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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, six masters’ programs, two 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 Sukkot CLOSED  
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 – NO CLASSES  
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)

<table>
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<tr>
<th>Date</th>
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<td>First day of Summer Semester A</td>
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<tr>
<td>Monday, April 30</td>
<td>Drop/Add deadline for Summer Semester A</td>
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<td>Monday, May 21</td>
<td>Jewish holiday of Shavuot CLOSED</td>
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<td>Monday, May 28</td>
<td>Memorial Day CLOSED</td>
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<td>Monday, June 18</td>
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<td>First day of Summer Semester B</td>
</tr>
<tr>
<td>Monday, June 25</td>
<td>Drop/Add deadline for Summer Semester B</td>
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<td>Wednesday, July 4</td>
<td>Independence Day CLOSED</td>
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<td>Sunday, July 15 through Friday, July 20</td>
<td>Summer Institute and Doctoral Residency</td>
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<td>Monday, August 13</td>
<td>Last day of Summer Semester B</td>
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*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, six masters’ programs, two undergraduate completion programs, and graduate and undergraduate certificates.

Our dynamic courses are currently 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

Erin Hirsh, B.A. (Vassar College), M.H.L. (Reconstructionist Rabbinical College); Interim President

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 Rabbinics; 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.
Staff

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.I.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); Interim President

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

Sheila Weeks-Brown, B.B.A. (Howard University); Vice President, Finance and Administration

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
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 gives 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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points per Credit Hour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Points</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Fair (not acceptable for Graduate credit)</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Fair (not acceptable for Graduate credit)</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Fair (not acceptable for Graduate credit)</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Fair (not acceptable for Graduate credit)</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Fail due to inadequate performance</td>
</tr>
<tr>
<td>FA</td>
<td>0.0</td>
<td>Fail due to absences</td>
</tr>
<tr>
<td>P</td>
<td>Pass (“C” or better)</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit/Audit</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
<td></td>
</tr>
</tbody>
</table>

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-forceful sex offense
• The outcome of a disciplinary proceeding where a student is an alleged perpetrator of a crime of violence or non-forceful 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
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 Rights 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 effects 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, oстатbd@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**

<table>
<thead>
<tr>
<th>Programs</th>
<th>Per Credit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Degrees and Certificates</td>
<td>$783</td>
</tr>
<tr>
<td>Master of Arts in Education</td>
<td>$389</td>
</tr>
<tr>
<td>All other Graduate Degrees and Certificates</td>
<td>$914</td>
</tr>
<tr>
<td>*Full-time educator rate</td>
<td>$641*</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$914</td>
</tr>
<tr>
<td>Non-matriculated undergraduate</td>
<td>$783</td>
</tr>
<tr>
<td>Non-matriculated graduate</td>
<td>$914</td>
</tr>
<tr>
<td>Gratz alumni auditor (online/on campus)</td>
<td>$419 (per course)</td>
</tr>
<tr>
<td>Auditor (online/on campus)</td>
<td>$626 (per course)</td>
</tr>
<tr>
<td>Hebrew Mechina online</td>
<td>$600 (per course)</td>
</tr>
<tr>
<td>Hebrew I (non-credit)</td>
<td>$900 (per course)</td>
</tr>
</tbody>
</table>

**Fees**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>$125</td>
</tr>
<tr>
<td>Application</td>
<td>$50</td>
</tr>
<tr>
<td>Registration per semester</td>
<td>$70</td>
</tr>
<tr>
<td>Tech fee per online course</td>
<td>$75</td>
</tr>
<tr>
<td>Language placement exam</td>
<td>$100</td>
</tr>
<tr>
<td>Late registration</td>
<td>$35</td>
</tr>
<tr>
<td>Transfer credit</td>
<td>$10</td>
</tr>
<tr>
<td>Comprehensive exams (per exam)</td>
<td>$300</td>
</tr>
<tr>
<td>Transcript fee</td>
<td>$10 for the first transcript ($5 each additional)</td>
</tr>
<tr>
<td>International Student I-20 processing fee</td>
<td>$150</td>
</tr>
</tbody>
</table>

*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.faid.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:

\[
\text{Percentage of payment period or term completed} = \frac{\text{the number of days completed up to the withdrawal date}}{\text{the total days in the payment period or term}}.
\]

(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:

\[
\text{Aid to be returned} = (100\% \text{ of the aid that could be disbursed minus the percentage of earned aid}) \times \text{the total amount of aid that could have been disbursed during the payment period or term}.
\]

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:
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

<table>
<thead>
<tr>
<th></th>
<th>Subsidized</th>
<th>Total (subsidized &amp; unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Undergraduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$3,500</td>
<td>$5,500</td>
</tr>
<tr>
<td>Second Year</td>
<td>$4,500</td>
<td>$6,500</td>
</tr>
<tr>
<td>Third Year and Beyond</td>
<td>$5,500</td>
<td>$7,500</td>
</tr>
<tr>
<td><strong>Independent Undergrads &amp; Dependent Students whose parents can't get PLUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$3,500</td>
<td>$9,500</td>
</tr>
<tr>
<td>Second Year</td>
<td>$4,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Third Year and Beyond</td>
<td>$5,500</td>
<td>$12,500</td>
</tr>
<tr>
<td><strong>Graduate &amp; Professional Students</strong></td>
<td>$8,500</td>
<td>$20,500</td>
</tr>
</tbody>
</table>

### Lifetime Limits

<table>
<thead>
<tr>
<th></th>
<th>Subsidized</th>
<th>Total (subsidized &amp; unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Undergraduates</strong></td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td><strong>Independent Undergraduates &amp; Dependent Students whose parents can't get PLUS</strong></td>
<td>$23,000</td>
<td>$57,500</td>
</tr>
<tr>
<td><strong>Graduate &amp; Professional Students</strong></td>
<td>$65,500</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

### 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 an 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.

<table>
<thead>
<tr>
<th>Course Categories</th>
<th>Required Credits</th>
<th>Course Criteria for Satisfying the Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6 credits</td>
<td>Any courses designed to prepare students to speak, read, and write effectively</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3 credits</td>
<td>Any course in the biological or physical sciences</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>Any college-level mathematics course, including statistics, algebra, or calculus</td>
</tr>
<tr>
<td>Technology</td>
<td>3 credits</td>
<td>Any course that emphasizes common technology skills for accessing, processing, and presenting information</td>
</tr>
<tr>
<td>History</td>
<td>3 credits</td>
<td>Any course in world, western, non-western, or American history, as well as philosophy and/or religious studies</td>
</tr>
</tbody>
</table>
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:
- Introduction to the Learner (3 credits)
- Instructional Design (3 credits)
- 2 courses in subject-specific Methods (6 credits)
- 2 courses in either Jewish Studies or Jewish Education (6 credits)

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 (1 required course and 2 electives from our 6 ECE offerings)
- Courses are offered throughout the year allowing participants to complete the coursework within 6 months to one year.
- Required Course: EDU Leadership & Advocacy
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
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 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:

- Holocaust and Genocide Studies
- Jewish-Christian 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

**Program Core Courses:**
- Principles of Instructional Design
- Effective Learning Assessment
- Legal and Ethical Issues in the 21st Century Classroom
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<tr>
<td>Core</td>
<td>Principles of Instructional Design</td>
<td>Principles of Instructional Design</td>
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<td>Principles of Instructional Design</td>
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<td>Assessment of Learning</td>
<td>Assessment of Learning</td>
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<tr>
<td>Concentration</td>
<td>Foundations of Creativity and Innovation Theories</td>
<td>Culture and Family Dynamics</td>
<td>Play as the Foundation of Learning</td>
<td>Concentration Choice from CT/ECE/DI</td>
<td>Crisis in Our Schools: An Educators Handbook for Safe Schools</td>
<td>Fundamentals and Orientations in Jewish Education</td>
</tr>
<tr>
<td>The Creative Educator</td>
<td>Diagnosing Needs in the Diverse Classroom</td>
<td>Designers of Learning</td>
<td>Concentration Choice from CT/ECE/DI</td>
<td>Parents as Partners: Effective Strategies for Student Success</td>
<td>Jewish Education Methods Course (Student Choice)</td>
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</tr>
<tr>
<td>Creative Pedagogy</td>
<td>Understanding Economics, Class, and Language Current Issues in</td>
<td>Leadership and Advocacy</td>
<td>Concentration Choice from CT/ECE/DI</td>
<td>Mean Boys &amp; Girls: A Look at Bullying Prevention in the Schools</td>
<td>Jewish Education Methods Course (Student Choice)</td>
<td></td>
</tr>
<tr>
<td>Designers of Learning</td>
<td>Contemporary Classroom Management</td>
<td>Culture and Family Dynamics</td>
<td>Concentration Choice from CT/ECE/DI</td>
<td>Protecting Students from Online Exploitation and Victimization</td>
<td>Jewish Studies or Jewish Education Course (Student Choice)</td>
<td></td>
</tr>
<tr>
<td>Creative Technologies</td>
<td>Teaching Tolerance in the Classroom</td>
<td>Integrated Learning</td>
<td>Concentration Choice from CT/ECE/DI</td>
<td>Current Drug Trends and Youth Prevention Programs</td>
<td>Jewish Studies or Jewish Education Course (Student Choice)</td>
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<tr>
<td>Electives</td>
<td>Elective: Chosen from any EDU Track</td>
<td>Elective: Chosen from any EDU Track</td>
<td>Working with Infants and Toddlers</td>
<td>Elective: Chosen from any EDU Track</td>
<td>Elective: Chosen from any EDU Track</td>
<td>Elective Chosen from Jewish Ed, EDU tracks, Jewish Studies, or Non-Profit</td>
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<td>Elective Chosen from Jewish Ed, EDU tracks, Jewish Studies, or Non-Profit</td>
</tr>
</tbody>
</table>
Graduate Certificates in Education

Early Childhood Education Director Credential

9 credits (1 required course and 2 electives from our 6 ECE offerings)
- Courses are offered throughout the year allowing participants to complete the coursework within 6 months to one year.
- Required Course: EDU Leadership & Advocacy

Graduate Certificate in Creative Education and Technology

Educational Core Courses:
EDU 516 Principles in Instructional Design
EDU 522 Effective Learning Assessment

Certificate Concentration Courses:
EDU 540 Foundations of Creativity and Innovation Theories
EDU 541 The Creative Educator
EDU 542: Creative Pedagogy
EDU 544 Creative Technologies

*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
Jewish--Christian Studies

Program Director: Ruth Sandberg, Ph.D.

Graduate Certificate in Jewish-Christian Studies (18 credits)
This unique program offers a comparative approach to Judaism’s relationship with Christianity from ancient times to today, with a primary focus on the foundational development of early Rabbinic Judaism and early Christianity. It is designed for individuals interested in interfaith relations and interfaith dialogue, as well as chaplains, seminarians, clergy, teachers, and academics. The program consists of six courses (18 credits), including 3 required courses and 3 electives:

Program Goals

Upon completion of the graduate certificate in Jewish-Christian Studies, the student will demonstrate the ability to:

1. Critical Thinking
   Analyze the historical interrelationship between Judaism and Christianity.

2. Diversity
   Recognize how both Judaism and Christianity are not monolithic and how both religions contain a diverse array of beliefs, practices, and traditions.

3. Scholarship/Research
   Research religious primary sources and secondary literature in Jewish-Christian Studies.

4. Values and Ethics
   Articulate the varying values and ethics embedded in Judaism and Christianity.

5. Core Knowledge
   Compare/Contrast the major principles of Jewish and Christian religions in relation to one another.

Requirements

Required courses
- Comparative Theology of Judaism and Christianity
- Jewish and Christian Interpretations of the Bible
- Comparative Liturgy of Judaism and Christianity

Electives (9 credits)
- Bible 40112 – Job and the Problem of Evil
- HGS 511 – History of Anti-Semitism
- JST 615 – Judaism and Christianity
- THT 30712 – Footsteps of the Messiah
- THT 40725 – The Jewish-Christian Encounter
- THT 40730 – Sages, Saints, and Sinners

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
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 (No credit, degree requirement, Pass/Fail)
EDD 701: 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

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<tr>
<th>Year 1</th>
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</table>
| **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  
**EDD 898 Concept paper Due** | 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-Genocide 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

DISSEMINATION: 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

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<tr>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Summer in residence/hybrid</td>
<td>Doctoral Research Methods Seminar&lt;br&gt;Writing no-credit</td>
<td>Seminar in Special Topics</td>
<td>Concept Paper Seminar and preparation</td>
<td>Research and data collection</td>
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<td>Prepare for Comps</td>
<td>Research/data</td>
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<td>Take Comps</td>
<td><strong>Year 5</strong></td>
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<td>Core 2</td>
<td>Core 6</td>
<td>Literature review</td>
<td>Writing Diss</td>
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<td>Core 7</td>
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<td>Core 4</td>
<td>Elective</td>
<td>Proposal</td>
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*Research language as needed*
Course List

Course Number Designations

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<td>Jewish Studies</td>
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<td>HGS</td>
<td>Holocaust &amp; Genocide Studies</td>
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<td>EDU</td>
<td>Education</td>
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<td>JED</td>
<td>Jewish Education</td>
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<td>MGT</td>
<td>Management</td>
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<td>JCS</td>
<td>Jewish Communal Service</td>
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<td>HEB</td>
<td>Hebrew</td>
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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.

Graduate Courses

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<td>Introduction to Doctoral Studies</td>
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<td>EDD 701</td>
<td>Academic Writing at the Doctoral Level</td>
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<td>EDD 702</td>
<td>Critical Contexts in Educational Leadership</td>
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<td>EDD 703</td>
<td>Cross Cutural Perspectives in Educational Leadership</td>
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<td>EDD 704</td>
<td>Needs Assessment, Program Design, and Evaluation</td>
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<td>EDD 705</td>
<td>Methods of Inquiry</td>
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<tr>
<td>EDD 706</td>
<td>Leading an Educational Organization</td>
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<td>EDD 707</td>
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<td>EDD 720</td>
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<td>Technology, Data Analysis and Program Evaluation for Schools</td>
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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
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Edu1201 Introduction to Jewish Education
Ed218 Jewish Family Education
Edu201b An Introduction to the Principles of Jewish Education
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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
EDU3925 Building a Learning Community
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HGS 700  Unveiling the Underpinnings of Genocide: Racism, Eugenics an  
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HGS 707  Their Brother's Keepers: Rescuers and Righteous Gentiles  
HGS 710  The Holocaust and European Mass Murder  
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HGS 737  Holocaust Historiography  
HGS 754  The Warsaw Ghetto  
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HGS 796  Independent Study - Travel  
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HGS 897  Concept Paper: 3 credits  
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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  

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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
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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
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JST 411 Topics in Chassidic Thought
JST 411A Topics in Chassidic Thought
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JST 415A Women in the World
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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
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JST 516 Judaism and Islam
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JST 520 American Jewish Culture: Food & Foodways
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JST 526 Education in Biblical Israel
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Undergraduate Courses

**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 Principles of Accounting I with an emphasis on the managerial aspects of accounting. Deals with the varied areas of accounting and the establishment of generally accepted accounting principles and practices with respect to business, such as: payroll accounting, product costing, strategic decisions, costing for quality, cost justification in investment decisions with respect to present, future value of money, cash flow, consolidated accounting, analysis of partnerships and corporations.
Pre-requisite: ACC 101

**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 if 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 & 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.

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 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)
Instructs in layout software to produce printed material. Topics include: background in layout design, alignment, grid construction, type specifications, copyright issues, and creativity.

ART 410 Design & 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: ART 298 and ART 394
Co-requisite ART 396
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: ART 205 OR permission of instructor

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: ART 410 OR permission of the instructor
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 will focus 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 will placed 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  Women in the Bible I (3)
Focuses on paradigmatic women in the Bible according to Aishes Chayil. Emphasis will be on their roles, ramifications and impact on Jewish thought and life.

BIB 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.

BIB 480  Jewish Holidays in Biblical & 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.

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: ENG 101

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 will be expected to assist the therapist with maintaining the therapy room and preparing materials for therapy while gaining exposure to intended field of interest.
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<td>CIS 101</td>
<td>Computer Concepts and Applications (3)</td>
<td>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.</td>
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<tr>
<td>CIS 102</td>
<td>Introduction to Computer Programming (3)</td>
<td>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.</td>
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<tr>
<td>CIS 204</td>
<td>Programming in Python (3)</td>
<td>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 strengthen the students learn how to solve problems by creating programs.</td>
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<tr>
<td>CIS 213</td>
<td>Computer Programming I (3)</td>
<td>Introduces programming concepts using the Java SE programming language and demonstrate how to approach a problem and design an elegant, object-oriented software solution.</td>
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<tr>
<td>CIS 241</td>
<td>Data Structures (3)</td>
<td>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: CIS 213</td>
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<tr>
<td>CIS 311</td>
<td>Database Management Systems (3)</td>
<td>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.</td>
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<tr>
<td>CIS 315</td>
<td>Computer Programming II (3)</td>
<td>Introduces 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. Pre-requisite: CIS 213</td>
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<tr>
<td>CIS 330</td>
<td>Computer Systems Architecture (3)</td>
<td>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.</td>
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<tr>
<td>CIS 351</td>
<td>Programming Languages (3)</td>
<td>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</td>
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of various languages with specific emphasis on Perl, for the imperative language paradigm, and Java for the
object-oriented language paradigm.
Pre-requisites: CIS 213

CIS 360  Client Server Internet Programming (3) Teaches how to build advanced web pages. Topics
include HTML, CSS, Javascript, PHP, and MySQL.

CIS 36 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: CIS 315
OR permission of instructor

EDUCATION

EDU 101  Foundations of Teaching & 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 Marzanno, (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 360  Classroom Techniques & Management (3)
Covers the elements for creating an effective and controlled classroom environment and the factors in
classroom dynamics, such as: physical, emotional and social needs of the students, communication with
parents, and assessment/evaluation issues.

EDU 415  Differentiated Instruction (3)
Explores the art of reaching students on different levels within the same classroom. Different modalities,
teaching styles and strategies addressing the learning styles and issues covered in the Educational
Psychology course will be discussed.
Credit given for EDU 415 or PSY 381

EDU 420  Instructional Design I (3)
Develops the art of curriculum design. Topics include basic educational theory, real learning as opposed to
rote recitation, identifying goals and designing lesson plans to motivate students to achieve those goals.

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 108  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 a number of 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: ENG 101

**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.

**HISTORY**

**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; and 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.

**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

**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, Gemoro, 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’Eliyah 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 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 & Halacha (3)**
Discusses the structure and development of medical ethics and halacha as it relates to Medicine. It will discuss 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

**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 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: MAT 231

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: MAT 231

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.

INDEPENDENT STUDY

JST 491    Independent Study (1)
Independent research project mentored by faculty member, with the permission of the Meneheles or Academic Dean.

JST 492    Independent Study (2)
Independent research project mentored by faculty member, with the permission of the Meneheles or Academic Dean.

JST 493    Independent Study (3)
Independent research project mentored by faculty member, with the permission of the Meneheles or Academic Dean.

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.

**PHYSICAL EDUCATION**

**PED 220 Mindfulness & 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.

**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 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: PSY 101

**PSY 280 Human Growth & Development (3)**
Develops a basic understanding of the stages of human growth and development from birth to the end of life. Research methods, theories, and physical, cognitive, and psychosocial development will be addressed.
Pre-requisite: PSY 101

**PSY 322 Experimental Psychology (3)**
Details the construction and evaluation of experimental, quasi-experimental, and non-experimental research. Major topics are: the scientific method, research ethics, research design, experimental control, sampling and generalization, hypothesis testing and statistical significance. Students learn how to review journal articles, design a hypothetical study, and write an AOA-style research report.
Pre-requisite: PSY 101
Pre- or Co-requisite: STA 201

**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): PSY 101

**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: PSY 101
Pre- or Co-requisite (suggested): PSY 352

**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: PSY 101

**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: PSY 101 or SOC 101

**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: PSY 101 or SOC 101

**PSY 378 Psychobiology (3)**
Studies the biological foundations of behavior, emotions, and mental processes. Special attention is paid to neurological mechanisms involved in perception, learning and emotional behavior.

Pre-requisite: PSY 101 Credit given for PSY 378 or BIO 301.

**PSY 381 Differentiated Instruction (3)**
Explores the art of reaching students on different levels within the same classroom. Different modalities, teaching styles and strategies addressing the learning styles and issues covered in the Educational Psychology course will be discussed.

Credit given for EDU 415 or PSY 381

**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: PSY 101 and STA 201

Pre- or Co-requisite (suggested): PSY 352

**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. Credit given for PSY 397 or SOC 397

Pre- or Co-requisite: PSY 101 or SOC 101

**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 & Cells Lecture (3)**
Covers the major biological principles that encompass all living things. Topics covered 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 & Cells (4)
Covers the major biological principles that encompass all living things. Topics covered 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 & 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: BIO 110

BIO 221  Anatomy and Physiology II (4)
Further studies of the human body structure and function, with an emphasis on the major body systems and the causes and effects of disease on the body. Pre-requisite: BIO 220

BIO 301  Psychobiology (3)
Studies the biological foundations of behavior, emotions, and mental processes. Special attention is paid to neurological mechanisms involved in perception, learning and emotional behavior. Pre-requisite: PSY 101 Credit given for PSY 378 or BIO 301.

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: PHY 101

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  Group Dynamics (3)
Provides an understanding of group processes, group formation and development, as well as the development of social skills in small groups. Credit given for SOC 397 or PSY 397.
Pre- or Co-requisite: PSY 101 or SOC 101

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: PSY 101 or SOC 101

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 & hearing mechanisms.
Pre- or Co-requisite: SPL 222

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: SPL 222 and SPL 301

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: SPL 222

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: SPL 222 and SPL 315

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: SPL 222
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 & technology, intervention and communication strategies.  
Pre-requisite: SPL 303

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: SPL 222

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:  SPL 222 and SPL 400

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: SPL 222

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-requisite: SPL 222 and two speech course