hearing, articulation, language, voice, and fluency as compared to normal speech and language development. Pediatric and adult swallowing disorders will be introduced.

Pre-requisites: Introduction to Communication Disorders and Phonetics

SPL 430 Neurological Basis of Communication (3)

Teaches basic neurological aspects of the anatomy and physiology of speech and hearing development. Topics include: neuroanatomy, cellular physiology and critical organization of the nervous system responsible for the development and use of verbal and non-verbal language in humans.

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 490 Clinical Methods in Speech-Language Pathology (3)

Major topics covered in the course are: the various methods of clinical methods, evaluation and practices, with an in-depth understanding of treatment, maintenance and selection of target behaviors. In addition, multicultural issues, knowledge of professional issues and ASHA code of ethics are discussed.

Pre- or Co-requisites: Introduction to Communication Disorders and two speech courses