Table of Contents
General information .......................................................................................................................................... 6
Academic Calendar 2018-2019 Fall 2018........................................................................................................... 7
Spring 2019 ........................................................................................................................................................ 7
Summer 2019..................................................................................................................................................... 8
(Two 8 week sessions, 1 week intensive on-campus) ....................................................................................... 8
Mission and Values ............................................................................................................................................ 9
  Mission Statement ......................................................................................................................................... 9
  Vision Statement............................................................................................................................................ 9
  Core Values .................................................................................................................................................... 9
Greetings from the President .......................................................................................................................... 10
Full-time Faculty .............................................................................................................................................. 11
Academic Policies and Procedures .................................................................................................................. 14
  Computer Use and Abuse Policy .................................................................................................................. 16
  File Sharing and Copyright Infringement ..................................................................................................... 17
  Social Media................................................................................................................................................. 17
Learning and Other Disabilities ....................................................................................................................... 18
Transfer of Credits ....................................................................................................................................... 20
Degree Requirements .................................................................................................................................. 21
Dropping/Adding courses ............................................................................................................................... 21
Graduation ................................................................................................................................................... 22
Grades and Grade Point System .................................................................................................................... 23
Definition of Credit Hours ............................................................................................................................ 24
Academic Probation ..................................................................................................................................... 24
Additional Grading Policies .......................................................................................................................... 25
Student Complaint Policy ............................................................................................................................. 27
Academic Grade Appeals ............................................................................................................................... 28
Code of Academic Responsibility .................................................................................................................. 28
Procedures for Papers, Reports, Take Home Exams, and Other Written Work .......................................... 29
Violations of the Code of Academic Responsibility ..................................................................................... 29
Procedures for Reporting Violations ............................................................................................................ 30
Procedures for Determining Level of Responsibility for Violations and Penalties ...................................... 30
Writing Format and Style Guide ................................................................. 31
Disclosure of Student Records ................................................................. 31
Student privacy and identity verification in the online setting .......... 35
Moodle Privacy Statement ........................................................................ 36
Institutional Review Board ....................................................................... 36
Acquaintance Rape and Sexual Violence Policy .................................... 37
Sexual Harassment Policy ........................................................................ 38
Security Policies and Procedures ............................................................ 40
Additional Policies .................................................................................... 41
Tuition and Fees ....................................................................................... 42
Refunds ..................................................................................................... 43
Financial Assistance ................................................................................ 43
  Repayment .............................................................................................. 51
  Loan Disbursements ............................................................................. 51
Refunds ..................................................................................................... 55
Tuition and Fees ....................................................................................... 55
Federal Title IV Refund Policy ................................................................. 55
Transcripts ............................................................................................... 58
Student Support ....................................................................................... 58
Health Insurance ..................................................................................... 58
Housing and Transportation .................................................................... 58
Tuttleman Library Facilities ..................................................................... 58
Undergraduate Admissions ................................................................. 59
  Bachelor of Arts in Jewish Studies ......................................................... 62
  Bachelor of Arts in Jewish Professional Studies ................................. 63
  Early Childhood Education Director Credential (9 credits) ............... 66
  Undergraduate Certificate in Jewish Studies ...................................... 66
Graduate Admissions ............................................................................... 66
Graduate Programs ................................................................................ 67
  Master of Arts in Education ................................................................. 68
Graduate Certificates in Education ...................................................... 72
  PA Early Childhood Education Director Credential (9 credits) ......... 72
Graduate Certificate Creativity and Technology (15 credits) ................................................................. 72
Holocaust and Genocide Studies................................................................. 73
Master of Arts and Graduate Certificate ............................................................ 73
Master of Arts in Interfaith Leadership ............................................................ 75
Master of Arts in Jewish Communal Service .................................................... 78
Master of Science in Nonprofit Management .................................................. 82
Master of Science in Camp Administration and Leadership (36 credits) ............... 84
Master of Arts in Jewish Studies ................................................................. 86
Master of Arts in Jewish Professional Studies ............................................... 88
Doctor of Education in Leadership ................................................................. 89
Doctor of Philosophy in Holocaust and Genocide Studies ............................... 90
Course List....................................................................................................... 92
Course Number Designations ........................................................................... 92
MA in Education Courses ................................................................................ 93
Holocaust and Genocide Studies Courses - Master’s level .................................. 96
HGS 596 ......................................................................................................... 102
Holocaust and Genocide Studies Courses - Doctoral Level .............................. 103
Jewish-Christian Studies Courses ..................................................................... 106
Jewish Communal Service Courses .................................................................. 107
Jewish Education Courses (MA) ...................................................................... 110
Jewish Education Courses (EdD) .................................................................... 112
Jewish Studies Courses .................................................................................... 113
Nonprofit Management Courses ...................................................................... 117
Undergraduate Courses .................................................................................. 123
ACCOUNTING and BUSINESS ...................................................................... 123
ART and DESIGN ............................................................................................ 124
BIBLICAL LITERATURE .................................................................................. 126
COMPUTER AND INFORMATION SCIENCE .................................................. 127
EDUCATION ................................................................................................... 129
ENGLISH AND COMMUNICATION ............................................................... 131
HISTORY ......................................................................................................... 132
JEWISH LAW .................................................................................................. 133
General information
Gratz College has a long history of educational service to the Philadelphia area. Founded in 1895, Gratz is the oldest independent and pluralistic college for Jewish studies in North America. From its inception Gratz holds the distinction of being the first institution of advanced Jewish learning to accept women on par with men.

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

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

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

This catalog is reviewed and updated yearly. Gratz College reserves the right to change, add, or delete any information contained herein without prior notice. Students are advised to check the website and their advisors regarding changes that may affect them.
## Academic Calendar 2018-2019

### Fall 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Wednesday, August 22</td>
<td>First day of Fall Traditional (15 wks) &amp; Sem. A (8 weeks)</td>
</tr>
<tr>
<td>Wednesday, August 29</td>
<td>Drop/Add deadline for Fall Semester A</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>LABOR DAY – CAMPUS CLOSED</td>
</tr>
<tr>
<td>Wednesday, September 5</td>
<td>Drop/Add deadline for Traditional semester</td>
</tr>
<tr>
<td>Monday, Tuesday September 10, 11</td>
<td>Rosh Hashanah- CAMPUS CLOSED</td>
</tr>
<tr>
<td>Wednesday, September 12</td>
<td>Final withdrawal date for Semester A</td>
</tr>
<tr>
<td>Wednesday, September 19</td>
<td>Yom Kippur CAMPUS CLOSED</td>
</tr>
<tr>
<td>Wednesday, September 19 through Tuesday, September 25</td>
<td>Fall Online Break for all classes</td>
</tr>
<tr>
<td>Monday and Tuesday, September 24, 25</td>
<td>Sukkot CAMPUS CLOSED</td>
</tr>
<tr>
<td>Monday and Tuesday, October 1, 2</td>
<td>Shemini Atzeret &amp; Simchat Torah CAMPUS CLOSED</td>
</tr>
<tr>
<td>Wednesday, October 17</td>
<td>Final day to withdraw for Fall Traditional Semester</td>
</tr>
<tr>
<td>Tuesday, October 23</td>
<td>Last day of Fall Semester A (8 weeks)</td>
</tr>
<tr>
<td>Wednesday, October 24</td>
<td>First day of Fall Semester B (8 weeks)</td>
</tr>
<tr>
<td>Wednesday, October 31</td>
<td>Drop/Add deadline for Fall Semester B</td>
</tr>
<tr>
<td>Wednesday, November 14</td>
<td>Final withdrawal date for Fall Semester B</td>
</tr>
<tr>
<td>Wednesday, November 21</td>
<td>Thanksgiving Eve CAMPUS CLOSED 3pm</td>
</tr>
<tr>
<td>Thursday and Friday, Nov. 22, 23</td>
<td>Thanksgiving CAMPUS CLOSED</td>
</tr>
<tr>
<td>Tuesday, December 11</td>
<td>Last day of Traditional Semester (15 weeks)</td>
</tr>
<tr>
<td>Tuesday, December 18</td>
<td>Last day of Fall Semester B</td>
</tr>
<tr>
<td>Wednesday, December 19 through Tuesday, January 1</td>
<td>Winter Break</td>
</tr>
<tr>
<td>Monday, December 24 through Tuesday, January 1</td>
<td>CAMPUS CLOSED</td>
</tr>
</tbody>
</table>

### Spring 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 1</td>
<td>New Year’s Day CAMPUS CLOSED</td>
</tr>
<tr>
<td>Wednesday, January 2</td>
<td>First day of Spring Trad. (15 weeks) &amp; Sem.A (8 weeks)</td>
</tr>
<tr>
<td>Wednesday, January 9</td>
<td>Drop/Add deadline for Spring Semester A</td>
</tr>
<tr>
<td>Wednesday, January 16</td>
<td>Drop/Add deadline for Spring Traditional Semester</td>
</tr>
<tr>
<td>Monday, January 21</td>
<td>MLK, Jr. Day- CAMPUS CLOSED</td>
</tr>
<tr>
<td>Wednesday, January 23</td>
<td>Final withdrawal date for Spring Semester A</td>
</tr>
<tr>
<td>Monday, February 18</td>
<td>President’s Day CAMPUS CLOSED</td>
</tr>
<tr>
<td>Wednesday, February 20</td>
<td>Final withdrawal date Spring Traditional Semester</td>
</tr>
<tr>
<td>Tuesday, February 26</td>
<td>Last day of Spring Semester A</td>
</tr>
<tr>
<td>Wednesday, February 27</td>
<td>First day of Spring Semester B (8 weeks)</td>
</tr>
<tr>
<td>Wednesday, March 6</td>
<td>Drop/Add deadline for Spring Semester B</td>
</tr>
<tr>
<td>Friday, March 8</td>
<td>Deadline for petition to graduate</td>
</tr>
<tr>
<td>Monday, April 15</td>
<td>Final submissions due for Capstone, Thesis and Final Project students</td>
</tr>
<tr>
<td>Tuesday, April 16</td>
<td>Last day of Traditional Semester</td>
</tr>
<tr>
<td>Wednesday, April 17- Tuesday, April 23</td>
<td>Spring break- no online classes</td>
</tr>
<tr>
<td>Friday, April 19</td>
<td>Erev Passover CAMPUS CLOSED 3pm</td>
</tr>
<tr>
<td>Thursday, April 25</td>
<td>Erev End of Passover CAMPUS CLOSED 3pm</td>
</tr>
<tr>
<td>Friday, April 26</td>
<td>Passover –CAMPUS CLOSED</td>
</tr>
<tr>
<td>Tuesday, April 30</td>
<td>Last Day of Spring Semester B</td>
</tr>
<tr>
<td>Monday, May 1</td>
<td>Final grades due for May graduates</td>
</tr>
<tr>
<td>Sunday, May 19</td>
<td>College Commencement</td>
</tr>
<tr>
<td>Sunday, May 19</td>
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</tbody>
</table>
**Summer 2019**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, May 1</td>
<td>First day of Summer Semester A</td>
</tr>
<tr>
<td>Wednesday, May 8</td>
<td>Drop/Add deadline for Summer Semester A</td>
</tr>
<tr>
<td>Wednesday, May 22</td>
<td>Final withdrawal date for Summer Semester A</td>
</tr>
<tr>
<td>Monday, May 27</td>
<td>Memorial Day CAMPUS CLOSED</td>
</tr>
<tr>
<td>Monday, June 10</td>
<td>Shavuot CAMPUS CLOSED</td>
</tr>
<tr>
<td>Tuesday, June 25</td>
<td>Last day of Summer Semester A</td>
</tr>
<tr>
<td>Wednesday, June 26</td>
<td>First day of Summer Semester B</td>
</tr>
<tr>
<td>Wednesday, July 3</td>
<td>Drop/Add deadline for Summer Semester B</td>
</tr>
<tr>
<td>Thursday, July 4</td>
<td>Independence Day CAMPUS CLOSED</td>
</tr>
<tr>
<td>Sunday, July 14 to Friday July 19</td>
<td>Summer Institute</td>
</tr>
<tr>
<td>Wednesday, July 17</td>
<td>Final withdrawal date for Summer Semester B</td>
</tr>
<tr>
<td>Tuesday, August 20</td>
<td>Last day of Summer Semester B</td>
</tr>
</tbody>
</table>

*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 21, 2018, May 19, 2019, and August 23, 2019.**
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,

I am very pleased to welcome you to Gratz College for the 2018-2019 academic year. Gratz 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.

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

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

Warmly,

Dr. Paul Finkelman

President
**Full-time Faculty**

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

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

Honour Moore, B.A. (Rosemont College), M.A. (Villanova University), Ed.D. (Nova Southeastern University); Director of EdD in Educational Leadership and Interim Dean for Academic Affairs

Monika Rice, B.A. (Adam Mickiewicz University), M.A. (Adam Mickiewicz University), Ph.D. (Brandeis University); Director, MA and PhD in Holocaust and Genocide Studies

Michael Steinlauf, B.A., M.A. (Columbia University), Ph.D. (Brandeis University); Associate Professor of History

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

David Malter, B.S. (James Madison University), M.A. (Montclair State University); Director, MA in Education

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

*Affiliated Faculty teach at other academic institutions with whom Gratz has an articulation agreement. A list of affiliated faculty and bios may be found on the Gratz web site.
Administration

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

Honour Moore, B.A. (Rosemont College), M.A. (Villanova University), Ed.D. (Nova Southeastern University); Interim Dean for Academic Affairs

Staff

Rosie Actor-Engel

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

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

Vicki Brace; Director of Online Learning

Bashir Bronson, Network Specialist

Jeanne Cavalieri-Grover; Financial Aid Consultant

Thomas R Cipriano, Jr., Manager of Business Operations and Facilities

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

Mindy Cohen, Development Office

Ernest Collins, Maintenance

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

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

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

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

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); Hebrew Coordinator
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

Chris Owens, Webmaster

Luba Pridachin, Administrative Assistant

Sheila Stevens, Business Office

Emily Aronoff Teck, B.A. (Florida Atlantic University), M.Ed. (Florida Atlantic University), Ed.D. (Gratz College); Interim Director of NEXT, Director of Educational Technology

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

Karen West, Student Billing, Business Office

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

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

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

Advising
Gratz College takes the responsibility of academic advising seriously. Students are urged to consult with their program directors 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

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

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

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

The following email activities are prohibited by policy:

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

Email messages may not include any user’s identification number (e.g., social security number), should include only unique identifying information that is pertinent to the message being conveyed and should not reference any student’s academic record or confidential employee information.

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

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

Address messages to recipients who need to know. Messages sent unnecessarily to a long list of recipient’s lowers system performance.

You may not be paid, or otherwise, profit, from the use of any college-provided computing resource or from any output produced using it. You may not promote any commercial activity using college resources. Use of email for profit-making activities (sales or distribution of commercial products or services for profit, etc.) including product advertisement and mass-mailings or use by for-profit companies is unacceptable unless otherwise authorized by the President of Gratz College.
The use of email or any college system for harassment or criminal activity may result in criminal penalties, including fines and imprisonment.

Students who need a Gratz College student email account can obtain one by going to https://gratzcollege.formstack.com/forms/request_for_student_email_account and completing the online form.

If you have any issues with your Gratz email account please contact the IT Help Desk by emailing support@gratz.edu. A help desk ticket will be automatically generated for you.

Computing & Information Services

Computers are available for students to 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 helpline of our web platform provider, Moodle by visiting http://onlinecoursesupport.com/gratz. During business hours, students can also contact Vicki Brace, Director of Online Learning at vbrace@gratz.edu.

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**

All Gratz College students are expected to be familiar with and abide by the copyright laws of the United States. Such use must also comply with laws defined by the Digital Millennium Copyright Act of 1998.

Gratz College strongly discourages students from using illegal file sharing. File sharing is the easiest way to get viruses, malwares, spywares, worms, or Trojans, which serve as a backdoor to intruders.

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 Bit Torrent, 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.

**Social Media**

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

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

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

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

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

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

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 Director of Institutional Advancement 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 Director of Institutional Advancement:
   a. A written statement outlining his or her disability, and
   b. The required documentation specified below in the “Documentation Requirements” section.
2. The Director of Institutional Advancement will review the documentation to determine whether the requested accommodations or any other accommodations might be reasonable.
3. Once accommodations are approved, the Director of Institutional Advancement 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 Director of Institutional Advancement. 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:
  o 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.
  o For students with a mental disability, the evaluation should be no older than six months.
  o 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:
  o 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.
  o Should include a specific medical diagnosis of the physical, mental, or learning disability.
  o Should include the names of all diagnostic tests used, evaluation dates, test scores, and interpretation of test results.
  o Should describe the specific ways in which the disability will impact the student’s academic experience.
  o 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

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 and in accordance with the office of admissions. The use of accepted transfer credits toward Gratz degree requirements is at the discretion of the program director and/or dean. The transfer course must be a match to the graduate program at Gratz. Credits older than 8 years will not be accepted for transfer. Students transferring in credits are subject to the transfer credit fee outlined on the tuition and fees page.

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

Life Experience Credits

Gratz College will grant undergraduate students up to 18 credits for life experience, including up to 6 credits in Jewish studies. The student petitioning for life experience credit will submit a portfolio with supporting documentation reflecting on the experience and on what he or she has learned, and what knowledge and skills and understanding s/he has acquired. Ordinarily, the student’s petition will also be accompanied by a letter from a director or supervisor of the program in which the student participated. The letter will spell out the nature of the program and its educational content.

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

- Gratz gives life experience credit to undergraduates, not to graduate students.
- Gratz gives credit for experiences after high school graduation, not for experiences or learning achieved as a child or in high school.
- Gratz gives credit for fluency in languages other than English.
- Gratz gives life experience credit for formal, non-academic educational experiences, e.g., study in non-academic institutions or participation in a non-credit bearing travel seminar. Ordinarily, Gratz does not give credit for informal experiences.
• Gratz does give life experience credit for study in religious or synagogue-based or church-based classes and seminars. Ordinarily, Gratz does not give credit for participation in worship services or religious rituals.

• Gratz students who teach or who are docents may get life-experience credit for their teacher training. Ordinarily, Gratz does not give credit for work experience as such, unless there is a distinct educational component.

• Undergraduates at Gratz may arrange to receive credit for life-experience programs supervised by their advisors or by Gratz faculty members. Credit for life experience is not limited to learning achieved before matriculating at Gratz.

• There is no fixed ratio between hours of life experience and credits earned. Life experience credits are given for achieved learning, not for participation as such.

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

Degree Requirements
Candidates for the B.A. must complete 120 credits. Candidates for a master’s degree must complete the requirements prescribed by their program. Depending on the program, 30 to 48 credits are required for the degree. Candidates for the Ed.D. and Ph.D. must complete 48 credits beyond the master’s level. Students in all programs may be required to complete certain additional semester hours if the Admissions Committee so recommends.

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

Registration
Non-matriculated Courses
Students not admitted to a degree program (non-matriculating students) are permitted to register for up to 6 credits. After earning 6 credits students must be admitted to a degree program or seek permission from the Academic Dean to continue to enroll in classes as a non-matriculated student.

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

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

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

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

Language Requirements
Hebrew Requirement
Some Gratz College programs have Hebrew language proficiency requirements. Students may take examinations to place out of language requirements in lieu of required Hebrew courses or meet the requirements with transfer credits documented on official transcripts from other approved institutions. In most cases, the Hebrew language requirement is considered a co-requisite and must 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 may require students to complete a reading competency in a foreign language to successfully complete the program. Students are expected to show proficiency in reading a foreign language relevant to their research. Students are expected to complete this requirement on their own with proof of proficiency.

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>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Good</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>Poor</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” (2.0) average in their studies. Graduate students are expected to maintain at least a “B” (3.0) average in their studies. Refer to the financial aid section for additional information about academic progress and minimum program completion standards to remain eligible for financial aid.
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.

Definition of Credit Hours
A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty. (Taken from the Pennsylvania Department of Education, https://www.pacode.com/secure/data/022/chapter31/s31.21.html)

For online courses, this translates into the following:

1. An online 3-credit 8-week course must total 42 credit hours. This means that each session is equivalent to 5.25 hours. This is accomplished through the weekly lectures (45 minutes avg.), Forum Discussions (2 hour avg.), Written Assignments (1.5 hour avg.), as well as time spent in reading and preparation (1.30 hours avg.).

2. An online 3-credit 15-week course must total 42 credit hours. This means that each session is equivalent to 2.8 hours. This is accomplished through the weekly lecture (45 minutes avg.), Forum discussions (1 hour avg.), Written Assignments (30 minutes avg.), as well as time spent in reading and preparation (1.05 hours avg.).

3. An on-campus 3-credit course must total 42 credit hours. A week-long intensive course taught over 6 days must contain an average of 8.4 hours of in-class instruction per day.

4. A hybrid 3-credit course must total 42 credit hours. This means that the on-campus classes must contain a total of 36 in-class hours, with 6 additional hours in online guided instruction.

Academic Probation
The record of any undergraduate student whose cumulative or semester grade point average falls below 2.0 and any graduate student whose cumulative or semester grade point average falls below 3.0 will 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.
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.

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**Student Complaint Policy**

<table>
<thead>
<tr>
<th>STUDENT COMPLAINT POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are entitled to bring complaints regarding, but not limited to, issues of discrimination, academic concerns, financial assistance, disabilities, and disagreement with school policies. Following are the steps in the complaint procedure:</td>
</tr>
<tr>
<td>1. If possible, students seeking to resolve problems or complaints should first contact the person or persons with whom they have the conflict.</td>
</tr>
<tr>
<td>2. If unresolved, the student seeking to resolve the problem may contact the program director. The student may be asked at this point to put the complaint in writing. The official Complaint form is available online: <a href="https://gratzcollege.formstack.com/forms/student_complaint_form">https://gratzcollege.formstack.com/forms/student_complaint_form</a></td>
</tr>
<tr>
<td>3. If still unresolved, the student may then contact the Dean. The Dean will make the final decision concerning the complaint.</td>
</tr>
</tbody>
</table>

The staff and administration at Gratz College will make every effort to review and respond to complaint procedures within 10 business days of receiving the complaint.
Depending on the nature of the student complaint, there are several different venues through which modifications and improvements can be made:

1. The viable complaint can be taken to the faculty to determine whether any academic change should be made, such as changes in course content or requirements, changes in textbooks, revision of the grading scale, etc.

2. If the viable complaint involves an academic dispute involving an instructor, the Dean and program director will determine if the instructor needs further training in pedagogy or course design, or in the case of adjuncts, a recommendation might be made against rehiring.

3. If the complaint is of a non-academic nature (i.e., discrimination, financial issue, or school policies), the Dean will decide the appropriate venue for modifications.

**Academic Grade Appeals**

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

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

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

**Code of Academic Responsibility**

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

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

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

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

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

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

Violations of the Code of Academic Responsibility

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

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

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

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

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

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

E. Attempting to gain unauthorized access to exams or tests
F. Cheating during examinations includes:
- Attempting to look at another student’s exam
- Attempting to communicate concerning the content of the exam with another student
- Attempting to use any materials (such as notebooks, notes, textbooks) not specifically authorized by the faculty member

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

Procedures for Reporting Violations

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

2. If a student or Gratz College official suspects that a violation has occurred, they may submit to the instructor of the course a written, dated, and signed report of the suspected violation within 5 days of witnessing or discovering the violation. A student or Gratz College official also has the option to bring the suspicion to the attention of the Dean 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 leadership to follow the rules and standards suggested by the Publication Manual of the American Psychological Association (APA). APA is an editorial style which includes formatting of written work as well as the expected format for in-text citations and references. Gratz provides students with an APA style guide to use as a reference guide. The APA style guide is also loaded in Moodle.

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

Disclosure of Student Records

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

**Disclosure of Directory Information**

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

**Confidentiality of Personally Identifiable Information**

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

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

- To College officials (or office personnel ancillary to the officials) who require access for legitimate educational purposes such as academic, disciplinary, health, or safety matters. College officials may include, without limitation, the Board of Trustees, the President, Deans, Faculty Members, General Counsel, and Admissions Officers. College officials also include contractors, consultants, volunteers, and other outside parties, such as an attorney or auditor providing services on behalf of the College for which the College would otherwise use employees.
- To the party(ies) who provided or created the record(s) containing the personally identifiable information
To officials of other educational institutions to which the student seeks or intends to enroll or where the student is already enrolled, for purposes related to the student’s enrollment or transfer (on condition that the student upon request is entitled to a copy of such records)

To appropriate federal, state or local officials or authorities, consistent with federal regulations

To the U.S. Attorney General (or designee) pursuant to an ex parte order under the U.S. Patriot Act in connection with certain investigations or prosecutions

To organizations conducting studies for, or on behalf of, educational agencies or institutions

To accrediting organizations to carry out their accrediting functions

To parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986

To parents of a student under the age of 21, where the information pertains to violations of any federal, state, or local law or of any College rule or policy governing the use or possession of alcohol or a controlled substance, and the student has committed a disciplinary violation

In connection with the student’s application for, or receipt of, financial aid

To comply with a judicial order or lawfully issued subpoena (on condition that a reasonable effort is made to notify the student of the order or subpoena, if legally permitted to do so)

In case of an emergency, to appropriate parties, including parents, to protect the health or safety of the student or other individuals, where the College determines that there is an articulable and significant threat to the student or other individuals

The disclosure of information concerning registered sex offenders provided under state sex offender registration and campus community notification programs

The outcome of a disciplinary proceeding to a victim of or alleged perpetrator of a crime of violence or non-forcible sex offense

The outcome of a disciplinary proceeding where a student is an alleged perpetrator of a crime of violence or non-forcible sex offense and is determined to have violated the College’s rules or policies

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

Non-Education Records

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

Employment records of students as College employees

Campus law enforcement records, in accordance with the requirements of FERPA

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

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

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

Records to which students are not entitled to access include:

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

Students may be invited but not required to waived 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.

**Student privacy and identity verification in the online setting**

The online courses offered at Gratz College are primarily Graduate Level studies. Our courses typically do not have the students’ learning assessed through the usage of exams, i.e., taking of quizzes, mid-term or final exams. Most learning is demonstrated through the usage of discussion forums, written papers, case studies, live presentations (through usage of webinars), demonstrated experiential learning, etc. Thus, we have not initiated the usage of verification of student identity through commercial products such as Proctorview, Proctorio, Examify, etc. We determined since our student population is still relatively small and our professors have multiple interactions with our students via online webinars, phone conferences, etc. that we cannot justify at this time the cost of these specialized software nor can we pass this cost onto our students.

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

We are in the process of developing courses that meet the standards of Quality Matters, developed at the University of Maryland. At this time proctoring or ensuring student identification is not one of the standards they are looking for in a quality course. Thus, our concentration has been in developing courses that meet these standards in areas, such as provision of measurable learning outcomes, student centered courses, standardization of course materials (such as a standardized syllabus, standardized course shells, including of grading rubrics, etc.) and meeting the needs of a diverse learning population such as what we service here at Gratz College.

At this time our LMS (Learning Management System), Moodle, and our student registration process through NetClassroom, requires our students to log in using their provided user login and then the
setting up of a secure passcode which follows Middle States Student Identity Verification in Distance Education. We ensure that only the student know their personalized passcode. Should a student forget their passcode, they can log into our LMS system, click on forgot password and reset their own password without assistance from any staff members at Gratz College or through e-Think our LMS management group. We do not keep a log with student passcodes nor do we have access to them. We can however issue to the student (in case they forgot their passcode for their student ID) which we do initially issue a user passcode along with their ID. However, we instruct students to immediately go in and change their passcodes, thus allowing only the student to know the passcode they set up. We do not give any information out to anyone, in keeping with compliance with FERPA requirements.

**Moodle Privacy Statement**

Please see the most updated privacy notice issued by our LMS software provider, Moodle, at this site: https://moodle.com/privacy-notice/

**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 2018-2019:**

Dr. Ruth Sandberg, IRB Chair  
Ms. Debbie Aron  
Dr. Joseph Davis  
Dr. Karen Galardi (external member)  
Dr. Honour Moore  
Dr. Shifra Vega
Acquaintance Rape and Sexual Violence Policy

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

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

Pennsylvania State Law on Criminal Sexual Conduct

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

If you are sexually assaulted on campus:
1. If the assault takes place at the school, the victim/survivor should immediately contact the Office of Academic Affairs for assistance. The name of the victim/survivor will not be revealed unless he or she chooses to be identified.

2. Gratz College shall, at all times, have readily available the name(s) of local law enforcement agencies and sexual assault centers that are to be called for immediate help.

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

   a. It is helpful to have a written summary of what happened while the memory is still clear.

   b. No attempt should be made to bathe, change clothes, or otherwise clean up prior to examination by a medical practitioner qualified to make determinations regarding sexual assault.

   c. If possible, have a friend with you when talking to the police, sheriff, or sexual assault center officer.
Gratz College will provide resources to support victims/survivors and will investigate reports of sexual violence with appropriate jurisdiction.

Sanctions for Sexual Violence

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

Sexual Harassment Policy

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

Teachers and Students

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

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

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

The use of a position of authority to seek to accomplish any of the above constitutes sexual harassment. Sexual harassment may be physical, verbal and/or non-verbal in nature. One incident or the aggregation of a series of incidents (even when a single incident would not necessarily be considered to be harassing) may constitute sexual harassment whether it occurs on or off campus or during working or non-working hours. Although sexual harassment has typically involved a female victim, members of either sex can harass both males and females. Although sexual harassment typically involves a person in a superior position as the offender, people in subordinate or equal positions also may be offenders. Sexual harassment may occur in a variety of ways, e.g., harassment of a student by a
Sexual harassment can include:
1. An offer for a grade of an "A" for sexual favors;
2. Suggestions or threats that refusal of sexual favors might hinder one's academic, social or professional standing;
3. Constant efforts to change a professional relationship into a personal one;
4. Unwanted sexual looks or gestures;
5. Persistent and offensive sexually oriented jokes and comments;
6. Social or professional comments demeaning to a particular gender;
7. Unwanted physical contact such as patting, pinching or touching; and
8. Telling lies or spreading rumors about a person's sex life.

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

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

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

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

**Informal Complaints**

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

b. If the person bringing the complaint is willing to be identified to the person against whom the complaint is made and wishes to attempt informal resolution of the problem, Gratz College and/or other school officials will make a confidential record of the circumstances (signed by the complainant) and suggest and/or undertake appropriate discussions with the persons involved.
c. When a number of people report incidents of sexual harassment that have occurred in a public context (for instance, classroom situation) or when the designated school official receives repeated complaints, he or she may inform the person complained against without revealing the identity of the complainant.

**Formal Complaints**

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

* The Dean and/or other school officials will decide whether circumstances in the complaint warrant a formal investigation.
* If the circumstances warrant an investigation, the person complained against is notified of the complaint and the substance of the complaint.
* The investigation will be limited to what is necessary to resolve the complaint or make a recommendation. If it is necessary for the Dean and/or other school officials to speak to people other than those directly involved in the complaint, the complainant and the person complained against will be notified.
* The Dean and/or other school officials will complete an investigation within 60 days and will either:
  a. Resolve the complaint to the satisfaction of the complainant and the person complained against and report the findings and resolution to the College President.
  b. Report the findings with appropriate recommendations for corrective action to the College President.
  c. Report to the College President that there is not sufficient evidence to support the complaint.

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

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

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

**Security Policies and Procedures**

**Security**

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

**Campus Law Enforcement**

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

**Crime on Campus**

In compliance with the Commonwealth of Pennsylvania's College and University Security and Information Act 73 of 1988, Gratz College is required to report the incidence of crime on campus for three years before October 1\textsuperscript{st}. 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 refrain 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>
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<tbody>
<tr>
<td>Undergraduate Degrees and Certificates</td>
<td>$583</td>
</tr>
<tr>
<td>Master of Arts in Education</td>
<td>$410</td>
</tr>
<tr>
<td>Graduate Degrees and Certificates (unless specified)</td>
<td>$914</td>
</tr>
<tr>
<td>Graduate Holocaust and Genocide Studies</td>
<td>$698</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$914</td>
</tr>
<tr>
<td>Non-matriculated undergraduate</td>
<td>$583</td>
</tr>
<tr>
<td>Non-matriculated graduate</td>
<td>$914, $698, $410</td>
</tr>
<tr>
<td>Gratz alumni auditor (online/on campus)</td>
<td>$419 (per course)</td>
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<tr>
<td>Auditor (online/on campus)</td>
<td>$626 (per course)</td>
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<tr>
<td>Hebrew Mechina online</td>
<td>$600 (per course)</td>
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<tr>
<td>Hebrew I (non-credit)</td>
<td>$900 (per course)</td>
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**Fees**

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<tbody>
<tr>
<td>Graduation</td>
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<td>Application</td>
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<td>Registration per semester</td>
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<td>Tech fee per online course</td>
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<tr>
<td>Language placement exam</td>
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<td>Late registration</td>
<td>$35</td>
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<td>Transfer credit</td>
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<tr>
<td>Service</td>
<td>Cost</td>
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<tr>
<td>Comprehensive exams (per exam)</td>
<td>$300</td>
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<tr>
<td>Transcript fee</td>
<td>$12</td>
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<tr>
<td>Tuition Payment Plan</td>
<td>$25/semester</td>
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<tr>
<td>International Student I-20 processing fee</td>
<td>$150</td>
</tr>
</tbody>
</table>

**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**

Jeanne Cavalierie-Grover

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

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

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

1. Selection of students to receive financial aid will be made without regard to age, sex, race, color, religion, national origin or handicap.
2. The basic premise in awarding financial aid is that the primary responsibility for financing education lies first with the student and his/her family. The family’s ability to pay is the first criterion which is examined in determining a student’s eligibility for financial assistance. When the total resources which can be provided by the family do not meet the expenses for the College, the College attempts to provide assistance in conjunction with Federal, State and private sources.

3. In determining a student’s resources, factors which are considered include, but are not limited to, family income, family assets, student assets and prior year earnings, number of people in the household and number in college. Efforts will be made to verify the accuracy of these factors, as reported. Individual circumstances will be taken into account whenever possible.

4. In selecting students to receive aid, and determining the amount they receive the college will consider:
   a) The date of the student’s Institutional Aid application (did the student apply before or after the April 15th priority deadline);
   b) The availability of funds as of the date of application, for funds which are limited;
   c) Factors listed in #3 above;
   d) Special factors as determined by the College on an annual basis to serve the needs of special populations.

5. Once the determination of need is made, the College will look first to the Federal Pell Grant program and PHEAA State Grant program for assistance. Once assistance from those two sources is subtracted from the student’s need, then the Stafford Student Loans are used as an alternative. Students still requiring additional assistance to meet their need will then be considered for Gratz Institutional Aid.

6. Because the College has limited funds available to students, students are expected to utilize all possible alternatives available to them, in addition to College funds.

7. Financial aid awards, which include any Title IV aid, will not exceed need. If a student receives outside assistance which causes an over award, the student’s Gratz College Institutional Aid award will be modified. Every effort will be made to reduce loan assistance before reducing grant assistance.
8. After an Institutional Aid award has been sent to the student, the student or his/her parents may request a reevaluation. No student will be considered for reevaluation or request for additional assistance, until all other resources (e.g. Federal Direct Stafford Student Loans) have been utilized.

9. Gratz College awards merit scholarships to students displaying no need through its Gratz College Fellowship Program. No need students receiving merit scholarships will be awarded an amount approved on an annual basis by the Admissions Office.

10. There will be limited college funds available to International students. Awards will be made based on a combination of the student’s need and merit.

**The Academic Year**

The academic year is divided into two semesters, fall and spring. The fall semester typically begins in early late August and ends in late December while the spring semester begins in early January and ends in early May. There are also summer sessions, which begin during May and continue through August.

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

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

For Undergrad *:

- 0-23 credits  freshman
- 24-47 credits  sophomore
- 48-71 credits  junior
- 72+ credits  senior

For Graduates:

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

*Successful completion of a total of 120 credits is required for Undergraduate graduation.
Gratz College’s Policy of Verification

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

Items to be verified include: adjusted gross income from the IRS form; U.S. income taxes paid; number of family members for whom parents provide more than half of their support; the number of children in postsecondary schools who are enrolled at least half time; dependency status; untaxed income; eligible non-citizen status and any other item for which conflicting information has been submitted to the Office of Financial Aid.

Documents Required:

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

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

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

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

1. An applicant died during the award year.

2. A resident of Guam, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, and the Trust Territory of the Pacific Islands (Palau).

3. A student who is incarcerated.

4. Certain spouse or parent status unavailable.
   - Spouse or parent is deceased, mentally or physically incapacitated
   - Residing outside the United States and cannot be contacted
   - The spouse or parent cannot be located because the address is unknown and the applicant cannot obtain the address
   - The applicant is a recent immigrant
   - The applicant completed verification at a previously attended school in the same award year
   - A student does not receive Title IV funds.

Verification Time Frames

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

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

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

Policy Regarding Treatment of Outside Scholarships

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

1. If the amount of the scholarship or grant does not exceed their “unmet need”, the scholarship will simply be recorded on the student’s account and in their file, and no modification of their award will be made.

2. If the amount of the scholarship or grant does exceed their “unmet need”, their financial aid package will be decreased in this order: Federal Direct Stafford Student Loan, FSEOG.

Return of Title IV Funds

If a student completely withdraws from the College and has utilized Federal Title IV Funds (e.g. Federal Pell Grant, Federal Direct Stafford Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS) during the semester in which they withdraw, the College will observe the federally mandated process in determining what, if any amount of money must be returned to the federal program(s).

Students who intend to withdraw from the College must complete the process as outlined in the Student Handbook under the Academic Policies section. In cases where a student has received federal financial assistance during that semester, the Financial Aid Office will determine what, if any adjustment must be made. This determination will be based on the formula prescribed in the federal regulations for the return of Title IV funds. This determination is made on the basis of the number of calendar days completed in the semester prior to the student’s notification to withdraw, divided by the total number of days in the semester. If the resulting percentage is greater than or equal to 60%, no return of federal funds will take place.
If the percentage is less than 60%, this percentage will be used to determine the portion of Title IV aid that has been “earned”. The remaining amount must be returned in the following order:

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

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

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

**Veterans Benefits**

Educational benefits are available to certain veterans who served in the armed forces. For more information about the several types of programs available, you can call 1-888-GI-BILL-1 (1-888-442-4551) to speak to a Veterans Benefits Counselor or visit [www.gibill.va.gov](http://www.gibill.va.gov). The School Certifying Official at Gratz College is Jeanne Cavalieri-Grover, 215-635-7300 x102. All students that are eligible for Veterans Benefits must submit a copy of their certificate of eligibility to the Financial Aid Office.

**Change of Address**

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

**Overview of the Federal Direct Stafford Loan Program**

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

**Entrance/Exit Counseling**

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

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

**Loan History**

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

**Federal Direct Stafford Unsubsidized Loan Program**

The Federal Direct Stafford Unsubsidized Loan program is available to all graduate students, regardless of financial need. The standard repayment term is 10 years. Because the loan is unsubsidized, the student has the option of capitalizing the interest or paying the interest quarterly during the in-school period. Payment of the principle does not begin until six months after graduation.

**Federal Direct Graduate PLUS Loan Program**

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

**Direct Loan Interest Rates**

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

**Repayment**

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

**Deferment and Forbearance**

Borrowers can get an in-school deferment on their Direct Loans whenever they are enrolled halftime or more. Other types of deferments include partial financial hardship or unemployment deferment. Deferments are typically given for 12 month periods of time. Interest will not accrue on subsidized loans during deferments. Contact your loan servicer for the appropriate forms.

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

**Loan Disbursements**
At Gratz College, we have three payment periods: fall, spring and summer. All loans proceeds will be disbursed once per payment period. If you will be enrolled for all three semesters (fall, spring and summer) at Gratz College, 1/3 of your total loan proceeds will be disbursed for the fall semester, 1/3 will be disbursed for the spring semester and the final 1/3 will be disbursed for the summer semester. All federal loans and most private loans are sent directly to the school according to the school's academic calendar. You will receive a loan disbursement at the beginning of each payment period for the 2017-2018 academic year once your enrollment has been verified (your promissory note must also have been completed and approved). Please refer to your financial aid award letter for exact loan amounts and disbursement dates.

**Federal Direct Stafford Loan Aggregate Limits:**
The lifetime aggregate limits for federal student loans (FFELP and Direct) are as follows:

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

**Questions about Repayment of your Federal Loans**

If you have questions about loan repayment or loan deferment, please contact your federal loan servicer. You can find your federal loan servicer on the National Student Loan Database System (NSLDS) [www.nslds.ed.gov](http://www.nslds.ed.gov) or by calling the Federal Student Aid Information Center at 800-4-FED-AID.

**Independent or Dependent Student**

**Independent Student**

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

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

**Dependent Student**

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

**Overview of the Federal Direct Graduate PLUS Loan**

The U.S. Department of Education offers a loan program called the Federal Direct Graduate PLUS Loan. Graduate and professional degree students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial aid. Students must complete the FAFSA and must be enrolled at least half-time in an eligible program at an eligible school. Students must also be creditworthy to receive the loan.

**Additional Information Regarding Direct Graduate PLUS Loans:**

- The annual borrowing limit on a Federal Direct Graduate PLUS Loan is equal to your Estimated Cost of Attendance minus any other financial aid you receive.
- Applicants must complete the FAFSA each academic year and borrow their annual maximum Direct Unsubsidized loan eligibility before applying for the Direct Grad PLUS loan.
- The Direct Grad PLUS Loan interest rate is 7% (for all Grad PLUS Loans first disbursed on or after 7/1/17 and before 7/1/18). Interest is charged on a PLUS Loan from the date of the first disbursement until the loan is paid in full.
- The Direct PLUS Loan program requires a 4.264% fee (for all disbursements on or after 10/1/17 and before 10/1/18).
- There are two repayment options available for the Direct Grad PLUS loan: either 60 days after the loan is fully disbursed or to begin repayment six months after you graduate or cease to be enrolled on at least a half-time basis.
- If your PLUS loan is denied, then you may still be eligible to re-apply using an endorser (co-signer). If applicable, information about this option will be sent to you from the Federal Direct Loan program.

**Applying for a Federal Direct Graduate PLUS Loan**

1. To apply for a Federal Direct Graduate PLUS Loan: [https://studentloans.gov](https://studentloans.gov).
2. Look under the tab for Graduate/Professional Students.
3. Complete the Loan Agreement for the Graduate PLUS Loan (MPN).
4. Complete the Loan Entrance Counseling (Graduate PLUS Loan Entrance Counseling).
5. You must also submit the Graduate PLUS Loan Request Form (this form is available from the Financial Aid Office). This form must be submitted to the Financial Aid Office at Gratz College.
**Alternative/Private Loans**

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

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

**Responsible Borrowing**

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

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

When students receive federal and/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)** - 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** - 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** - 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.

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

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

**Federal Title IV Refund Policy**
The Financial Aid Office is required by federal law to recalculate federal financial aid eligibility for students who withdraw, drop out or take a leave of absence prior to completing 60% of a payment period or semester. The return of funds calculation is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Once 60% of the semester is completed, a student is considered to have earned all of his or her financial aid and will not be required to return any of the funds. If a student earned less aid than was disbursed, the Financial Aid Office is required to return a portion of the funds and the student may be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student may owe a balance to the Gratz College. **It is strongly recommended that all students who decide to withdraw from Gratz College contact the Financial Aid Office to see how this will impact their financial aid and tuition bill.**
Refunds are allocated in the following order:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Federal Direct Parent (PLUS) Loan
4. Federal Pell Grant
5. Federal Supplemental Opportunity Grant

**Title IX Policy**

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

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

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

You should contact the Title IX Coordinator in order to:

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

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

**FERPA and the Financial Aid Office**

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

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

• Records relating to eligibility and disbursement of Federal student aid funds

• Student account

• Federal work-study payroll records

• Financial aid applications

• SAR’s and ISIR’s

• Documentation of professional judgment decisions

• Documentation relating to a refusal to certify Federal education loans

• Financial aid history information (for transfer students)

• Cost of attendance information, including documentation relating to any adjustments

• Satisfactory Academic Progress (SAP) documentation

• Documents used for verification

• Entrance and exit counseling records

• Financial records

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

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

*The financial aid policy and procedures manual is also available on the Gratz College website in its entirety.  https://www.gratz.edu/financial-aid

**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. Gratz College partners with **Parchment** to provide official digital and paper transcripts.

**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. 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 study.

Applicants not meeting the minimum requirements still may be considered for admission pending review and approval by the Admissions Committee. These applicants may be considered for a conditional acceptance. Program directors and advisors will monitor a conditionally accepted student’s academic progress according to the guidelines outlined in the letter of acceptance.

Applicants to the B.A. in Jewish Studies, B.A. in Liberal Studies, or B.A. in Psychology from Women’s Institute of Torah Seminary are required to submit the following for admission to Gratz:

- Completed online application
- $50 application fee
- Official transcripts from any previous colleges for transfer

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>
</tbody>
</table>
Technology 3 credits  Any course that emphasizes common technology skills for accessing, processing, and presenting information

History 3 credits  Any course in world, western, non-western, or American history, as well as philosophy and/or religious studies

Social Science 3 credits  Any course from among anthropology, economics, geography, political science, psychology, or sociology

Literature or Fine Arts 3 credits  Any course in the appreciation of art, music, theater, literature

Diversity 3 credits  A selected course intended to expose students to a multicultural society or people, including the non-introductory study of a foreign language.

Electives 15 credits  Any approved courses designed to meet personal and intellectual interests complementary to the selected field of study

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

Bachelor of Arts in Jewish Studies

Program Goals for the Bachelor of Arts in Jewish Studies

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

1. Critical Thinking
   Analyze the scope, context, and development of Jewish history.

2. Diversity
   Differentiate between the various expressions of traditional and modern Judaism.

3. Information Literacy
   Identify the primary sources of information in Jewish Studies.

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

5. Scientific/Quantitative Reasoning
   Apply understanding of theoretical, scientific, quantitative, and technological models and concepts, as appropriate, in the field of study and other disciplines.
Requirements for the Bachelor of Arts in Jewish Studies

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

Hebrew Language Courses
- HEB 206 Hebrew I 3 credits
- HEB 207 Hebrew II 3 credits
- HEB 208 Hebrew III 3 credits
- HEB 209 Hebrew IV 3 credits
- JST 507 Introduction to Classical Judaism 3 credits
- JST 551 Judaism’s Encounter with Modernity 3 credits

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

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

Approved Jewish Studies Electives 27 credits

Approved Electives 21 credits

Bachelor of Arts in Jewish Professional Studies

Program Goals for the Bachelor of Arts in Jewish Professional Studies

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

Requirements for the Bachelor of Arts in Jewish Professional Studies

- Critical writing and research (3 credits)
- Foundations of Self-Directed Learning for the Adult (3 credits)
- Major Courses (30 credits)
- Capstone (3 credits)
- Transfer credits

81 credits permitted for transfer with a C (2.0) or better from a regionally accredited institution.
(39 credit residency requirement)
Women’s Institute of Torah Studies Undergraduate Programs

Majors

BA in Jewish Studies (120 credits)
Requirements: General Education Requirements (27 credits)
   English Composition (6 credits)
   - Math
   - Natural Science
   - Technology
   - History
   - Social Science
   - Literature/Fine Art
   - Diversity
   Classical Jewish Studies (9 credits)
   Modern Jewish Studies (9 credits)
   Jewish Studies Electives (33 credits)
   Electives (42 credits)

BA in Liberal Studies (120 credits)
General Education Requirements (27 credits)
   English - 6 credits
   May be satisfied by:
   - English Composition I and II, or
   - AP English with a grade of 4 or 5, or
   - English Composition I and Fundamentals of Communication
   - Math
   - Natural Science
   - Technology
   - History
   - Social Science
   - Literature/Fine Art
   - Diversity
   Liberal Studies Education Electives (93 credits)
   - In the future there will be a 3-credit senior thesis requirement

BA in Psychology (120 credits)
Requirements: General Education Requirements (27 credits)
   Jewish Studies Requirements (21 credits)
   Psychology Major Requirements (33 credits)
   Free Electives (39 credits)

General Education Requirements for all majors:
Math (3 credits)
Natural Science (3 credits)
History (3 credits)
Literature/Arts (3 credits)
English (6 credits)
Social Science (3 credits)
Technology (3 credits)
Diversity (3 credits)

Minors

Art and Graphic Design (18 credits)
Required Courses: Digital Illustration
  Digital Image Manipulation UL
  Two-Dimensional Design
  Design and Layout UL
  Fundamentals of Web Design
  Publication Design UL

Business (18 credits)
Required Courses: Business Law
  Principles of Accounting I
  Principles of Accounting II
  Principles of Management & Organizational Behavior UL
  Microeconomics or Macroeconomics
  Introduction to Marketing UL

Computer Science (18 credits)
Required Courses: Introduction to Computer Science
  Computer Programming I
  Computer Programming II UL
  Data Structures
  Computer elective UL
  Computer elective

Education (18 credits)
Required Courses: Foundations of Teaching and Learning
  Psychological Foundations of Education
  Classroom Techniques and Management UL
  Differentiated Instruction UL
  Instructional Design UL
  Survey of Exceptional Children UL

Jewish Studies (18 credits)
Required Courses: Classical Jewish Studies (2 courses)
  Modern Jewish Studies (2 courses)
  Jewish Studies Electives (2 courses)

Pre-Health Sciences (19 credits)
Required Courses: Biology I: Molecular and Cell
  Anatomy and Physiology I
  Anatomy and Physiology II
  One additional laboratory science
  Human Growth, Nutrition, Abnormal Psychology, Psychology (1 course)

Psychology (18 credits)
Required Courses: Introduction to Psychology
  Research Methods in Psychology
  Psychology Elective UL
  Psychology Elective (3 courses)

Speech-Language Pathology (18 credits)
Required Courses:  Introduction to Communication Disorders
             SLP Elective UL (2 courses)
             SLP Elective (3 courses)

*Cannot CLEP any major or minor requirements. Cannot pass/fail any courses for major or minor except Jewish Studies courses for Jewish Studies major

Early Childhood Education Director Credential (9 credits)

9 credits (3 required courses)
  - EDU 560 Leadership & Advocacy
  - EDU 562 Issues in Supervision of Programs for Young Children
  - EDU 564 Creating a Practical Business Plan for Your Early Childhood Program: Turning a Vision into Reality

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

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

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 if applicant is a K-12 educator
*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. These applicants may be considered for a conditional acceptance. Program directors and advisors will monitor a conditionally accepted student’s academic progress according to the guidelines outlined in the letter of acceptance.

International Students

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

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

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

Transfer Students

Transfer credit towards graduate degrees will, in general, be granted for appropriate academic work completed with a grade "B" (3.0) or better at an accredited institution. A $10 fee per credit will be applied to all graduate transfer credits. A total of 6 credits may be transferred in for graduate credit. Courses must be evaluated during the admissions process. Doctoral level credits will not be accepted for transfer.

Graduate Programs

Graduate-level Institutional Learning Goals
While each graduate program at Gratz College has its own program goals, the following were developed as shared goals of the institution for all students pursuing advanced degrees.
Upon completion of a graduate degree at Gratz College, the student will demonstrate the ability to:

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

2. **Diversity** 
   Negotiate complex interactions involving diverse and multiple points of view.

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

4. **Values and Ethics** 
   Reflect on personal experiences in order to develop values and goals.

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

Gratz College offers the following Master of Arts Programs leading to degrees in:

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

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

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

Graduate level certificates are available in:

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

**Master of Arts in Education**

**Program Director, David Malter, MA**

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
Culture, Climate & Management
Jewish Instructional Education *(36 credits)

MA Ed. Track & Certificate Offerings

Required Core Courses: (9 credits)
• EDU 516 Principles in Instructional Design
• EDU 518 Legal & Ethical Issues in the 21st Century Classroom*
• EDU 522 Effective Learning Assessment

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

Concentration Courses

Creativity & Technology: (15 credits required)

Understanding that creativity and technology are foundational constructs of modern education, the Creativity & Technology track prepares educators to meet the needs of the 21st century learner. Combining effective pedagogical practices with current models of creativity and technology, the Creativity & Technology track offers a roadmap for infusing its students with ingenuity and resourcefulness.

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

Electives: (6 credits, student choice)

Dimensions in Identity: (15 credits required)

Appreciating that educational readiness is greatly impacted by life beyond the classroom, the Dimensions in Identity track focuses on the individual circumstances and experiences of the learner. Combining solid principles of curricular design with sensitivity to personal dynamics, the Dimensions in Identity track equips educators to meet the differentiated needs of their students.

• EDU 521 Growth Mindset
• EDU 528 Temperament & Learning
• EDU 556 Diagnosing Needs in the Diverse Classroom
• EDU 557 Current Issues in Understanding Economics, Class, and Language
• EDU 559 Teaching Tolerance in the Classroom

Electives (6 credits, student choice)

Integrated Curriculum: (15 credits)

Seeking to best meet the professional needs of its students, the Integrated Curriculum track allows the educator to create an individualized course of study from the concentration offerings found in the Creativity & Technology, Dimensions in Identity, Early Childhood Education, and Culture, Climate, and Management tracks.
- 5 courses chosen from any of the Creativity & Technology, Dimensions of Learning, Early Childhood Education, or Culture, Climate & Management concentration offerings

Electives: (6 credits, student choice)

**Early Childhood Education:** (15 credits required)

Honoring the high goals of the National Association for the Education of Young Children (NAEYC), the Early Childhood education track offers a framework of excellence. From effective practices in documentation, to the building of effectual family relationships and developmentally appropriate instruction, students in the Early Childhood Education track will be prepared to act as standard bearers within the early childhood community.

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

Elective: (3 credits, student choice)

**Culture, Climate, & Management:** (15 credits required)

Acknowledging the turbulence of today’s world, the Climate, Culture, & Management track focuses on creating an overarching learning climate of safety and trust. Combining instructional excellence with strategies to promote respect, conflict resolution, and tolerance, the Culture, Climate & Management track focuses on both the social and educational needs of the school and the learner.

- EDU 527 Teaching the Whole Child
- EDU 537 Teaching Conflict Resolution
- EDU 554 Contemporary Issues in Classroom Management
- EDU 556 Culture & Family Dynamics
- EDU 559 Teaching Tolerance in the Classroom

**Jewish Instructional Education:** (18 credits required)

Merging current pedagogy with the deep traditions of Jewish education, the Jewish Instructional education track serves those wishing to improve their skills and knowledge base as they pertain to all Jewish instructional settings.

- Prerequisite/Co-Requisite: College Level Hebrew 3 or exam exemption

Concentration Courses:

- EDU 510 Fundamentals & Orientations in Jewish Education
• 6 credits, Jewish Education Methods courses (student choice)
• 9 credits, Jewish Education Methods or Jewish Studies courses (student choice)
• Electives: (9 credits, student choice from Jewish Education, Jewish Studies, or Holocaust & Genocide)

**Graduate Certificates in Education**

**PA Early Childhood Education Director Credential (9 credits)**

9 credits (3 required courses)
- EDU 560 Leadership & Advocacy
- EDU 562 Issues in Supervision of Programs for Young Children
- EDU 564 Creating a Practical Business Plan for Your Early Childhood Program: Turning a Vision into Reality
*Courses are offered throughout the year allowing participants to complete the coursework within 6 months to one year.

**Graduate Certificate Creativity and Technology (15 credits)**

Required Core Courses (6 credits, student choice)
- EDU 516 Principles in Instructional Design
- EDU 518 Legal & Ethical Issues in the 21st Century Classroom
- EDU 522 Effective Learning Assessment

Concentration Courses (9 credits, student choice)
- EDU 540 Foundations of Creativity and Innovation Theories
- EDU 541 The Creative Educator
- EDU 542 Creative Pedagogy
- EDU 543 Designers of Learning
- EDU 544 Creative Technologies

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

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

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

EDU 593: Knowledge of Instruction, Students, & Resources
EDU 594: Environment, Culture & Space
EDU 595: Classroom Interaction & Engagement
EDU 596: Professional Responsibilities

*additional graduate certificates may be offered (18 credits)

Holocaust and Genocide Studies

Master of Arts and Graduate Certificate

Director: Monika Rice, Ph.D.
Coordinator: Mindy Blechman, M.A.J.S.

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

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

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

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

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

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

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

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

**Required Courses**
HGS 510: The Holocaust and European Mass Murder
HGS 557: Comparative Genocide

**Electives (8-9) from the following options:**
HGS 504: Holocaust Art
HGS 507: Their Brother’s Keepers: Rescuers and Righteous Gentiles
HGS 509: Genocide in the Balkans: The Eastern European Genocide of the 1990s
HGS 511: History of Antisemitism
HGS 512: Teaching the Holocaust
HGS 517: Resistance in the Holocaust
HGS 521: Anne Frank: A History
HGS 522: Children of the Nazi Era
HGS 523: The Holocaust and Genocide in Film
HGS 524: Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families
HGS 525: Post-Holocaust Theology
HGS 526: Nazi Germany and Corporate Collaboration
HGS 527: Native American Genocides
HGS 533: Before Hitler: East European Jewish Civilization
HGS 535: Literature of the Holocaust
HGS 537: Holocaust Historiography
HGS 541: From Armenia to Auschwitz: An Examination of the First Modern Genocides
HGS 554: The Warsaw Ghetto
HGS 555: Holocaust and Memory
HGS 556: Genocide Prevention
HGS 558: Gender and Genocide in the 20th Century
HGS 560: America’s Response to the Holocaust
HGS 562: The Church and the Holocaust
HGS 596: Independent Study – Travel*
HGS 632: Jews and Germany: Rise, Fall and Rebirth
HGS 633: Loss and Renewal: The Aftermath of the Holocaust
HGS 634: Hitler’s Other Victims
JST 515: The Problem of Evil: The Jewish Response (cross-listed)
JST 615: Judaism and Christianity (cross-listed)

**Project or Thesis**
HGS 598: Master’s Thesis (6 credits)
HGS 599: Master’s Final Project (3 credits)
HGS 597: M.A. Thesis/Project Seminar (non-credit)

*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 seminars 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 (GCHGS)**
The Graduate Certificate in Holocaust and Genocide Studies consists of 18 credits, all of which may be taken online, including the same 2 required courses as the MAHGS and 4 electives chosen from the list above.

**Master of Arts in Interfaith Leadership**
**Program Director:** Ruth Sandberg, Ph.D.

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

**Program Goals**

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

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

**Requirements**
The MA in Interfaith Leadership is comprised of 36 graduate credits:
Organizational Leadership Courses - 3 courses (9 credits) selected from the following:
- EDD 706 Leadership  Required Course
- MGT 544 Fundraising
- MGT 545 Strategic Planning in the Nonprofit Organization
- MGT 572 Organizational Behavior
- MGT 575 Project and Program Management
- MGT 578 Nonprofit Law

Interfaith Understanding – 4 courses (12 credits) selected from the following:
- IFL 620 Successful Interfaith Dialogue  Required Course
- Interfaith Social Justice and Social Action
- HGS 511 History of Anti-Semitism
- HGS 525 Post-Holocaust Theology
- HGS 557 Comparative Genocide
- IFL 505 - Exploring Interfaith Leadership and Service
- IFL 565 - Nonviolence in America

Religious Studies - 3 courses (9 credits) selected from the following:
- REL 621 Jewish/Christian/Muslim Life Cycle & Holidays Required Course
- Jewish/Christian/Muslim Sacred Scriptures
- Jewish/Christian/Muslim Theology
- Jewish/Christian/Muslim Liturgy
- The Concept of the Saint in Judaism, Christianity, and Islam
- JST 517 Comparative Liturgy of Judaism and Christianity
- JST 529 Jewish and Christian Interpretations of the Bible
- JST 603 Comparative Theology of Judaism and Christianity
- JST 40730 Jewish and Christian Saints (needs new course number)
- REL 331 - Ethnicity, Gender, and Religion

Field Work and Capstone Project (6 credits)
- Field Work Required
- Capstone Project Required

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

Graduate Certificate in Interfaith Studies
Advisor: Ruth Sandberg, PhD

The Interfaith Leadership focuses on the practical and professional skills needed to be an effective and educated leader in interfaith relations involving the Abrahamic faiths of Judaism, Christianity, and Islam. Students choose from a variety of courses that emphasize leadership and organizational skills, as well as courses which enhance their ability to address issues of interfaith beliefs and practices. There is a growing need for informed and well-trained professionals in interfaith relations, and this MA program meets that need.
The entire program can be taken online, with opportunities for real-time online webinars. All courses are 8 weeks long. In addition, we offer an on-campus, one-week intensive Summer Institute in July, during which students can earn 3 graduate credits.

**Program Goals**

After completing the MA in Interfaith Leadership, students will be able to demonstrate the ability to:

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

**Program Requirements**

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

**Organizational Leadership Courses** - 3 courses (9 credits) selected from the following:
- EDD 706 Leadership **Required Core Course**
- MGT 544 Fundraising
- MGT 545 Strategic Planning in the Nonprofit Organization
- MGT 572 Organizational Behavior
- MGT 575 Project and Program Management
- MGT 578 Nonprofit Law

**Interfaith Understanding** – 4 courses (12 credits) selected from the following:
- Successful Interfaith Dialogue **Required Core Course**
- Interfaith Social Justice and Social Action
- HGS 511 History of Anti-Semitism
- HGS 525 Post-Holocaust Theology
- HGS 557 Comparative Genocide
- IFL 505 - Exploring Interfaith Leadership and Service
- IFL 565 - Nonviolence in America

**Religious Studies** - 3 courses (9 credits) selected from the following:
- Jewish/Christian/Muslim Life Cycle & Holidays **Required Core Course**
- Jewish/Christian/Muslim Sacred Scriptures
- Jewish/Christian/Muslim Theology
- Jewish/Christian/Muslim Liturgy
- The Concept of the Saint in Judaism, Christianity, and Islam
- JST 517 Comparative Liturgy of Judaism and Christianity
- JST 529 Jewish and Christian Interpretations of the Bible
- JST 603 Comparative Theology of Judaism and Christianity
- JST 40730 Jewish and Christian Saints
- REL 331 - Ethnicity, Gender, and Religion
Field Work and Capstone Project (6 credits)
- Field Work
- Capstone Project

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

Non-Credit Final Essay
Students will write a brief, non-credit essay at the end of their studies articulating the following:
- How their course work has addressed all five of the program goals
- How their view of their own religious tradition has been transformed by exploring other religious traditions
- How the program has enhanced their ability to work in the area of interfaith relations

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 nonprofit 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-Christian Studies**

**Advisor:** Ruth Sandberg

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

The certificate requires 18 credits (6 courses).

**Required Courses:**
- Thought 30729 - Jewish and Christian Interpretations of the Bible
- JST 603 - Comparative Theology of Judaism and Christianity
- JST 517 - Comparative Liturgy of Judaism and Christianity

**Elective Courses (6 courses from the following):**
- Judaism and Christianity
- Jewish-Christian Encounter
- Sages, Saints, and Sinners
- Jewish and Christian Mysticism
- Jewish and Christian Lifecycle and Holidays
- History of Anti-Semitism
- Jews on Trial
- Job and the Problem of Evil

Elective Courses Available online through St. Joseph’s College in Maine:
- TH 586 Theology of the Liturgy
- TH 530 Christology
- TH 555 Introduction to the New Testament

**Graduate Certificate in Jewish Nonprofit Management (18 credits)**

The study of nonprofit management is essential training for Jewish communal professionals to be able to do their work with expertise and efficiency. Our instructors bring their invaluable knowledge of the organized Jewish community into the classroom.
Requirements (9 credits)
New Directions in the American Jewish Community (JST 601)
Jewish Studies elective
Jewish Studies OR Nonprofit Management elective

Nonprofit Management courses (3) from the following:
Theory and Future of Nonprofits
Professional Writing and Communication
Organizational Behavior
Nonprofit Law
Project and Program Management
Using Technology to Build Community and Grow Your Organization
Strategic Planning in the Nonprofit Organization
Marketing the Nonprofit
Financial Management of Nonprofit Organizations
Fundraising
Fundamentals of Human Resources

Master of Science in Nonprofit Management
Advisor, Deborah Aron, M.S.W., L.C.S.W.

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 Science in Camp Administration and Leadership**

(36 credits)

Program Director, Dave Malter, MA

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

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

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

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

**Program Goals**

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

1. Critical Thinking:

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

2. Diversity:

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

3. Scholarship/Research

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

4. Values and Ethics

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

5. Core Knowledge

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

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

MS Camp Required Core Course Offerings: (33 credits)
- Foundations in Camp Administration (3 credits)
- Leadership for the Camp Professional (3 credits)
- Camp Law and Ethics (3 credits)
- Communication and Collaboration (3 credits)
- Management and Marketing (3 credits)
- Curriculum and Program Development (3 credits)
- Personnel and Human Resources (3 credits)
- Supervision of Instruction and Personnel (3 credits)
- Inclusion and Special Needs (3 credits)
- Practicum in the Camp Setting (Part A and B = 6 credits)

Elective: (3 credits, Student’s Choice)

*Recommended electives include:

EDU 505 Teaching through Movement
EDU 506 Wellness & the Educator
EDU 521 Growth Mindset
EDU 522 Effective Learning Assessment
EDU 555 Culture & Family Dynamics
EDU 557 Current Issues in Understanding Economics, Class, and Language

*Other electives available in all departments by advisement. Students working in a Jewish camp setting are encouraged to choose electives from Jewish Studies, Jewish Education and Jewish Communal Service.

Students working in non-profit camp settings may choose electives from the Nonprofit Management program.

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

Master of Arts in Jewish Studies

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

**Program Goals**

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

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

2. **Diversity**
   - Negotiate diverse and competing views of Jewish life, Jewish history and Jewish texts.

3. **Scholarship/Research**
   - Synthesize data from primary and secondary sources on specialized topics in Jewish studies.

4. **Values and Ethics**
   - Describe the impact of Jewish learning on their own professional and personal identity and values.

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

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

- Co-requisite: Equivalent of Hebrew I*
- Classical Jewish Studies: 9 credits
  - Seminar in Classical Judaism
- Modern Jewish Studies: 9 credits
  - Judaism’s Encounter with Modernity

**Electives:**

- 12 Elective credits in Jewish Studies (4 courses) with a 6-credit Master’s Thesis
  OR
- 15 Elective credits in Jewish Studies (5 courses) with a 3-credit Final Project

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

**Hebrew Proficiency**

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

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

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

**Graduate Certificate in Jewish Studies**

**Requirements** – 18 credits (All courses are 3 credits)

- Classical Jewish Studies – 6 credits
  - Seminar in Classical Judaism required
- Modern Jewish Studies – 6 credits
  - Judaism’s Encounter with Modernity required
- Electives in Jewish Studies – 6 credits

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

**Master of Arts in Jewish Professional Studies**

**Program Director**: Ruth Sandberg, Ph.D.

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

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

**Program Goals**

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

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

Requirements: 30 credits

Critical Writing and Research (3 credits)

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

Capstone (3 credits)

Doctor of Education in Leadership

Program Director: Honour Moore, Ed.D.

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

The program consists of 6 core courses and 7 additional courses, in one of three tracks: Jewish Education, Pre k-12 Education, or Higher Education. All students will complete a 9 credit Applied Dissertation, broken up into 3 parts: Concept Paper, Proposal, and Final Report. The program is designed to be completed in 3 years, with 3 Summer Residencies required. All courses, with the exception of the Summer Residencies, will be offered online and in an 8-week accelerated model.

PROGRAM GOALS

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

Requirements

Total Credits: 48

Required Core – 6 courses (18 credits)
EDD 700: *Introduction to Doctoral Studies and Academic Writing at the Doctoral Level (No credit, degree requirement, Pass/Fail)*

EDD 706: *Leading an Educational Organization*

EDD 707: *Strategic Planning for Educational Leadership*

EDD 702: *Critical Contexts in Educational Leadership*

EDD 703: *Cross Cultural Perspectives in Educational Leadership*

EDD 704: *Needs Assessment, Program Design, and Evaluation*

EDD 705: *Methods of Inquiry*

**Concentration** – 7 courses (21 credits)

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

**Applied Dissertation** – 9 credits

- EDD 898: *Concept Paper*
- EDD 899: *Proposal: 3 credits*
- EDD 900: *Applied Dissertation Report*

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

**Program Director:** Monika Rice, Ph.D.

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

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

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

**PROGRAM GOALS**

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

1. Critically assess scholarship and knowledge utilized during doctoral research.

2. Evaluate the diverse schools of thought encompassing Holocaust and Genocide studies coming from a diverse body of scholars.
3. Contribute original and profound research in the area of Holocaust and Genocide studies.

4. Articulate current ethical debates arising from the philosophical challenges posed by the Holocaust and other genocides.

5. Evaluate essential and specialized scholarship referring to historical and current genocides.

**PROGRAM STRUCTURE**

Designed to be completed in 5 years

3 required residencies held in summers including:

- Doctoral studies orientation, research course, and non-credit doctoral writing course (year I)
- Special topics seminar (year II)
- Concept Paper Seminar (year III)

Core courses (7) and electives (3)

Comprehensive Exams (3)


**Total Degree = 48 credits**

*No transfer courses will be accepted at the Doctoral level.*

**REQUIRED CORE COURSES = 21 credits**

HGS 700: Unveiling the Underpinnings of Genocide
HGS 725: A Geographical Approach to the Study of the Holocaust
HGS 723: Genocide in the Modern World
HGS 722: Gender and Genocide II
HGS 724: Holocaust, Genocide and International Law
HGS 726: The Psychology and Sociology of Altruism and Rescue
HGS 727: Post-Holocaust Theologies

**ELECTIVES = 9 credits**

Students take 3 elective courses to supplement and further enhance knowledge in specific areas related to research and/or comps. Designated doctoral electives will be offered. Students will also be permitted, by advisement, to take certain electives in the master’s program with additional research and writing requirements to meet doctoral level standards.

**RESEARCH REQUIREMENT = 3 credits**

Students are required to take the Doctoral Research Methods Seminar (HGS 705).

*Students are required to take a companion (no-credit) Doctoral Writing Seminar (HGS 704).*

**SEMINARS = 6 credits**

**HGS 795: Seminar A: Current Topics**

Students will discuss a timely topic in seminar with a faculty or guest professor. Course topics will be developed and updated as appropriate with current issues in the field.

**HGS 896: Seminar B: Concept Paper Seminar**

Students will focus and clarify their dissertation topics, state their research questions and predicted
outcomes, outline their research plans, and develop a comprehensive bibliography of sources. They will then share these with fellow Ph.D. students and faculty for feedback. A preliminary draft of the concept paper will be required at the conclusion of the summer term and graded for three doctoral credits.

**Advisors**

*By the Concept Paper stage, students will request advisors who have relevant expertise in their research area.*

**DISSERTATION: 9 credits**

**HGS 897: 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 Applied Dissertation Project.

**HGS 898 Proposal -3 credits**

The content of the proposal includes the methodology and content of each chapter, including a thorough review of the literature that either supports or refutes the applied dissertation topic. Once approval is received from the dissertation advisor and program chair, the student may proceed to the final stage of dissertation writing.

**HGS 899: Dissertation Report: 3 credits**

The final report includes the collection and implementation of data, along with recommendations for further research if appropriate. Analysis of application of the topic to the student’s professional practice should be included.

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

**Comprehensive Exams:** Students will take written and oral Comprehensive Exams in 3 subject areas:

- General Holocaust Studies
- Other Modern Genocides
- Dissertation Subject Area

**Course List**

**Course Number Designations**

- JST  Jewish Studies
- HGS  Holocaust & Genocide Studies
- EDU  Education
- EDD  Doctoral Education
- JED  Jewish Education
- MGT  Management
- JCS  Jewish Communal Service
Course Listings

MA in Education Courses

**EDU 505**
**Teaching through Movement**
Modeling dynamic movement and kinesthetic activity to enliven K-12 classroom content is a key part of this course. Discover the connection between movement, the brain, and learning. Examine implicit learning, class cohesion activities, content-based kinesthetic activities, brain breaks, and energizers. Use movement to meet standards, improve test scores, and develop life skills. Note: This course involves optional physical activities.

**EDU 510**
**Applying Universal Design in the Classroom**
This course will provide practical, hands-on, digital-age solutions to reach and teach all learners. Universal Design for Learning is a framework to help educators meet the challenge of teaching diverse learners in the 21st century. UDL provides a blueprint for creating flexible goals, methods, materials and assessments that enable students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom. Please note: A laptop computer is required to participate in this course.

**EDU 512**
**Motivating Today’s Learners**
The traditional reward-punishment model does little to promote achievement; however, concrete researched-based ways to motivate students do exist. Motivation as it applies to the learning process will be surveyed: basic human needs, the driving force behind all human behavior, inspiration and peak performance, energizing classroom strategies, and frameworks that encourage change and achievement.

**EDU 518**
**Legal and Ethical Issues in the 21st Century Classroom**
This course examines the relationship between law, public policy, and current issues in P-12 education. Course content analyzes historical and contemporary legal, political, and ethical issues of public and private schooling, with an emphasis on state and federal educational law, the political environment, and
key court decisions. Course topics include religious freedom, free speech, due process, liability of schools and educators, and privacy rights.

**EDU 520**  
**Building Thinkers in the Classroom**  
An exploration and application of instructional strategies to teach students to be better thinkers will be undertaken, including the examination of five researched-based themes.

**EDU 522**  
**Effective Learning Assessment**  
This course explores assessment practices used for, of, and as learning. Participants will gain the tools needed to create comprehensive assessments, as well as the knowledge necessary to navigate the ever changing world of educational assessment.

**EDU 526**  
**Fostering Learner Responsibility and Self-Discipline**  
Study a three-dimensional model for understanding why students may act irresponsibly in the classroom and what can be done about it. Develop an approach that focuses on students’ internal dialogues to help them resolve inner conflicts.

**EDU 528**  
**Understanding Learning Styles**  
The style of teaching, based on four basic personality types, will be explored and compared. Participants will delve into an understanding of their own style and organizational preferences while at the same time building a clearer understanding of the needs of each personality type in the classroom.

**EDU 531**  
**Fostering Cooperation in the Classroom**  
Students will gain skills and knowledge in providing interventions for common classroom discipline problem areas: attention-seeking behavior, power-seeking behavior, revenge-seeking behavior and avoidance of failure behaviors. Techniques to identify each type of behavior and intervention strategies will be shared. Strategies to build a positive classroom environment/climate and strategies to improve communication with parents will be presented.

**EDU 532**  
**Moral Education in Theory and Practice**  
This course introduces fundamental concepts in the field of moral development and moral education as presented in theoretical, empirical, and pedagogical literature. Course content focuses on the relationship between human development and lifelong trajectory of growth and learning.

**EDU 535**  
**Technology and the 21st Century Learner**  
This course will examine how students learn in the modern technology age. It will equip educators with knowledge of the most current technologies available to facilitate learning, inform teachers of how they can use this technology in their lessons, and instruct educators on how to design a learning environment that will support 21st century skills.

**EDU 541**  
**The Creative Educator**
This course presents learner-centered methodology for developing learner creativity and problem-solving skills. Course content introduces cooperative learning strategies that create learning environments conducive to building learner motivation and critical thinking.

**EDU 542**
Creative Pedagogy
This course examines teacher behaviors that impact learner creativity and learning.

**EDU 554**
Issues in Contemporary Classroom Management
This course introduces effective principles and techniques of management in contemporary classrooms. Attention is given to strategies and theories of classroom management, as well as the design and organization of classrooms that facilitate developmentally appropriate practices and student motivation.

**EDU 556**
Diagnosing Needs in the Diverse Classroom
This course introduces best practices in assessment with special attention on assessing the social, cultural, physical, and intellectual differences of learners with special needs. Course content examines the roles and responsibilities of teachers in providing access and quality instruction through appropriate accommodations and educational interventions in the classroom. Content focuses on methods of assessing learning styles in order to develop, administer, and evaluate appropriate programming related to specific needs of learners.

**EDU 572**
Principles of Brain Based Learning
This course provides classroom application strategies and techniques for translating the current research in cognitive science on teaching and learning. Beginning with how the brain processes information, course content includes the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of self-concept. Classroom application issues such as how and when to present new information, techniques to improve processing and retention, left/right brain preferences, and promoting higher-level thinking will also be explored.

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

EDU 593: Knowledge of Instruction, Students, & Resources (Spring B)
Understanding the need for expertise across the curriculum, this course focuses on the importance of choosing curriculum, content, and classroom resources central to the discipline being taught. In doing so, it pays particular attention to how these three elements must be combined with knowledge and respect for the individual learner, as well as student outcomes and the validity of assessments. As in all Distinguished Teacher courses, participants will create artifacts to be included in a professional portfolio.

EDU 594: Environment, Culture & Space (Summer A)
Realizing the foundational role the educator plays in creating a safe, welcoming, and productive environment, this course offers strategies to ensure the emotional and physical safety of all learners. It focuses on respect for the individual learner, the need for collaboration, and proper patterns of interactions between the teacher, the student, and the physical environment. As in all Distinguished Teacher courses, participants will create artifacts to be included in a professional portfolio.

EDU 595: Classroom Interaction & Engagement (Summer B)

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

EDU 596: Professional Responsibilities (Fall A)

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

Holocaust and Genocide Studies Courses - Master’s level

HGS 504
Holocaust Art
Due to its enormity and unprecedented nature, the Holocaust has attracted artistic interpretation, private and public, trained and untrained, both from within and beyond the Jewish community. To better understand the response to the Holocaust in the visual arts, this class begins by considering the general history of art in the Jewish tradition, Western art traditions in the Inter-War Period, and visual political propaganda. We will then study art by victims and perpetrators and post-Holocaust efforts to interpret the Holocaust visually by survivors and by generations of artists who did not directly experience the horrors of the Holocaust themselves. Dozens of Holocaust works of art will be considered from artistic and historical viewpoints. Students will also have an opportunity to do individual research projects. No previous experience with art history required.

HGS 507
Their Brother’s Keepers: Rescuers and Righteous Gentiles
During the Holocaust, assistance from gentiles often meant the difference between life and death for
Jews in occupied Europe. Those who provided aid to Jews risked the possibility of imprisonment or even death. So what motivated gentiles to take such risks and rescue their Jewish neighbors and how did rescue vary across occupied Europe? Using sources from across the disciplines, as well as literature, memoirs, and other primary sources, this course explores how we understand rescue and aid provided to Jews during the Holocaust, how rescue efforts played out on the ground, and the nature of the motivations of aid providers. In addition, the class considers how rescue activities are remembered individually and organizationally as well as the institution of “Righteous Among the Nations.” The primary focus of the class will be Nazi-Occupied Poland with comparisons to rescue efforts in France, Holland, Belgium and Luxembourg.

HGS 509
Genocide in the Balkans: The Eastern European Genocide of the 1990s
The decade of the 1990s in the Balkans was nothing short of a ten year nightmare. From the destruction of Vukovar and the longest siege since World War II in Sarajevo, to the most recent case of genocide on the European continent in Srebrenica and the suffering of Kosovo—this is an area of Eastern Europe that was beset with genocide, mass killing, ethnic cleansing, rape as a weapon of war, and the displacement of millions of refugees, all occurring less than twenty years ago. This course will introduce the Balkans, its history and its devolution into chaos, resulting in the breakup of what was Yugoslavia, and the emergence of a cluster of independent countries. In addition, we will address the moral responsibilities of the U.S. and the delivery of post-genocide justice by international criminal courts.

HGS 510
The Holocaust and European Mass Murder
This course covers the period from the Nazi rise to power in Germany in 1933 to the end of World War II. The focus of the course is the Nazi murder of nearly 6 million Jews, but we will also set these events within the larger context of the mass murder of 14 million non-combatants by the Nazis and Soviets during this period. We will use the most recent historiography on the subject and study the perpetrators, the victims, and the witnesses of the worst crimes in human history. Required course for Holocaust and Genocide Studies Certificate and M.A.

HGS 511
History of Antisemitism
This course will examine the diverse forms that hatred of Jews has taken throughout history, from the ancient world to the present day. Our focus is the extremely difficult question: Why have Jews been singled out for hatred so often for so many centuries?

HGS 512
Teaching the Holocaust
Lessons of the Holocaust reflect current concerns with racism and propaganda, ethical aspects of science and government as well as illustrate the complexities of human behavior and moral choice. This unique course will provide educators with significant historical, sociological and psychological background for discussing the important questions and introduce age-appropriate teaching strategies, curricula, and resources.

HGS 517
Resistance in the Holocaust
This course is designed to provide students with a broad concept of Jewish resistance during the Holocaust based on the archival materials and exhibitions of Beit Lohamei HaGetaot (the Ghetto Fighters' Museum, Israel), the Yad-Vashem Holocaust and Heroism Museum in Jerusalem, and the
United States Holocaust Memorial Museum in Washington DC, as well as other online archives and museums. Our aim is to conceptualize the historical phenomenon of resistance in the Holocaust and discuss the philosophical, theological and educational meaning of these historical phenomena.

HGS 521
Anne Frank: A History
For millions of people, Anne Frank is “the face of the Holocaust.” Consequently, for critical scholars of the Holocaust and Holocaust educators, she is both an opportunity and a challenge. In this class, we will “seize the moment” and do an in-depth study of the Holocaust’s most iconic victim and critically examine life and diary both in the context of her time and place and in the larger context of Holocaust and Genocide Studies.

HGS 522
Children of the Nazi Era
All children of Nazi-occupied Europe, from those raised to fulfill the Aryan ideal to those targeted for destruction, were deeply impacted by Nazi ideology, the horrors of war, and genocidal goals. For students seeking to broaden their knowledge of Holocaust history and educators seeking age-appropriate connections for the classroom, this course will explore the Nazi design for the children of Europe, the world response, and the experiences of children through their own lens.

HGS 523
The Holocaust and Genocide in Film
In this course we will view and discuss films that have attempted, through a variety of approaches and techniques, to grapple with the Holocaust and related issues of genocide. We will begin with films made in the immediate postwar period and end with contemporary films. We will examine what these films can teach us about the issues they address as well as how they reflect the time and place of their creation.

HGS 524
Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families
The evolution of the fields of Holocaust and Trauma Studies has been striking over the past 60 years. We will present the current knowledge with expanded insights informed by our own research. The foundation for the course will draw upon the interview-based qualitative research of the Transcending Trauma project, the study of coping and adaptation after extreme trauma. The course will present life histories of Holocaust survivors and their family members to contextualize the survivors’ trauma within their pre-war and post-war experiences. The study of the interviews and the important concepts in the literature will illuminate universal aspects of post-trauma challenge and recovery by documenting how survivors cope with: families, child rearing, values, faith, work, friendships, social involvements, communication, love, trust, hope and meaning. Students will find the concepts they study also have relevance to others who have experienced extreme trauma. Examples from other genocides and wars will be included as well.

HGS 525
Post-Holocaust Theology
The Holocaust is an unsolved problem for humanity. Sixty-seven years after World War II we are still struggling to understand the hell of Nazi Europe and its implications. This course will examine attempts to comprehend the Holocaust both from a universal and a Jewish perspective.
HGS 526
Nazi Germany and Corporate Collaboration
This course will examine the cooperation between industry and the Nazi regime with a focus on the quest for German economic independence, the exploitation of laborers, and the financial ruin of the victims.

HGS 527
The Native American Genocides
This course examines how the term genocide may be used to explain what used to be called the Indian problem in the United States and Canada. We will begin by examining recent scholarship validating the use of genocide in this context. We will then analyze the various approaches used to explain colonial genocide, both here and elsewhere around the world, including links between the American legacy of Manifest Destiny and Nazi imperialism. Next we will sample a few case studies, including Columbus in the Caribbean, the Puritans in Massachusetts Bay Colony, the Trail of Tears, American expansion westward, cultural destruction in the 19th and 20th century Indian residential schools, and so-called ecocide in the tar sands of Alberta, Canada. Finally, we will reflect on the ways in which these historical and ongoing injustices are forgotten, remembered, and/or rectified.

HGS 533
Before Hitler: East European Jewish Civilization
This is an introduction to the unique civilization that Jews built in the lands of Eastern Europe, a civilization from which nearly all American and European Jews and half of all Israeli Jews are descended, and which the Nazis devoted particular fury to destroying. The course will begin with the first Jewish settlements in Eastern Europe during the Middle Ages and end with the revival of Jewish memory in contemporary Eastern Europe. We will examine traditional Jewish lifeways, Jewish-Gentile relations, the rise of Hasidism and the Jewish Enlightenment, and the development of modern Jewish societies, political movements and literatures. This course, formerly known as Ashkenazi Roots and Jewish Life in Europe Before the Holocaust, may not be taken by students who have taken History 30537 or 40537.

HGS 535
Literature of the Holocaust
This is a survey of the vast literature that has arisen in response to the Holocaust. We will begin with excerpts from ghetto and camp diaries, writing that grapples with events as they are happening. We will spend the bulk of the course, however, reading a small selection of the fiction and poetry written over the six decades since the Holocaust. In 1949, the philosopher Theodor Adorno declared that “to write a poem after Auschwitz is barbaric.” We will look at how writers in English, French, Polish, Yiddish and Hebrew, Jewish and non-Jewish, have nevertheless tried to hurl their words against this most unyielding of subjects. All readings will be in English.

HGS 537
Holocaust Historiography
This is a course in Holocaust historiography. Historiography (from Greek: historia: narrative, story, and graphia: writing) is the discipline of how history is written. In the context of the Holocaust, historiography analyzes trends that have dominated historical writing about this event since the beginning of the field, when the Holocaust was still happening during the war. While it was only in time that the event became more widely discussed in academia, and became a separate subject studied in university curricula, it is now a vast field of research, with an ever-growing bibliography. During this course, we will focus on significant turning points of Holocaust historiography, as well as on several major controversies of Holocaust research and commemoration. A close reading of writings by scholars
from diverse disciplines concerning the Holocaust will allow us to approximate the challenges and possibilities of discussing, in a scholarly forum, the arguably greatest Jewish catastrophe in history.

HGS 541
From Armenia to Auschwitz: An Examination of the First Modern Genocides
Though often studied as stand-alone events, the Armenian Genocide and the Holocaust have a fascinating and frightening relationship to each other. By exploring the basic facts and the critical issues associated with each genocide, we will seek to determine what they have in common, how they differ, and how it came to be that 1.5 million Armenian Christians and 6 million European Jews were slaughtered less than thirty years apart. Out of this study will come a better understanding of the dynamics of genocide, including the rights and vulnerabilities of religious and ethnic minorities, the phenomenon of genocide denial, and the issue of uniqueness.

HGS 554
The Warsaw Ghetto
This course will focus on the 500,000 Jews locked inside the Nazi hell from 1940 to 1943. We will approach this world through a range of materials: conventional historical narrative, diaries, memoirs, and films. Each of these offers a partial way into this past, truthful in its own way. In attempting these many entryways into "what happened," we will confront the problems of reaching into any past, not to mention this particularly horrific one.

HGS 555
The Holocaust and Memory
We know a great deal about how the Holocaust happened. There are thousands of studies of its perpetrators, its victims, and its witnesses. Over six decades after the events, we've come to understand that the Holocaust changed our world forever. Certainly in the United States, the Holocaust has come to assume an important place in our public consciousness. But what kind of place is this? How have we gotten to this place, and where can we expect to go from here? Furthermore, awareness of the Holocaust has developed in other ways in other countries. In this course we will examine how people in the United States, Israel, and Europe, with varying historical relationships to the Holocaust, have both tried and avoided trying to develop an awareness of the Holocaust's meaning and constructed public ways of expressing that meaning. Our ultimate goal is to reach some new perspectives on a basic question: How has the Holocaust changed our world?

HGS 556
Genocide Prevention
The 1948 United Nations Convention for the Prevention and Punishment of the Crime of Genocide promised to “liberate mankind from [the] odious scourge” of genocide, but thus far the international community has failed to deliver. Our course will examine the many different aspects involved with this problem. We will confront the following questions: What is genocide, and is it preventable? What political factors forestall international responses to mass atrocities? How do the multiple aspects of intervention (humanitarian, political, and military) interrelate with one another? How is the principle of state sovereignty implicated in both the perpetration as well as the prevention of mass atrocities and group destruction? And finally, what are the roles of truth and justice in the prevention and punishment of genocide?

HGS 557
Comparative Genocide
The Polish-Jewish scholar Raphael Lemkin coined the term "genocide" in 1944. This class will explore the meaning of this term and specific instances of genocides throughout history in an effort to understand how and why genocides occur. Our focal point is the Holocaust, the mass murder of European Jewry by Nazi Germans and the most well-known example of genocide. We will also study genocide in other contexts, paying close attention to definitions of the term "genocide." Our aim is not a direct comparison of these unique historical events but rather an understanding of how individual and collective actions shape social, cultural, economic, and political circumstances and how these actions determine our individual and collective experiences. In addition to genocide, we will also focus on war crimes. Required course for Holocaust and Genocide Certificate and M.A.

HGS 558
Gender and Genocide in the 20th Century
This course seeks to thematically examine genocide in the 20th century. It explores how the perpetration of and the experience of genocide can be better understood when using gender as a tool of analysis. This course touches on the Armenian Genocide, the Holocaust, and the genocides that occurred in Cambodia, Bosnia and Kosovo, and Rwanda. Over fifteen units, this course examines the themes of the role of male bonding as an induction to participate in mass murder, the particular threat to men and boys during genocide, the damage and restructuring of family life that occurs, the expanding and/or altering of gender roles for women, the particular female vulnerability of being targeted for rape, the loss of individuality women experience as their bodies become a space where genocide occurs, and finally how genocide is remembered and memorialized. Scholarly books and articles from across disciplines, as well as literature, memoirs, and other primary sources will be employed as we discuss these themes in the online forum and written assignments.

HGS 560
America’s Response to the Holocaust
This course explores a difficult, complex and emotionally charged subject: the American response to the Holocaust. While most historians agree that the nation’s response was inadequate, and that a more forceful and effective rescue policy might have saved many lives, they disagree about what was realistically possible to accomplish under the circumstances. We will examine the roles of various branches of the American government: the President and his advisors, Congress, the State Department, and other Cabinet secretaries. In addition, we will evaluate the impact of public opinion, the press, religious groups and private agencies on governmental policies related to rescue. Particular emphasis will be placed on the American Jewish community’s reaction to the tragedy, and the factors influencing that reaction. We will apply insights gained from our study of this dark chapter in history to consideration of appropriate responses to more recent international humanitarian crises.

HGS 562
The Church and the Holocaust
This course will first briefly examine the roots of anti-Jewish teachings in Christianity and then will focus on the Roman Catholic Church and the role of Pope Pius XII in the Holocaust. We will then examine the anti-Jewish teachings of Martin Luther and their influence on the German Protestant Churches during the Holocaust. In contrast, we will then discuss the resistance of the Church against Nazi ideology, including the efforts of the Confessing Church movement in Germany and the Orthodox Church in Greece. Lastly, we will take a brief look at Nostra Aetate and other post-Holocaust Christian efforts to eradicate anti-Jewish teachings from Christian theology.
HGS 596
Independent Study – Travel
This travel-study independent course is designed for students who travel abroad to visit sites related to the Holocaust or other genocides and/or for independent research on a topic related to Holocaust and Genocide Studies.

HGS 597
M.A. Thesis/Project Seminar (non-credit)
This non-credit course is designed to assist students as they prepare their final thesis or project. It will discuss expectations for format and approach as well as provide guidance for research methods and identify milestones students should be striving for in terms of timelines.

HGS 598
Master’s Thesis (6 credits)
The 6-credit thesis must have a substantial research component and a focus that falls within Holocaust and Genocide Studies. It must be written under the guidance of an advisor. As the final element in the master’s degree, the thesis gives the student an opportunity to demonstrate expertise in the chosen research area.

HGS 599
Master’s Final Project (3 credits)
The 3-credit final project is a more practical approach to exploring and presenting applied research on a particular topic in the field of Holocaust and Genocide Studies. It must be completed under the guidance of an advisor. It offers the student an opportunity to explore a topic making use of approaches both digital and analog.

HGS 632
Jews and Germany: Rise, Fall and Rebirth
This online graduate seminar offers a survey of 2000 years of German and German-Jewish history and their remarkable interactions. Beginning with Jewish settlement in Germany during the Roman Period, we will examine the rise of Ashkenazic Jewish culture in Germany during the Middle Ages and its global impact on world Jewry. Similarly, Germany played a major role in the transition of Europe from the medieval period to the modern era along political, religious, economic and cultural lines. The rise of modern Jewish culture and Modern Judaism in Germany was also transformative in the Jewish experience. As is well known, modern antisemitism found fertile soil in Germany, ultimately leading to the creation of the Nazi State and the Holocaust. After World War II, German Jewish life was slowly rebuilt, and, in recent years, a surprising vigorous Jewish community has reemerged in a united Germany.

HGS 633
Loss and Renewal: The Aftermath of the Holocaust
This course will examine the final days of occupation and war in Europe, and will focus on the lives of Jews and other survivors of persecution in the newly 'liberated' territories. What did 'liberation' mean for the 'Surviving Remnant' - hundreds of thousands who had survived concentration camps, slave labor, death marches, and life in hiding? What choices did Jews and other survivors have in the immediate aftermath of the war, and how did they cope with the tremendous loss? From whence did help come, and how did survivors' paths reveal the transnational impact of the war and the Holocaust? The course will analyze the complexities of post-war relief by military and international relief organizations, the Displaced Persons camps and their operation, as well as the attempts by Jewish survivors to recover and begin anew, including through post-war documentation efforts to record the history of their own
suffering. It will also examine the legacy of migration and loss and recovery, including restitution and compensation, and will briefly consider post-war justice.

**HGS 634**  
**Hitler's Other Victims**  
While Jews were the primary targets of persecution, Nazi racial and political ideology motivated the regime to attack other groups as well. The physically and mentally disabled, political opponents, homosexuals, members of selected religious groups, Afro-Germans, Roma, Poles, and other Slavs were all persecuted by the Nazis. Organized thematically and loosely chronologically, this course spans from the Nazi rise to power through the end of WWII to examine the ways members of these groups were targeted by the Nazi regime and some of their responses to persecution. The course will conclude with a brief unit on the postwar focusing specifically on some of the difficulties surrounding commemoration and national memory of the Holocaust and WWII.

**JST 515**  
**The Problem of Evil: The Jewish Response** (cross-listed)  
From ancient times to present, Jews have believed in a Messiah and a Messianic age. One question that has troubled Judaism from its very beginning to the present day is, “Why does God permit suffering?” “Will the Judge of all the earth not act justly?” asks Abraham in the Book of Genesis, and from biblical times to the Holocaust and today’s headlines, the question has reverberated throughout Jewish tradition. By studying a variety of biblical, rabbinic, philosophical and mystical texts, some major responses to this question will be examined.

**JST 615**  
**Judaism and Christianity** (cross-listed)  
This course explores the common roots of ancient Rabbinic Judaism and early Christianity in the first five centuries CE. We study both the theological similarities between the two movements and the ways in which they developed into distinctly different religious traditions. Topics to be covered include: reward and punishment; heaven and hell; immortality of the soul; resurrection; martyrdom; and the messiah. The Jewish background of Jesus and Paul is discussed also. While the course concentrates primarily on the ancient period, we also briefly discuss the strained relationship between Judaism and Christianity in the medieval world and where that relationship is today.

**Holocaust and Genocide Studies Courses - Doctoral Level**

**HGS 700**  
**Unveiling the Underpinnings of Genocide**  
Genocide owes much of its perceived legitimacy to professionals who provide seemingly “reasonable” ideological, intellectual, scientific, religious, economic, and legal justifications for the destruction of a specific group. The Nazis’ use of eugenics as applied “science” is a prime example of such justifications in propaganda campaigns that convinced large segments of the population that genocide of allegedly inferior races was warranted and beneficial to society. Examples from selected case studies of other genocides (from Armenia to Bosnia) will also be examined in the effort to corroborate or expand the factors used to justify genocide.

**HGS 704**
Doctoral Writing Seminar - Non-Credit
This course on doctoral-level writing skills focuses on improving academic English appropriate to a qualitative study. Included will be: use of Chicago style and format to write papers; use of footnotes or endnotes, bibliographies, indices, table of contents, appendices, etc.; how to write a book review; using quotes – when to obtain permit from publishers; and other required skills.

HGS 705
Doctoral Research Methods Seminar
This course is designed to introduce doctoral students to theories and methods needed in preparation for research, data collection and data presentation in the dissertation report. It will include helpful literature and substantive, epistemological, and paradigmatic issues students will need to consider as they progress through each stage of the work for the concept paper, proposal, and finally the dissertation.

HGS 722
Gender and Genocide II
Gender and genocide is an area of study critical to a more nuanced understanding of the different motivations and genocidal tools of perpetrators and the wide ranging experiences of victims. Specifically emphasized is the examination of the roles of women as victims, witnesses, survivors, and rescuers. This course takes an interdisciplinary approach drawing upon narratives, memoirs, oral testimonies, literature and historical sources. Topics to be covered include: genocide as a means of male bonding and substitute for employment, the centrality of masculinities in acts and processes of genocide and mass atrocity including sexual violence, sexual slavery, forced prostitution, forced pregnancy, and sterilization, and the experiences of women post-genocide. Specific issues related to LGBT victims will also be discussed. (M.A. Gender and Genocide course recommended but not required as a pre-requisite.)

HGS 723
Genocide in the Modern World
This history survey course will review a timeline of genocides in the modern age with a focus on the unique circumstances and causes and effects of each. Genocides will be examined in terms of social, economic, political, and religious contexts. Students will then critically analyze what patterns, similarities, principles and situations can be explored for greater understanding of why and how genocides continue to occur.

HGS 724
Holocaust, Genocide and International Law
The purpose of the 1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide was to prevent the recurrence of genocide after the Holocaust. Since the Convention's entry into force in 1951, genocide has occurred over and over again. This course surveys the development of international human rights law through the legacy of the Holocaust, to assess whether and how law can effectively be applied to prosecute the perpetrators of genocide and to impact genocide prevention.

HGS 725
A Geographical Approach to the Study of the Holocaust
Propaganda, oppression, and assault evolved over time in Germany but, once perfected, was quickly enacted in countries subsequently conquered by the Nazis. Each country and its population, however, had different responses and interactions with Nazi rule depending on a range of factors. This course will
provide a thorough review and in-depth analysis of the Nazi offensive through Europe and how each country and population was uniquely affected.

HGS 726
The Psychology and Sociology of Altruism and Rescue (Cohort I)
Diplomats like Sousa Mendes and Sugihara, doctors, nurses, social workers, farmers, and others risked their lives to save Jews during the Shoah. Why did seemingly ordinary people risk their lives and often the lives of their families to help Jews who frequently were total strangers—while others stood passively by? What insight can be gained from them that will shed light on the broader questions of ethics and morality? Why is research on altruism and rescuers still relevant? This course will explore these questions through narratives of rescuers, current scholarly articles, and multimedia material. Psychological, demographic, sociological, and political factors will be examined. Stories of rescuers from more recent genocides in Rwanda, Bosnia, Cambodia, and other conflicts will also be addressed. Understanding the behavior of rescuers and of altruistic behavior across different cultures and eras will contribute to a better understanding of world events and human behavior.

HGS 727
Post-Holocaust Theologies
The Holocaust raised profound challenges to conventional religious views of reality. This course will offer an opportunity to investigate some of the representative Jewish and Christian philosophical and theological responses to the impact of the Holocaust.

HGS 795
Seminar A: Current Topics
Students will discuss a timely topic in seminar with a faculty or guest professor. Course topics will be developed and updated as appropriate with current issues in the field.

HGS 896
Seminar B: Concept Paper Seminar
Students will focus and clarify their dissertation topics, state their research questions and predicted outcomes, outline their research plans, and develop a comprehensive bibliography of sources. They will then share these with fellow Ph.D. students and faculty for feedback. A preliminary draft of the concept paper will be required at the conclusion of the summer term and graded for three doctoral credits.

HGS 897
Concept Paper
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 Applied Dissertation Project.

HGS 898
Proposal
The content of the proposal includes the methodology and content of each chapter, including a thorough review of the literature that either supports or refutes the applied dissertation topic. Once
approval is received from the dissertation advisor and program chair, the student may proceed to the final stage of dissertation writing.

**HGS 899**  
**Dissertation Report**  
The final report includes the collection and implementation of data, along with recommendations for further research if appropriate. Analysis of application of the topic to the student’s professional practice should be included.

**Jewish-Christian Studies Courses**

**JST 517**  
**Comparative Liturgy of Judaism and Christianity**  
This course focuses first on the history, structure, and meaning of the Sabbath liturgy in traditional Judaism, and then looks at the history, structure, and meaning of the Roman Catholic Mass in Christianity. Comparisons and contrasts will be studied between the two liturgies, as well as the Jewish roots of the Mass in ancient Jewish belief and in the ancient Israelite Temple rituals.

**JST 529**  
**Jewish and Christian Interpretations of the Bible**  
The Hebrew Bible is a heritage shared by Jews and Christians in common. In this course, major portions of the Torah will be studied from both the Jewish and Christian points of view, to discover where the two traditions are parallel and where they differ. Topics to be explored include: the Jewish and Christian views of Creation; Adam and Eve; Cain and Abel; the significance of Abraham; the Exodus from Egypt and the concept of redemption; ritual sacrifice and its symbolism; mitzvot, law and faith; and Moses as a symbol of prophetic leadership. Classical Rabbinic interpretations of the Torah will be compared with early Christian interpretations, as well as modern Jewish and Christian understandings of the Biblical text.

**JST 603**  
**Comparative Theology of Judaism and Christianity**  
This course focuses on some of the major theological beliefs in both ancient Judaism and early Christianity. While the course will be based primarily on the Thirteen Principles of Faith of Maimonides as well as the Nicene Creed and basic dogmatic theology of early Christianity, a variety of later Jewish and Christian points of view will also be included. The primary concepts covered include: God the creator; the unity of God and the Trinity; idolatry and icons; prophecy and the Holy Spirit; Scripture and tradition; reward, punishment, and forgiveness; and the Messiah, the world to come, and resurrection.

**Thought 40725**  
**The Jewish-Christian Encounter**  
This course will examine the relationship between Christians and Jews over the centuries, and will focus on the following questions: If the earliest Christians were all Jews, why has the relationship between Christianity and Judaism been frequently hostile over the centuries? In what ways have Judaism and Christianity influenced each other? Did church teaching play any role in the Nazi genocide of Jews? How has the encounter between the two traditions changed in recent decades? What are today's pressing challenges? How can Jews and Christians develop greater mutual understanding of each other?
Thought 40730
Sages, Saints, and Sinners
This course will explore the following three questions: (1) Does Judaism have saints, and if so, who are these saintly Jewish heroes? (2) What is the definition of a Jewish saint? (3) Can a sinner become a saint? We will also discuss the Christian concept of saints and how Christian saints are similar to and different from Jewish saints.

The following courses can be taken as Electives for the Certificate in Jewish-Christian Studies, and the course descriptions can be found cross-listed under Jewish Studies and/or Holocaust and Genocide Studies Courses.

- The History of Anti-Semitism
- Popes, Jews and Blood: From Medieval to Modern Times
- Footsteps of the Messiah
- Job and the Problem of Evil
- The Problem of Evil: The Jewish Response

Jewish Communal Service Courses

JST 504
The Jewish Family: Institution in Transition
This seminar is designed to give a sociological overview of the contemporary Jewish family in the context of Jewish history and tradition. The traditional Jewish family, the role of both single and dual career families, the impact of divorce, and devising a policy to support Jewish family life within the institutional structures of American Jewry will be considered.

JST 507
Introduction to Classical Judaism
This course provides a graduate-level introduction to Classical Judaism, covering the Biblical, Rabbinic, and Medieval periods. After surveying the history and major texts of the Classical period, the course will concentrate on training students to analyze classical Jewish texts in depth, first examining traditional Jewish legal texts (Halachah) and then texts of classical Jewish thought and values (Aggadah).

JST 551
Judaism's Encounter with Modernity
This course offers a graduate-level introduction to Judaism in the Modern Period. Together with a brief survey of Jewish history during this period, the course will concentrate on the religious and ideological challenges posed to Judaism by modernity and the range of Jewish responses, such as the Enlightenment, Reform Judaism, Conservative Judaism, contemporary Orthodoxy, Jewish secularism, Zionism, Jewish socialism, and Jewish liberalism.

JST 601
New Directions in the American Jewish Community
This seminar will provide an overview of the sociology of the American Jewish community in the context of the social history of American Jewry. Students will become familiar with the demography and social characteristics of the community, as well as its social structure and institutions. The Jewish family, synagogue and communal organizations, and conflict between institution and patterns of innovation will...
be seen within the context of the current debate among sociologists as to the future size and quality of Jewish communal life. (Modern)

**JCS 610 & 611 (2 credits each = total of 4 credits)**

**Seminar in Jewish Communal Service**
This integrative seminar is designed to explore the challenges and dilemmas of serving the Jewish community. Participants will share field experiences, meet with lay and professional leaders, and analyze values and issues they will face as communal professionals.

**Nonprofit Management electives**

**MGT 510**

**Fundamentals of Human Resources**
Students will explore the techniques and skills necessary to manage and effectively guide human resources in a rapidly changing technological and competitive environment. Emphasis is on student ability to formulate and implement strategies to understand, guide, and develop human resources within the modern organization. Students will analyze psychological and ethical issues facing management and employees, along with behavioral concerns as experienced within organizations.

**MGT 512**

**Professional Writing and Communication**
Students will gain a deeper understanding of professional writing and communications skills. They will develop competence in advanced written and oral communications, research and information literacy, reading and critical thinking.

**MGT 542**

**Financial Management of Nonprofit Organizations**
This course will examine the critical financial considerations of the nonprofit organization, including sources of funds, reserve development and management, and financial accountability. In an environment that privileges accountability to funding sources in lieu of maximizing shareholder value, the students will consider the key financial measures and strategies required to ensure the effectiveness and sustainability of the organization. The course will also consider nonprofit financial statements as indicators of financial health and sound management.

**MGT 543**

**Marketing the Nonprofit**
This course will examine the particular marketing challenges associated with defining the approaches and services to beneficiaries as well as the cultivation of funding sources. At the organization and program levels, students will consider the application of marketing principles and branding to program design, promotion, and public relations, especially in relation to fundraising. The course will address a variety of methods for reaching the public such as traditional media, social media, and online communications.

**MGT 544**

**Fundraising**
This course will address the fundamentals of fundraising in its various forms: annual giving, grants (government and foundation), major gifts, individual donations, and estate planning. Students will have the opportunity to consider the economics of the philanthropic community as a whole, and the giving
processes of the individual donor and foundation. Types of donors and philanthropic institutions as well as distinct terms and conditions of giving and accountability will be covered.

MGT 545
Strategic Planning in the Nonprofit Organization
Thinking and planning strategically are essential for anyone in a leadership position and for those who aspire to assume that role in the future. This course covers the entire strategic planning process from gathering data, identifying key stakeholders, formulating your vision and mission, defining your objectives and goals to writing, communicating, and implementing your plan with staff and board members. Case studies will be used.

MGT 553
Using Technology to Build Community and Grow Your Organization
Community affiliations are rapidly evolving in the 21st century, reflecting significant changes in society at large. New tools are needed to keep in step with the challenges facing faith-based organizations. This course will examine Web 2.0 applications that can be used to foster connectivity, communication, and collaboration in order to strengthen communal organizations. Hands-on exploration of online tools will be required. Prior experience is not necessary.

MGT 572
Organizational Behavior
This course will examine some of the basic concepts and theories of organizational behavior, the study of what people think, feel and do in and around organizations. Human behavior issues in organizations will be studied from individual, group and system level perspectives, equipping students to better understand, predict and influence others, and enabling them to help their organizations become more efficient and effective. Topics include perceptions, personality, motivation, stress management, team dynamics, decision-making, communication, organizational leadership, conflict and negotiation, power and influence, and organizational structure and culture.

MGT 574
Theory and Future of Nonprofits
This course explores the magnitude, scope and functions of the non-profit sector and its relationships with business and government. The topics include non-profit theory, principles of organization management, budgeting and resource management, advocacy governance and more. Consideration will also be given to the role of mission and public responsibility in defining the strategy and operational activities of the nonprofit corporation.

MGT 575
Project and Program Management
This course will prepare students to manage scheduling, resource allocation, time/cost tradeoffs, risk assessment, task coordination, team-building, progress monitoring, and post-project assessment through a comprehensive overview of project management. Special emphasis will be placed on program development, implementation, and program goals and assessment.

MGT 578
Nonprofit Law
Faith-based nonprofit organizations operate according to a complex set of state, federal and common law standards and have limitations on nonprofit activities that include political lobbying and campaigning, fundraising and for-profit business activities. This course provides the fundamental
requirements for successful and legal nonprofit operations in the United States and helps the student understand the legal duties, obligations and reporting requirements to successfully start and run a nonprofit organization.

**Jewish Communal Service 40910A/Jewish Education 75196A**

**Research Methods for Jewish Educators and Communal Professionals**

This introductory course will provide Ed.D. and Jewish Communal Service MA candidates with the tools needed to interpret and conduct basic social science research, for Jewish educators and communal professionals. The course will introduce students to: general methodological concepts, language and approach in conducting research; specific objectives of research including program evaluation and educational research; research related to contemporary issues in the Jewish community. The course will cover both quantitative and qualitative approaches, including a range of data collection methods (including surveys, interviews, focus groups), as well as the relevance of research design, literature reviews, and communicating findings. Course assignments will include ongoing review of published research materials and hands-on experience with methods. Course requirements can also accommodate progress toward a degree-related research proposal.

Jewish Women in Modern Times
Business Ethics in Jewish Law
Marriage in the Talmud
Who is a Jew: Contemporary Complexities of Jewish Identity
Perspectives on American Judaism
Rhythms of Jewish Life: The Calendar and Life Cycle Events
Intermarriage in America
Survey of Medieval Jewish History
Comparative Theology of Judaism and Christianity
Post-Holocaust Theology
Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families

**Jewish Education Courses (MA)**

**JED 502**

**Instructional Design**

This course presents a systematic examination of the elements necessary to plan both resource and instructional units. The resource unit will be studied as a framework for developing the teaching unit. *This course is not open to students who have already taken Ed. 40226.*

**EDU 505A--Understanding the Learner: Developmental Psychology**
**EDU 505B--Understanding the Learner: Atypical Development**
**EDU 505C--Understanding the Learner: The Teacher and the Classroom**

Understanding the Learner: Introduction to Education

This course will cover introductory topics from psychology and education relevant to the needs of pre-service teachers in Jewish learning environments. Its main goal will be to help future educators understand their students better as learners and as people and think more productively about the
learning process. The three modules will provide an overview of developmental psychology, including
the study of atypically developing students as well as some basic techniques of lesson planning,
implementation and learner assessment.

JED 506
Methods of Teaching Jewish History: Theory and Practice
(previously The Teaching of History: Theory and Practice Hist 30505-OL/Jewish Ed 40205-OL)
The course will cover a variety of techniques and themes in teaching Jewish history. We will study
the teaching of local Jewish history and the use of oral history, and techniques for working
with historical artifacts, including both physical artifacts and textual artifacts, as well as uses of art and literature
in teaching Jewish history. The course will also discuss some periods and themes in Jewish history that pose
special questions, such as the Biblical period and the 21st century.

JED 510
Fundamentals of Jewish Education
This course is an introduction to some of the central, classical issues in academic research on Jewish
education. Its task is to expose you to key thinkers, issues and ideas that have shaped, and continue to
shape, thoughtful conversations about education generally and Jewish education in particular. As a
reading course, we will be looking at both classics and classics to be, but while the texts will be largely
theoretical, our aim will be to use the theory to think about practice.

JED 518
Issues in the Teaching of Rabbinic Texts
This is a seminar on the choice and alignment of goals and strategies in the teaching of rabbinic texts.
Questions to be explored include the role of modern critical and historical scholarship in the classroom;
mastery of text skills vs. mastery of content; the relative importance of different texts in adult Jewish
life: and the particular pedagogical problems posed by various texts and genres.

JED 522
Supervision in Jewish Education
This course offers principles and functions of developmental supervision and their applications to Jewish
education, as well as approaches aimed at improving and evaluating instruction and learning. There will
be ample opportunities for supervised practice.

JED 627
Introduction to the Curriculum of the Jewish School
This course offers an overview of the principles of curriculum construction and evaluation as applied to
the field of Jewish education. Conflicting conceptions of curriculum will be explored. Major curricula
developed in recent years will be analyzed. Through readings and discussion, the students become
familiar with some of the issues facing those who would design or evaluate curricula for Jewish
education.

JED 606
Methods of Teaching Prayer: Skills, Concepts and Affect
This seminar-workshop explores strategies and techniques for teaching prayer and liturgy. Students
study selections from the liturgy and then explore ways to translate this content into pedagogic
approaches that are consistent with the deep structure of the texts. Attention is also paid to home-
school relationships, the role of Hebrew, evaluation of learning and developmental issues.
Jewish Education Internship Seminar
This seminar will meet throughout the year and will include all students taking a MAJED internship at any time during the academic year. Meetings will be devoted to deliberation over theoretical and practical issues of relevance to the interns. Students and faculty will set the schedule for the seminar at the beginning of the fall semester.

HGS 512
Teaching the Holocaust (*Methods elective*)
Lessons of the Holocaust reflect current concerns with racism and propaganda, ethical aspects of science and government as well as illustrate the complexities of human behavior and moral choice. This unique course will provide educators with significant historical, sociological and psychological background for discussing these issues and introduce age-appropriate teaching strategies, curricula, and resources.

Jewish Education Courses (EdD)

JED 801
Philosophy and History of Jewish Education
This foundational seminar will explore significant educational theories that have affected Jewish education in their historical contexts. Students will examine the works of major theorists in education and Jewish education, and discuss the ways in which Jewish educators in the Diaspora and in Israel adopted, adapted and reacted against the educational currents of their time. The class will be team taught by a professor of Jewish thought and a professor of education.

JED 805
Methods of Teaching Jewish History: Theory and Practice
(*formerly The Teaching of History: Theory and Practice Jewish Education 70205-OL*)
The course will cover a variety of techniques and themes in teaching Jewish history. We will study the teaching of local Jewish history and the use of oral history, and techniques for working with historical artifacts, including both physical artifacts and textual artifacts, as well as uses of art and literature in teaching Jewish history. The course will also discuss some periods and themes in Jewish history that pose special questions, such as the Biblical period and the 21st century. Doctoral students will be required to do a research project.

JED 806
Methods of Teaching Prayer: Skills, Concepts and Affect
This seminar-workshop explores strategies and techniques for teaching prayer and liturgy. Students study selections from the liturgy and then explore ways to translate this content into pedagogic approaches that are consistent with the deep structure of the texts. Attention is also paid to home-school relationships, the role of Hebrew, evaluation of learning and developmental issues.

JED 809
Leadership and Group Dynamics
Successful school reform requires that highly effective, visionary leaders lead our educational institutions including Hebrew after school programs and day schools. The course will address the following overarching questions: What goes into creating visionary educational leaders of tomorrow? Are such leaders created or born? What skills and knowledge are required to become one? What’s the
relationship between leadership and its compliment, followership? How does the head’s personal style of leading affect those in the organization?

**JED 816**

**Judaism and Islam**

Judaism and Islam are in many ways extraordinarily similar and, in other respects, very different. To study them side by side increases our understanding of each one. The course will assume that students have some knowledge of Judaism, but little knowledge of Islam. Topics include an introduction to Islam; Islamic and Jewish Scripture; Islamic and Jewish law; the revival of Islam after World War I and World War II; and the history of Muslim-Jewish relations and their impact on Arab-Israeli relations. Doctoral students will be required to do a research project.

**JED 818**

**Issues in the Teaching of Rabbinic Texts**

This is a seminar on the choice and alignment of goals and strategies in the teaching of rabbinic texts. Questions to be explored include the role of modern critical and historical scholarship in the classroom; mastery of text skills vs. mastery of content; the relative importance of different texts in adult Jewish life: and the particular pedagogical problems posed by various texts and genres.

**JED 824**

**Data-Driven Decision-Making**

In this course, students will explore how data collection can inform decisions related to creating and managing Jewish educational and other types of programs, to “drive” programming toward valued goals and outcomes. Through a combination of practical research skills, exploring the research literature and real-time examples and models, students will deepen their understanding of the relationship between data collection and value-driven leadership and management. In this course students will learn and practice specific academic skills along with applied methods of data collection and analysis. Students will also regularly engage with guest speakers who will offer examples and perspectives on how data is leveraged and applied in Jewish educational and program settings. The course will help students explore ideas, practices and perspectives at several levels: the classroom, the program, the school, and the Jewish community as a whole.

**JED 899**

**Capstone Research Project**

The capstone project is a vehicle for a student to conduct significant and rigorous research that will add meaningful content to existing knowledge and foster growth in the field.

Additional electives in Jewish Education for the EdD, as well as specific Methods courses, can be found listed under the MA in Jewish Education courses. Electives in Jewish Studies for the EdD can be found listed under Jewish Studies courses.

**Jewish Studies Courses**

**JST 504**

The Jewish Family: Institution in Transition
This seminar is designed to give a sociological overview of the contemporary Jewish family in the context of Jewish history and tradition. The traditional Jewish family, the role of both single and dual career families, the impact of divorce, and devising a policy to support Jewish family life within the institutional structures of American Jewry will be considered.

**JST 505**  
**Perspectives on American Judaism**  
While rooted in the philosophies of past generations, American Judaism has emerged in the twenty-first century as a multi-denominational enterprise. In addition to studying the social history, theology and organizational development of various American Jewish movements’ guests representing Orthodox, Conservative, Reform, Reconstructionist, Hasidic and New Age points of view will discuss their vision and spiritual and ritual practice of Judaism. The role of God, prayer, commandments and obligations in a volunteristic community, creation of new life cycle rituals and the impact of the Jewish feminist movement on American Judaism will all be explored.

**JST 507**  
**Introduction to Classical Judaism**  
This course provides a graduate-level introduction to Classical Judaism, covering the Biblical, Rabbinic, and Medieval periods. After surveying the history and major texts of the Classical period, the course will concentrate on training students to analyze classical Jewish texts in depth, first examining traditional Jewish legal texts (Halachah) and then texts of classical Jewish thought and values (Aggadah).

**JST 515 (formerly Thought 30715)**  
**The Problem of Evil: The Jewish Response**  
From ancient times to present, Jews have believed in a Messiah and a Messianic age. One question that has troubled Judaism from its very beginning to the present day is "Why does God permit suffering?" "Will the Judge of all the earth not act justly?" asks Abraham in the Book of Genesis, and from biblical times to the Holocaust and today's headlines, the question has reverberated throughout Jewish tradition. By studying a variety of biblical, rabbinic, philosophical, and mystical texts, some major Jewish responses to this question.

**JST 516**  
**Judaism and Islam**  
Judaism and Islam are in many ways extraordinarily similar and, in other respects, very different. To study them side by side increases our understanding of each one. The course will assume that students have some knowledge of Judaism, but little knowledge of Islam. Topics include an introduction to Islam; Islamic and Jewish Scripture; Islamic and Jewish law; the revival of Islam after World War I and World War II; and the history of Muslim-Jewish relations and their impact on Arab-Israeli relations.

**JST 525**  
**Jews in the Contemporary World**  
This course will survey Jewish life in the contemporary world since about 2010. Topics will include American Jewish demography, synagogue movements, and culture; Israeli Jewish society, culture, and politics; and a survey of Diaspora Jewish communities outside of the United States. Attention will be paid to changes such as the impact of new technologies, the growth of non-Ashkenazic Jewish communities, the growth of Haredi Orthodoxy, and the rise of mixed Jewish/non-Jewish families.

**JST 551**  
**Judaism’s Encounter with Modernity**  
This course offers a graduate-level introduction to Judaism in the Modern Period. Together with a brief
survey of Jewish history during this period, the course will concentrate on the religious and ideological challenges posed to Judaism by modernity and the range of Jewish responses, such as the Enlightenment, Reform Judaism, Conservative Judaism, contemporary Orthodoxy, Jewish secularism, Zionism, Jewish socialism, and Jewish liberalism.

JST 601
New Directions in the American Jewish Community
This seminar will provide an overview of the sociology of the American Jewish community in the context of the social history of the American Jewry. Students will become familiar with the demography and social characteristics of the community, as well as its social structure and institutions. The Jewish family, synagogue and communal organizations, and conflict between institution and patterns of innovation will be seen within the context of the current debate among sociologists of the Jews as to the future size and quality of communal life.

JST 603
Comparative Theology of Judaism and Christianity
This course focuses on some of the major theological beliefs in both ancient Judaism and early Christianity. While the course will be based primarily on the Thirteen Principles of Faith of Maimonides as well as the Nicene Creed and basic dogmatic theology of early Christianity, a variety of later Jewish and Christian points of view will also be included. The primary concepts covered include: God the creator; the unity of God and the Trinity; idolatry and icons; prophecy and the Holy Spirit; Scripture and tradition; reward, punishment, and forgiveness; and the Messiah, the world to come, and resurrection.

JST 604
Business and Workplace Ethics
The issue of business ethics has been prominent in the news recently because several large American corporations have been accused of serious fraud violations. Jewish law contains a great deal of discussion concerning business practices and business ethics, and the current climate is an especially urgent one in which to study these sources (in English translation.) The primary focus of this course is to study Biblical and Rabbinic sources and analyze how issues of business ethics develop historically in Jewish legal texts. Some topics for discussion include: honesty in business; honest merchandizing; business fraud in Jewish law; labor law; competition; fair profits; loans and interest; insider trading; and health and safety issues.

JST 610
Justice in Jerusalem: Mishnah Sanhedrin
This course is an intensive study of the Mishnah tractate Sanhedrin. Utilizing a Hebrew/English text of Mishnah Sanhedrin, the ancient Rabbinic court system will be studied, including its structure and procedures for civil and criminal cases, and the methods for carrying out various forms of capital punishment.

JST 618
Genesis and Judaism: Bereshit Rabbah (formerly Bible 30105-OL/Rabbinics 40618-OL)
This course explores the early Rabbinic interpretations of the book of Genesis. Some major issues to be addressed are: the Rabbinic understandings of the creating of the universe; the creating of humanity; the conflict between Cain and Abel; and the lives of the ancient Patriarchs and Matriarchs. All sources will be studied in English translation.

JST 634
Rabbinic Views of Numbers (formerly known as Bible 40134/Rabbinics 40634)
The Biblical book of Numbers (Sefer BeMidbar) records the history of the Israelites in their desert wanderings after the exodus from Egypt, including: the establishment of the Tabernacle in the wilderness, the rebellion of Korach, the blessing of Balaam, and the role of Joshua as successor to Moses. This course will explore the Rabbinic interpretations of the book of Numbers, beginning with the early commentary of the Sifre to Numbers and the later interpretations found in Numbers Rabbah.

HEB 000
Hebrew I: Beginners (no credit)
Hebrew I Online provides an interactive and fun introductory experience for students who have had some beginning exposure to basic decoding and writing in Hebrew. Students will meet twice a week for a live online session to learn and review the material. In addition, a special website will be available for students to log on at any time for learning and review. The course focuses on the development of all language skills (speaking, listening, reading and writing). Students will learn grammatical terms and principles such as pronouns, adjectives, gender and number agreement, prepositions, roots, numbers, special expressions, and the different categories (Gzarot) of Bynian Pa’al in the present and past tense. Students will read texts that reflect Hebrew and Jewish culture, including a weekly selection from the Siddur (prayer book). Topics will include: home and school, food, family life, and the daily schedule.

HEB 502
Hebrew II: Advanced Beginners
Hebrew II Online continues the format of twice-a-week live webinar sessions combined with follow-up reinforcement through a 24/7 website for individual learning and review. All language skills are mastered through more advanced syntactic and grammatical structures. Students will begin to read and write texts requiring critical thought. Hebrew texts that reflect Israeli culture and Jewish History will be read and discussed, with continuing exposure to liturgical Hebrew through a weekly selection from the Siddur (prayer book). Topics will include: seasons and clothes, traveling, health and the body, people and places, and other daily activities.

HEB 503
Hebrew III: Intermediate
This course will continue the development of all language skills: reading, listening, writing, and speaking and includes twice-a-week live webinar sessions. Weekly units will also include selections in liturgical (siddur) Hebrew. In addition, study of advanced grammar and syntax will include all passive Binyanim, different Gezarot, and parts of speech.

HEB 504
Hebrew IV: Advanced
This course will focus on comprehension in reading of classical, Biblical, Rabbinic and liturgical Hebrew. Students will become acquainted with typical grammatical and idiomatic forms and vocabulary using selected texts. The grammar and vocabulary will be used in discussions of the ideas contained in the texts. The Biblical texts will include some of the most significant prose and poetry passages. We will also focus on selected prayers from the Siddur and Midrashim.

The following courses can be taken as Electives for the Jewish Studies program, and the course descriptions can be found cross-listed under the appropriate program:

All courses in the Jewish-Christian Studies program

The following courses in the Jewish Education program:
Mitzvot, Moral Development, Classroom Management
Teaching Torah to Young Children
Teaching Hagim
Methods of Teaching Bible
Teaching History
Methods of Teaching Prayer
Teaching the Holocaust
Teaching Israel
Methods of Teaching Jewish Theology
Wrestling with Parashat Hashavua

Nonprofit Management Courses

MGT 510
Fundamentals of Human Resources
Students will explore the techniques and skills necessary to manage and effectively guide human resources in a rapidly changing technological and competitive environment. Emphasis is on student ability to formulate and implement strategies to understand, guide, and develop human resources within the modern organization. Students will analyze psychological and ethical issues facing management and employees, along with behavioral concerns as experienced within organizations.

MGT 512
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This course will examine the critical financial considerations of the nonprofit organization, including sources of funds, reserve development and management, and financial accountability. In an environment that privileges accountability to funding sources in lieu of maximizing shareholder value, the students will consider the key financial measures and strategies required to ensure the effectiveness and sustainability of the organization. The course will also consider nonprofit financial statements as indicators of financial health and sound management.

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This course will examine the particular marketing challenges associated with defining the approaches and services to beneficiaries as well as the cultivation of funding sources. At the organization and program levels, students will consider the application of marketing principles and branding to program design, promotion, and public relations, especially in relation to fundraising. The course will address a variety of methods for reaching the public such as traditional media, social media, and online communications.
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Fundraising
This course will address the fundamentals of fundraising in its various forms: annual giving, grants (government and foundation), major gifts, individual donations, and estate planning. Students will have the opportunity to consider the economics of the philanthropic community as a whole, and the giving processes of the individual donor and foundation. Types of donors and philanthropic institutions as well as distinct terms and conditions of giving and accountability will be covered.

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Thinking and planning strategically are essential for anyone in a leadership position and for those who aspire to assume that role in the future. This course covers the entire strategic planning process from gathering data, identifying key stakeholders, formulating your vision and mission, defining your objectives and goals to writing, communicating, and implementing your plan with staff and board members. Case studies will be used.

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MGT 572
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MGT 575
Project and Program Management
This course will prepare students to manage scheduling, resource allocation, time/cost tradeoffs, risk assessment, task coordination, team-building, progress monitoring, and post-project assessment through a comprehensive overview of project management. Special emphasis will be placed on program development, implementation, and program goals and assessment.

MGT 578
Nonprofit Law
Faith-based nonprofit organizations operate according to a complex set of state, federal and common law standards and have limitations on nonprofit activities that include political lobbying and campaigning, fundraising and for-profit business activities. This course provides the fundamental requirements for successful and legal nonprofit operations in the United States and helps the student understand the legal duties, obligations and reporting requirements to successfully start and run a nonprofit organization.

MGT 600
Capstone/Applied Research Project
In this culminating project for the program, students will apply the research skills they have learned throughout the program in conjunction with the leadership and management knowledge they have garnered to complete a research project of their choosing. Students will develop a research methodology best suited to the problem they identified in MSM 514 ("New Business Development") or 605 ("Management within a Global Environment") to explore in this course. Students will collect data (quantitative or qualitative) and tabulate their findings to

Doctorate of Education in Leadership

EDD 700:
Introduction to Doctoral Studies (No credit, degree requirement, Pass/Fail)
This hybrid course will introduce EdD students to the expectations of doctoral study and provide a road map for successful completion of the degree program. Among the topics to be covered: an overview of types of doctoral research, the Institutional Review Board process, selecting and refining the dissertation topic, benchmarks for progress. Students will be expected to complete pre-work prior to the summer residency.

AND

Academic Writing at the Doctoral Level
This writing workshop will focus on a diagnostic assessment of students’ writing skills and will provide models of doctoral level research and writing for successful completion of the dissertation process. Special attention will be given to the tools necessary for writing style and format, using APA standards, and guidelines for preparing the literature review.

REQUIRED CORE FOR ALL TRACKS: 18 credits
EDD 706: **Leading an Educational Organization**: An analysis of the leadership characteristics that are essential for effective management in educational institutions. Students will be encouraged to relate theoretical concepts to their own real world practice.

EDD 707: **Strategic Planning for Educational Leadership**: An exploration of models for assessment and quality improvement as they relate to future planning. The role of the administrator in strategic planning initiatives will be emphasized.

EDD 702: **Critical Contexts in Educational Leadership**: This course will focus on the ethical and moral issues facing administrators in educational institutions. Current topics, using recent case studies, will be examined and analyzed from the perspective of educational leadership.

EDD 703: **Cross Cultural Perspectives in Educational Leadership**: An analysis of the opportunities and challenges facing educational leaders in the diverse cultures of communities as reflected in schools and colleges, with an emphasis on application of theories of leadership in cultural contexts.

EDD 704: **Needs Assessment, Program Design, and Evaluation**: An examination and analysis of the process and steps necessary to determine need and to create and evaluate appropriate projects within an educational organization.

EDD 705: **Methods of Inquiry**: Designed to provide guidance in the analysis, interpretation, and evaluation of research reports and methods commonly used in education and the social sciences. Students will apply this knowledge in their concept paper as they identify an applied action research area of interest, prepare a literature review, develop researchable questions, and identify appropriate data collection and analysis procedures to answer the questions posed.

**HIGHER EDUCATION Concentration: 21 credits**

EDD 720: **Leadership and Administration of Higher Education**: An analysis of the organization, structure, and function of higher education, including an examination of the role of mission, academic administration, student services, financial planning, and institutional advancement.

EDD 721: **Marketing and Enrollment in Higher Education**: An analysis of current practices and future trends in the marketing and recruitment of students in higher education. Predictive modeling, as it applies to realistic enrollment planning will be examined.

EDD 722: **Program Planning and Curriculum Development**: The role of the administrator in program and curriculum planning will be examined with an emphasis on financial implications and continuous assessment.

EDD 723: **Student Affairs in Higher Education**: This course will focus on the theory and practice of student affairs in higher education today, with an emphasis on academic advising, athletics, student life and safety, health and well being, and the creation and support of living communities. The legal ramifications of all aspects of student life will be considered.
EDD 724: Planning, Budgeting and Finance: This course will provide the necessary foundation for higher education administrators to effectively function in different types of higher education institutions. Attention will be given to budgeting, long range financial planning, and fundraising.

EDD 725: Governance, Ethics and the Law: Students will explore and analyze various organizational paradigms and practices as they relate to external government bodies, internal and external stakeholders, governing boards, and presidential leadership. The need for ethical and legal considerations in higher education leadership will be stressed.

EDD 726: Politics and External Relations: This course focuses on the leadership skills essential to working with external constituencies, with diverse opinions and competing interests. The importance of developing positive relationships with boards, unions, local, state, and federal officials, and other interested parties will be examined. Scenario planning for crisis and public affairs management will be constructed.

Pre K-12 LEADERSHIP Concentration: 21 credits

EDD 740: School Boards and School District Governance: An analysis of the role of internal and external governance and structures in k-12 education. This course explores the politics involved in school district governance and the leadership skills necessary to effectively lead in competing relationships.

EDD 741: School Law and Policy: This course focuses on the laws and policies that affect all children in k-12 education. Students will be expected to analyze those laws and policies that impact their particular educational situation and assess compliance to best serve all children.

EDD 742: Cultural Diversity in Schools: Students will explore the leadership skills that educational leaders must exhibit in order to effectively manage an increasingly diverse student population. Sensitivity awareness will be stressed and students will examine current case studies and assess outcomes based on their own experiences.

EDD 744: Transforming Schools: The application of theory and experience necessary to change the culture of schools, including the balance of internal and external influences.

EDD 745: Program Development, Curriculum, and Assessment: Students will explore the theory, best practices, and decision-making tools necessary to evaluate current and new trends in P-12 programming and curriculum development and implementation, with an emphasis on assessment for continuous improvement of student learning outcomes.

EDD 746: Technology, Data Analysis and Program Evaluation for Schools: This course will explore current technology and its use in data analysis and evaluation for continuous improvement in schools. Planning tools for future technology trends will be examined.

JEWISH EDUCATION Concentration: 21 credits
EDD 760: Leadership in Jewish Education: Discusses theoretical concepts, practical insights and their application to leadership within Jewish communal institutions. Focuses on inspiring and developing effective leadership by addressing topics such as building a vision, encouraging collaboration, overcoming obstacles, recognizing community values and institutional opportunities, and improving communication.

EDD 761: History and Philosophy of Jewish Education: This course explores the historical and philosophical foundations of Jewish education. Issues include: How did the Jewish day school, Hebrew school, and summer camp begin in the United States? What major problems do Jewish educators face and how have experts addressed these problems? What lessons from the past can impact how educators in Jewish institutions approach their work today?

EDD 762: Landscape of Jewish Education in North America: An exploration of the historical and contemporary understandings and purpose of Jewish education in North America. Through examination of various contexts and cultures of Jewish education, students will reconsider and refine their basic assumptions of Jewish education.

EDD 763: Program Development, Curriculum, and Assessment: Provides the theoretical and practical sources for the design implementation of curricula in congregational, communal, or day school settings. Drawing from Jewish and general education sources, the course will examine primary dimensions of program planning, curriculum design and assessment.

EDD 764: Ethical and Legal Issues in Jewish Education: An examination and analysis of the ethical and legal issues peculiar to Jewish education institutions and their relationship to those commonly found in secular institutions. This course will utilize case studies of current issues and their application to individual student experiences.

EDD 765: Current Trends in Jewish Education: This course explores specific challenges that face leaders of Jewish educational institutions and how successful leaders confront them. Examines utilization of technology, creativity, and integrated and differentiated approaches to education as a myriad of tools for exploring this topic.

EDD 727: Planning, Budgeting, and Finance in Schools: This course will provide the necessary foundation for school administrators to effectively function in different types of educational settings. Attention will be given to budgeting, long range financial planning and fundraising.

APPLIED DISSERTATION: 9 credits

EDD 898: 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 Applied Dissertation Project.

EDD 899: Proposal: 3 credits: The content of the proposal includes the methodology and content of each chapter, including a thorough review of the literature that either supports or refutes the applied
dissertation topic. Once approval is received from the dissertation advisor and Program Chair the student may proceed to the final stage of the project.

**EDD 900: Applied Dissertation Report: 3 credits** The final report includes the collection and implementation of data, along with recommendations for further research if appropriate. Analysis of application of the topic to the students’ professional practice should be included.

**Total Degree 48 credits**

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**Undergraduate Courses**

**COURSE DESCRIPTIONS**

**ACCOUNTING and BUSINESS**

**ACC 101 Principles of Accounting I (3)**
Offers an introduction to accounting. It will explore the accounting environment, the debit/credit system, internal controls and the importance of ethics in accounting. The course will introduce students to preparing journal entries, and eventually, adjusting and closing entries. It will also look at merchandise accounting and the various methods that businesses use to evaluate their financial information. This course will also provide the student with important business and job skills to be used in the professional/corporate world.

**ACC 102 Principles of Accounting II (3)**
Continues to offer an introduction to accounting topics. It will continue to explore the accounting environment, and will elaborate on specific GL accounts and Financial Statements. Students will be able to prepare Statements of Cash Flow and analyze various other financial statements. This course will incorporate computer software into the accounting process. This course will also provide the student with important business and job skills to be used in the professional/corporate world.
Pre-requisite: Principles of Accounting I

**BUS 499 Internship in Business (3)**

**ECO 111 Macroeconomics (3)**
Introduces elementary aggregate economics, national income accounting and analysis, money, the
banking system, government fiscal and monetary policy, economic growth, inflation and unemployment.

ECO 112 Microeconomics (3)
Major topics in the course are output and price theories of utility and demand: production analysis and marginal products; marginal costs; pricing input factors: land, resources, wages, salaries, and the labor market; competition-perfect and imperfect oligopoly, monopoly regulation, and anti-trust policy; government policy and public choice, economic growth, international trade, and elements of risk and applied Game Theory.

FIN 331 Fundamentals of Financial Management (3)
This course provides an understanding of the financial accounting in an abbreviated format. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business.

LAW 201 Business Law (3)
Presents a broad introduction to legal environment of U.S. business. Develops a basic understanding of contract law, torts, agency and government regulation. Focus is on practical issues confronted in the business environment.

MAR 301 Introduction to Marketing (3)
This course is a survey of the general marketing concept. Provides the basic knowledge to understand the “4 P’s” of marketing, consumer behavior, target markets and web-based marketing and reinforces the applications of marketing terms to contemporary issues.

MGT 301 Principles of Management and Organizational Behavior (3)
Offers an introduction to management and organizational behaviors, explores the functions of management, group dynamics, and organizational structures, discusses how decisions are made effectively. Covers international organizational cultures and global perspectives of management.

MGT 331 Human Resource Management (3)
Defines the concept of human resource management and human resource planning in the context of government programs and policies, labor management, employee rights, organizational departmentation, personnel planning, forecasting and job assessment, recruitment and training of personnel.

ART and DESIGN

ART 101 Fundamentals of Design I (3)
Introduces the theory and practice of drawing techniques to develop basic visual awareness in seeing and producing a two-dimensional visual representation. Emphasizes placement, scale, space, volume, and light using various tools in the black/white media.

ART 103 Drawing I (3)
Explores the basics of drawing using a variety of traditional materials.

ART 104 Drawing II (3)
Explores advanced drawing theories.
Pre-requisite: Drawing I

ART 110 Two-Dimensional Design (3)
Explores the fundamental principles of two-dimensional design, color theory, the major art movements in history and the meaning and role of the graphic designer.

ART 112 Fundamentals of Painting (3)
Covers basic issues in oil painting. Concepts to be addressed include tone and color, shape, temperature, flatness and the illusion of depth, paint application, and the superiority of minimal means in achieving maximum results. Students will be introduced to a variety of painting problems including working in a limited palette, value range, and quantity of marks. The course will focus on making studies from master copies, painting from the still life and potentially the landscape. Acquiring drawing skills like sighting and measurement for the purpose of accurate representation will enhance course content.

ART 205 Fundamentals of Web Design (3)
Introduces students to the fundamental skills and best practices in web design and the use of web development languages. It will introduce students to content management systems, such as WordPress and will provide students with the tools to create professional quality full-feature websites.

ART 221 Color Theory (3)
Studies the physical characteristics and psychological effects of color. Investigates the historical and theoretical play of color in applied and fine art. Introduces exercises for practice.
Pre-requisite: Fundamentals of Design, Drawing I, Two-Dimensional Design or equivalent.

ART 284 Calligraphy (3)
Introduces techniques in calligraphy. Topics include: Use of material, sculpting, letter spacing, layout, illustration/design and color theory.

ART 291 Typography I (3)
Demonstrates the use of typography and its importance in graphic design. Introduces the various type styles and how they may be applied effectively and creatively.
Pre-requisite: Two-Dimensional Design or equivalent.

ART 292 Typography II (3)
Explores techniques and concepts to develop an effective visual document. Topics include: historical background, conceptual design and layout, measurement and grid systems, spacing and alignment, type specifications, proofreading and visual effectiveness.
Pre-requisite: Typography I or equivalent.

ART 294 Digital Photography I (3)
Explores the basics of digital camera operation, digital image capture and electronic output of photographic images for both screen-based and printed media. Covers the history of photography as an art form. Combines technical skills with creative expression to produce professional quality photographs.

ART 298 Digital Illustration (3)
Teaches how to design graphics for web or print with Adobe Illustrator software. Through practical exercises, student will become fluent using techniques for line art, logos, vector graphics and quick page layout as well as tricks and time efficient methods to keep work clean and professional.

ART 394 Digital Image Manipulation (3)
Explores the basics of Adobe Photoshop and will cover techniques used for photo retouching, digital painting and creating complex composite images.

ART 396 Publication Design (3)
Familiarizes students with InDesign. They will take their knowledge of design, typography, Photoshop
and Illustrator and bring it all together in InDesign to create print/web ready documents.

**ART 398  Electronic Production Procedures (3)**
Prepares students to evaluate the measures needed to print a graphic project as a final product. Topics include: understanding the mechanics, correct setup and formatting of computer files, scanning, proper resolutions, reducing Moiré patterns, choice of fonts and colors, trapping, appropriate file closing, proofing, ordering jobs, choosing paper stock and choosing the best print shop.
Pre-requisite: Digital Illustration

**ART 410  Design and Layout (3)**
Further develops techniques for enhanced visual presentations using design, layout and typography with an emphasis on typographic contrast, organization and composition.
Pre-requisite: Digital Illustration and Digital Image Manipulation
Co-requisite: Publication Design OR permission of instructor

**ART 411  Advanced Web Design (3)**
Emphasizes graphic design for the commercial website; advanced web authoring with directed planning and design according to the specifications of the client and the specific audience targeted.
Pre-requisite: Fundamentals of Web Design OR permission of instructor

**ART 491  Computer Animation for Multimedia and Web (3)**
Teaches uses of multimedia software to produce dynamic animations for CD-Rom and the web. Course covers elements needed for an interactive production from conception to completion – from the basic design, to editing, to including the sound element, to employing the product onto the web setting.
Pre-requisite: Digital Illustration or equivalent

**ART 495  Graphic Communication (3)**
Explores the various techniques which may be applied to graphic design as a means of enhancing visual communication for promoting a product or service. Various situational exercises challenge students to experiment with the power of visual communication and build a personal portfolio.
Pre-requisite: Design and Layout OR permission of the instructor

**ART 496  Advanced Graphic Communication (3)**
Continues instruction in visual communication for commercial purposes to enhance client’s marketing strategies and objectives, factoring in customer specifications, consumer trends and design constraints.
Pre-requisites: Permission of the instructor

**ART 499  Internship in Art & Design (3)**

**BIBLICAL LITERATURE**

**BIB 301  Studies in the Book of Genesis (3)**
This is a text based *Chumash* class in which students, working in pairs, use guided study sheets to analyze the text, generate questions and then explore the various relevant commentaries in search of answers. Joint class discussion follows with a review of the material as well as an analysis of the topic’s relevance to contemporary Jewish life.

**BIB 349  Book of Proverbs (3)**
Covers selected religious and moral themes of the Book of Proverbs based on the commentaries of Metzudot and Rashi, as well as related Talmudic and Midrashic sources and works of Jewish philosophy.

**BIB 360  Megillas Shir HaShirim (3)**
Delves into both the literal meaning of the *Megilla* and the primary metaphorical interpretations. The class focuses largely on the commentary of the Alshich who views the *Megilla* as essential to appreciating the relationship between HaShem and the Jewish people.

**BIB 375 Megillas Esther (3)**
Analyzes Megillas Esther and discusses the classic Gemaros, Midrashim, Meforshim, and contemporary Baalei Mussar. Emphasis is on how Megillas Esther has served as the “Handbook of Galus” for Klal Yisroel. Also addresses how the Halachos of Purim relate to the Megilla.

**BIB 395/PSY 395 Women in the Bible I (3)**
Focuses on paradigmatic women in the Bible according to Aishes Chayil. Emphasis is on their roles, ramifications and impact on Jewish thought and life.
Credit given for BIB 395 or PSY 395

**BIB 400/PSY 400 Women in the Bible II (3)**
Continues advanced study and textual analysis of significant women in Biblical literature, focusing on their qualities as expressed in Proverbs chapter 31 and their subsequent influence on Jewish thought and society.
Credit given for BIB 400 or PSY 400

**BIB 480 Jewish Holidays in Biblical and Talmudic Literature (3)**
Explores the Biblical, Talmudic and Midrashic sources for the origins, the nature of, and the customs and rituals of the Jewish festivals and seasons; uses medieval and modern commentaries to deepen the study and understanding of these sources.

**CAPSTONE**

**JST 495 Judaic Studies Capstone (6)**
Builds upon a student’s knowledge and Jewish Studies skills through a guided independent research seminar. Students select an area of interest within the field of Jewish Studies, or a combination of their chosen field with Jewish Studies and engage in research leading to a major research paper, creative project or applied project.
Pre-requisite: English Composition 1

**CLINICAL OBSERVATION**

**COB 201 Clinical Observation in Pediatric Therapies (3)**
For pre-OT, PT, and SLP students. Includes participation in opening and closing seminars, regular attendance at observation site, weekly reflections of sessions and a final paper. The student is expected to assist the therapist with maintaining the therapy room and preparing materials for therapy while gaining exposure to intended field of interest.

**COMPUTER AND INFORMATION SCIENCE**

**CIS 101 Computer Concepts and Applications (3)**
Teaches the basic components of a computer system, the terms being used in the computer world today and to understand the role of technology. Introduces basic computer skills using Microsoft Office software with focus on: Word, Excel, Power Point and Access.
CIS 102 Introduction to Computer Science (3)
Introduces fundamental programming concepts and constructs of information technology and computer systems. Class will be able to analyze a problem, write an algorithm for it, code the solution, and test the program.

CIS 191 Programming in Visual Basic (3)
Develops programming skills using Visual Basic/Visual Basic.net, an event-driven language. Provides exposure to interactive programming via graphical user interface (GUI) feature with an emphasis on algorithms and block diagrams and debugging techniques.

CIS 204 Programming in Python (3)
Programming and problem solving using Python. Emphasizes principles of software development, creating algorithms and testing. Topics include procedures and functions, iteration, lists, dictionaries, strings, function calls. Weekly assignments and final program help students learn how to solve problems by creating programs.

CIS 213 Computer Programming I (3)
Introduces programming concepts using the Java SE programming language and demonstrate how to approach a problem and design an elegant, object-oriented software solution.

CIS 231 Assembly Language (3)
Teaches the very basics and foundation of computer languages. Topics include: binary and hexadecimal representation of data, computer organization and addressing techniques, basic fetch-code-execute instruction and exposure to assembly language code.

CIS 241 Data Structures (3)
Every computer program depends on algorithms and data structures. The course will discuss the important data structures, both within programs and external to programs, as well as important algorithms that utilize these data structures.
Pre-requisite: Computer Programming I

CIS 283 UNIX (3)
Introduces the concepts of UNIX as an operating file management system; includes multi-user concepts, terminal emulation, use of system editor, UNIX commands and writing script files.

CIS 311 Database Management Systems (3)
Covers basic database concepts and definitions. Topics include: logical organization of a database, database architecture, data normalization, data modeling, database integrity and the client/server environment. Teaches use of MS Access 2010 using ADO and DAO, query processing and transaction processing through SQL, a query language.

CIS 315 Computer Programming II (3)
Focus is on object-oriented programming concepts using the Java SE and Java EE programming language and demonstrates how to approach a problem and design an elegant, object-oriented software solution. Introduces programming for the World Wide Web using HTML/CSS and Java Enterprise Edition (EE) technologies.
Pre-requisite: Computer Programming I

CIS 317 File Structure and Design (3)
Reviews the components and implementation of file structure design, specifically addressing efficient use
of storage devices and access to data with respect to time and space requirements. Exercises in writing
programs with file structures consideration.
Pre-requisites: Introduction to Computer Science and one programming language

CIS 330  Computer Systems Architecture (3)
Covers the major architectural components of the computer, and the role of the operating system. The
course will also use assembly language programming to show how the various components of the
architecture function and interact with each other. As part of the architecture, logical circuit design and
computer arithmetic will be covered.
Co-requisite: one programming language

CIS 342  Advanced Data Structures (3)
Further examines implementation of data structures and data abstraction within object oriented
programming for greater algorithm and problem solving efficiency.
Pre-requisites: Introduction to Computer Science, Computer Programming I and Data Structures and one
programming language

CIS 351  Programming Languages (3)
Introduces concepts of programming language design and implementation through formal definition of a
language’s specification of syntax and semantics. The students learn to compare the programming
elements of various languages with specific emphasis on Perl, for the imperative language paradigm, and
Java for the object-oriented language paradigm.
Pre-requisite: Computer Programming I

CIS 352  Operating Systems (3)
Describes the organization and construction of computer systems that manage data processing. Topics
include: specification and implementation of concurrency, process scheduling, storage and memory
management, device handling and event coordination.
Pre-requisites: Introduction to Computer Science and Data Structures

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

CIS 365  Web Programming (3)
Introduces students to the current standard of HTML. Students will learn the basics of CSS for the design
and layout of their webpages as well as the basics of client side scripting through Javascript and server
side scripting through PHP. Topics include databases for websites and the use of SQL to connect to the
databases.
Pre-requisites: Computer Programming II OR permission of instructor

CIS 370  Internet Foundations (3)
Introduces fundamental concepts and issues in internet usage and development: Topics include: internet
history, the drive for information and available sources, concepts and tools to navigate the information
highways, security issues, and web authoring using HTML and other web technologies.

EDU 101  Foundations of Teaching and Learning (3)
Introduces students to the methods, curriculum patterns and trends in education. The theories behind
strategies explored in the course are those of Armstrong, (Multiple Intelligence), Caine and Caine, (Brain
Based Learning), and Marzano, (Dimensions of Learning). The competencies required of teachers are
employed in order to develop effective objectives and instructional strategies in lesson planning. The course provides a background to developing classroom management techniques to be implemented in the classroom. Students participate in guided observation of actual classrooms.

**EDU 204 Teaching Reading and Math to Young Children (3)**
Introduces strategies for teaching reading and math skills based on current research and theories.

**EDU 210 Developing and Implementing Educational Activities in Early Childhood (3)**
Examines the age span of children with respect to the motor, cognitive, social and emotional development with an emphasis on the role of play and recreational activities on their growth and well-being; prepares students to plan, execute and evaluate effectiveness of activity or program.
Pre- or Co-requisites: two courses in education

**EDU 360 Classroom Techniques and Management (3)**
Designed to support teachers in developing an effective approach to classroom management. Focus is on four components of classroom management: classroom structure, limit-setting, responsibility training, and back-up systems. Through readings, reflective writing, class discussion and simulations, participants will develop effective classroom management practices. This course is intended for students interested in teaching.

**EDU 402 Approaches and Techniques of Educational Intervention I (3)**
Introduces various techniques to address the needs of the special child. Topics include: Identification of types of disabilities (educational, learning, behavioral, developmental), appropriate intervention therapy techniques, identification of influencing factors and evaluation of effectiveness.
Pre- or Co-requisites: two courses in special education

**EDU 403 Approaches and Techniques of Educational Intervention II (3)**
Further discusses elements of the intervention process for special needs children. Topics include crisis intervention, the role and value system of the special educator, and the impact and inter-relationship of professional intervention, other resources and environmental factors.
Pre-requisites: two courses in special education

**EDU 410 Assessment and Instructional Strategies in the Classroom for Special Needs (3)**
Teaches the process for writing IEP’s for the educationally challenged student. Topics include: assessment of needs, planning appropriate learning activities, providing an appropriate learning environment, interfacing with key personnel to provide appropriate services and evaluation of program plan for further implementation and/or modification.
Pre- or Co-requisites: two courses in special education

**EDU 415/PSY 381 Differentiated Instruction (3)**
Provides an overview of the principles of differentiated instruction including content, process, and product, reading strategies across the curriculum, implementing IEPs in the general education classroom, teaching through different modalities, co-teaching, universal design for learning, formative and summative assessment for guiding instruction and response to intervention/multi-tiered systems of support. Students will apply skills learned to develop a model lesson to present to the class.
Credit given for EDU 415 or PSY 381
Pre- or Co-requisite: Survey of Exceptional Children

**EDU 420 Instructional Design I (3)**
Prepares the student to design curricula containing learning objectives, instructional strategies and assessments that are aligned. Using the principles of Understanding by Design (Wiggins and McTighe) and authentic assessments (Popham), students are guided in the practice of designing a unit of study that
begins with the end in mind and emphasizes the use of authentic assessments that demonstrate mastery of a variety of goals to monitor student achievement. Students compose a unit of study that includes formative, summative and non-traditional assessments. The inclusion of the special needs student in curriculum planning is discussed. Techniques of communicating the curriculum to parents, support systems and the learning community are explored.

**EDU 450 A Practicum in Early Childhood/Elementary Education I (6)**
Exposes student to a supervised classroom experience (20 hours weekly) through observation and teaching Judaic Studies. Topics include: key elements in a well-run classroom, basics of curriculum design, role of play in the learning experience, the classroom setting, meeting students’ physical, social, cognitive and emotional needs and communication skills.
Pre- or Co-requisite: Foundations of Teaching and Learning or equivalent

**EDU 451 A Practicum in Early Childhood/Elementary Education II (6)**
Continues the supervised classroom experience for an additional 20 hours weekly of practical application and implementation of educational theories and methods. Topics include: lesson planning, curriculum design and implementation, classroom management, communication skills.
Pre-requisite: A Practicum in Early Childhood/Elementary Education I
Pre- or Co-requisite: Classroom Techniques and Management or equivalent

**EDU 499 Internship in Special Education (3)**
For education and special education students. Includes regular attendance at observation site, weekly writing assignments and a final paper.

**ENGLISH AND COMMUNICATION**

**COM 101 Fundamentals of Communication (3)**
Trains students to be successful speakers and communicators in all aspects of academic and professional life. It will instruct students on how to construct an argument, effectively transmit information and speak with confidence. Develops all aspects of delivery, both in formal speeches and interpersonal communication. The course is designed as a workshop and students will be actively involved in both speaking and critiquing their classmates.

**ENG 101 English Composition I (3)**
Utilizes numerous strategies to help students gain familiarity with different forms of academic writing as well as interpretation of source material. Focus is on developing writing skills, evaluating and explaining ideas, conducting library research, developing a research paper and documenting research through proper use of citation.

**ENG 102 English Composition II (3)**
Further develops writing skills by interconnecting the reading/writing process in the analysis, synthesis, interpretation and communication of information. Writing samples include expository writing, research paper, personal essays and literary critiques.
Pre-requisite: English Composition I

**ENG 250 Survey of World Literature (3)**
Analyzes a selection of texts as a means of better understanding intersections of race, culture, and class, and the roles they play in the formation of identity politics. This course defines literature broadly to include poetry, drama, prose fiction and film.
HISTORY

HIS 318  Modern Jewish History (3)
Examines events, trends and personalities in contemporary Jewish history, such as: Cossack pogroms, false Messiahs, Reform and Enlightenment movements, Chassidim and Misnagdim, Yeshiva versus the Mussar movement, Russian oppression, Zionism, anti-Semitism, the Holocaust, the State of Israel and various Jewish migrations to America

HIS 337  History of the Jewish Community in the Land of Israel (3)
Surveys the history of the Land of Israel from 1200’s through 1900’s with an emphasis on the impact of religious, social, economic and political factors on the Jewish community. Major topics include: the Ottoman period; the Crusades; conflicts among Arabs, Jews and Christians; Jewish population centers; the events leading to the establishment of the State of Israel.

HIS 340  Women in Jewish History (3)
This social history course investigates the lives of Jewish women from early modern times until today and how gender influenced their experiences. The course focuses on four major themes: women’s daily lives, women’s participation in the economy and public sphere, women’s religious lives, and women’s family lives. In addition, this course will introduce students to the sources and methods of historical research, while fostering critical reading, thinking and writing skills.

HIS 350  Food and Culture (3)
Uses a variety of media to examine the links between food and culture. Does food shape culture or is it shaped by it? Why is food so central to our identities and practice? How have texts, both fiction and non-fiction weighed in on the significance of food for individuals as well as for entire communities? Students will write, read, discuss and even eat their sources in order to address these important questions. This course demonstrates the interdisciplinary approach, combining anthropology, archaeology, sociology, psychology, history and literature to demonstrate the capacity of academic inquiry to shed light on our own lives and choices.

HIS 399  Jewish Intellectual History from the Mishna until Modern Times (3)
Surveys the major works, movements and trends in Jewish intellectual history from the third century to the twentieth century and their impact on global history. Topics include: the redaction and codification of the Mishna and Talmud, the development of Jewish legal thought, the development of Sephardic and Ashkenazic customs, the founding of the Chassidic movement and its adversaries, Haskalah, the Mussar movement, the Yeshiva movement, Zionism and the influence of major political events on Jewish intellectual life.

INDEPENDENT STUDY

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

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

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

JEWSH 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.

JEWSH STUDIES

**JED 110 Introduction to Jewish Education (3)**

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

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

**JST 112 Introduction to Prayer I (2)**

**JST 113 Introduction to Prayer II (2)**

**JST 114 Introduction to Jewish Philosophy I (2)**

**JST 115 Introduction to Jewish Philosophy II (2)**

**JST 120 Introduction to Psychology and Judaism (2)**

**JST 210 Survey of Biblical Themes I (2)**

**JST 211 Survey of Biblical Themes II (2)**

**JST 212 Biblical Exegesis I (3)**

**JST 213 Biblical Exegesis II (3)**

**JST 214 Topics in Bible I (3)**

**JST 215 Topics in Bible II (3)**

**JST 216 Topics in Early Prophets I (2)**
JST 217  Topics in Early Prophets II (2)
JST 218  Topics in Later Prophets I (2)
JST 219  Topics in Later Prophets II (2)
JST 220  Topics in Ketuvim I (2)
JST 221  Topics in Ketuvim II (2)
JST 222  Topics in Jewish History I (2)
JST 223  Topics in Jewish History II (2)
JST 224  Topics in Jewish Law I (2)
JST 225  Topics in Jewish Law II (2)
JST 226  Survey of Aggadic Literature I (2)
JST 227  Survey of Aggadic Literature II (2)

JST 325  Tomer Devora: Thirteen Pathways to Compassion (3)
Focuses on the development of compassion as exemplified by G-d’s compassionate treatment of the Jewish People in all of their diversity. The source for this class is the Tomer Devora by Rabbi Moshe Cordovero. The Tomer Devora enlightens the mind with the express purpose of affecting our behavior vis a vis our varied interpersonal relationships. The course is taught in a 13-part series corresponding to G-d’s 13 attributes of compassion.

JST 378  Writings of the Maharal of Prague (3)
Studies the writings of the Maharal, particularly the Be'er HaGolah. In the Be'er HaGolah the Maharal presents a comprehensive picture of the role of Chazal and of their methodology. Written as a defense of Chazal, it actually produces an awe-inspiring appreciation of the depth of their teachings.

JST 380  Pirkei Avos: History, Halacha, Hashkafa (3)
Appreciating the timeless wisdom of the Sages through the lens of history, theology and Jewish law.

JST 390  Ethical Interpersonal Communication (3)
Studies the laws of interpersonal communication with an emphasis on the laws of speech drawing from the Chofetz Chaim, Gemora, Medrashim, Rambam, Rabeinu Yona, other Rishonim and Acharonim.

JST 395  Writings of Rav Dessler (3)
Discusses Rabbi Eliyahu Dessler’s major philosophical work Michtav M’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 403  Science, Philosophy and Judaism (3)
Focuses on the perspectives and apparent conflicts between Torah teaching and modern science. Discusses the latest scientific developments and the impact on traditional thought and tenets, possible resolution of conflicts, scientific methodology, limits of science and scientific presuppositions of Judaism.

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

Explores topics based on the Ethics Movement started by R’ Yisroel Salanter, known as Mussar. Mussar is a system of contemplative practices and exercises that has evolved over the past thousand years that offers immensely valuable insight and guidance for the journey of our lives. Mussar helps people to overcome the inner obstacles that prevent them from fulfilling their great human potential.

**JST 411 Topics in Chassidic Thought (3)**

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

**JST 415 Women in the World (3)**

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

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

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

**JST 478 Feminism and Jewish Perspectives of Women (3)**

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

**PHI 110 Contemporary Philosophy I (2)**

**PHI 111 Contemporary Philosophy II (2)**

**LIBERAL STUDIES**

**LIB 490 Liberal Studies Senior Thesis (3)**

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

Pre-requisite: English Composition 1

**MATHEMATICS**

**MAT 121 College Algebra (3)**

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

**MAT 150 Pre-calculus (3)**

Topics include more advanced algebraic operations, such as: polynomial, exponential, logarithmic and
trigonometric functions and graphs, conic sections and systems of equations and inequalities. 
Pre-requisite: College Algebra or equivalent

MAT 231  Calculus I (3)
Teaches students about limits, how to find derivatives using techniques of differentiation and applications of those techniques.
Pre-requisite: Pre-calculus or upper level high school math

MAT 232  Calculus II (3)
Continues the study of calculus I. Teaches students how to integrate functions through a number of common techniques and how to use integration to solve applied problems.
Pre-requisite: Calculus I

MAT 320  Linear Algebra (3)
Provides a basic framework and language for the study of calculus of several variables, differential equations and modern algebra. Many problems in engineering and the physical sciences borrow heavily from the concepts of linear algebra. Encompasses the application of determinants, matrices and vector equations.
Pre- or Co-requisite: Calculus I

STA 201  Introduction to Statistics (3)
Introduces the nature of statistical data and the calculation and interpretation of data: encompasses frequency distributions and graphical methods, percentiles, measures of central tendency, variability, probability with emphasis on binomial and normal distributions, interval estimation, hypothesis testing, correlation and linear regression. Practical applications of statistics are discussed throughout.

MUSIC

MUS 150  Survey of World Music (3)
Explores traditional music from many regions and cultures of the world. Topics include: ideas about music, musical philosophy, the social organization of music, the variety of musical sound and theory, musical improvisation, performance practices and musical acculturation. Discusses the relationship between a culture’s ethnicity, religion and its music.

MUS 201  Dimensions of Music (3)
People love Classical music. So why are there so many empty seats in the Symphony? Because most people lack the basic introduction to understand the language of music. This course will introduce students to the world of Classical music. We will examine the political, cultural and social background of music history, as well as delve into questions of musical meaning and philosophy. The course will focus on developing a more active approach to music listening and gaining a better understanding of the language of music and its significance.

PHYSICAL EDUCATION

PED 220  Mindfulness and Spirituality (1)
Weaves Jewish spirituality and mindfulness into yoga practice. Consists of mindful movement coupled with attention to breath to maintain focus and achieve a sense of calm. Combines various forms of yoga that will give the tools to enhance cardiovascular fitness, pain relief, stress reduction and mental healing.
PSY 101 Introduction to Psychology (3)
Delivers a comprehensive introduction to the science of psychology. Topics addressed include historical perspectives, research methods, biological bases to behavior, sensation and perception, learning, memory, motivation, emotion, language, lifespan development, intelligence, stress and health, personality, social behavior, as well as abnormal behavior and treatment options. Applications of psychology in a culturally diverse world are discussed.

PSY 211 Developmental Psychology I (3)
Examines the physical, mental, emotional and social development from conception to middle childhood. Focuses on theories of development and the impact of biological and environmental influences.
Pre- or Co-requisite: Introduction to Psychology

PSY 212 Developmental Psychology II (3)
Studies physical, intellectual and emotional development and social behavior from adolescence through adulthood, including life transitions, such as: maturation, career, marriage, family and death.
Pre- or Co-requisite: Introduction to Psychology

PSY 230 Psychological Foundations of Education (3)
Applies psychological concepts to the teaching-learning process. Highlights the importance of how individuals learn in order to develop instruction that is developmentally appropriate.
Pre- or Co-requisite: Introduction to Psychology

PSY 280 Human Growth and Development (3)
Emphasis is on major theories, perspectives and associated research as they relate to the physical, cognitive and psychosocial aspects of development from conception through the end of life. By the end of this course, students should be able to demonstrate knowledge of development across the life span.
Pre- or Co-requisite: Introduction to Psychology

PSY 299 Psychology in a Culturally Diverse Society (3)
Studies theories and dynamics of diverse cultures. Applies psychological principles, theories, and research to a broad range of interpersonal relationships, includes cross-cultural research and different cultural perspectives.

PSY 302 Positive Psychology (3)
Instructs on the theory and practice of positive psychology, including discussions to the self, happiness and psychological well-being. Compares the theories from the field of psychology to the parallel concepts in traditional Jewish thought.

PSY 322 Research Methods in Psychology (3)
This is an introduction to experimental design and inference. Students will learn about the experimental method and its application to recent problems in psychological research. We will also discuss ethics and feasibility of different research designs.
Pre-requisite: Introduction to Psychology
Pre- or Co-requisite: Introduction to Statistics

PSY 331 Introduction to Counseling (3)
Defines the role and goals of counseling. Topics include: the nature of the helping relationship;
counseling skills and techniques; ethics in counseling; components of effective helping in a theoretical, as well as practical framework; counseling resources.
Pre- or Co-requisite (suggested): Introduction to Psychology

**PSY 352 Theories of Personality (3)**
Explores major personality theories and related research. Topics include: basic personality traits and their measurements and developmental influences.
Pre- or Co-requisite: Introduction to Psychology

**PSY 360 Abnormal Psychology (3)**
Presents the student with an in-depth review of the historical and philosophical foundations of abnormal psychology and psychopathology, as well as the development of classification systems for mental disorders and its implication for diagnosis and treatment. Reference will be made to the integrated roles of biology, psychology and social context, issues related to assessment, legal considerations and the role of ethics and morality.
Pre-requisite: Introduction to Psychology
Pre- or Co-requisite (suggested): Theories of Personality

**PSY 361 Interpersonal Relationships and Psychological Skills (3)**
Discusses psychological theories of emotional intelligence, social intelligence and positive psychology and compares them to Jewish values as seen in traditional Jewish texts. Instructs on the practical interpersonal and psychological skills that assist in creating successful interpersonal relationships.
Pre-requisite: Introduction to Psychology

**PSY 363 Industrial/Organizational Psychology (3)**
Covers the fundamentals of industrial/organizational psychology, including topics of leadership, work motivation, job analysis, training, performance appraisal and feedback, organizational structure and culture, group dynamics, perception, decision-making and cross cultural interaction.

**PSY 370 Social Psychology (3)**
Provides an introduction to research and theory in social psychology. Topics include processing of social information, social influence, persuasion and attitude change, social interaction, and group phenomena.
The application of social psychology principles to current social problems and topics will be examined.
Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

**PSY 383 Survey of Exceptional Children (3)**
Surveys the characteristics and identification of exceptional children with respect to their educational development. Covers the importance of inclusive education as well as classroom management techniques to be used in the inclusive classroom, laws and legislations pertaining to students with special needs, understanding basic diagnostic procedures and the IEP.
Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

**PSY 378/BIO 301 Psychobiology (3)**
Provides students with a broad knowledge and understanding of the connection between biological and psychological phenomena, or what is commonly termed the mind-body connection. Explores the genetic foundations, developmental processes and neurobiological systems that underlie and influence behavior, cognition, emotion, motivation, learning, memory, vision, sensation and movement. Develops an appreciation for the reciprocal relationship between psychological experiences and environment and neurological development and brain functioning. Also studies the various illnesses and disabilities that occur when biological and psychological processes go awry and how knowledge of psychobiology can contribute to diagnosis and important treatment decisions.
Pre-requisite: Introduction to Psychology
Credit given for PSY 378 or BIO 301

**PSY 381/EDU 415 Differentiated Instruction (3)**
Provides an overview of the principles of differentiated instruction including content, process, and product, reading strategies across the curriculum, implementing IEPs in the general education classroom, teaching through different modalities, co-teaching, universal design for learning, formative and summative assessment for guiding instruction and response to intervention/multi-tiered systems of support. Students will apply skills learned to develop a model lesson to present to the class.
Credit given for PSY 381 or EDU 415
Pre- or Co-requisite: Survey of Exceptional Children

**PSY 392 Psychological Testing and Measurement (3)**
Introduces the principles of psychological testing with an emphasis on concepts of reliability, validity, standardization, norms and item analysis. Representative tests for assessment of intelligence, educational aptitude, vocational interests and personality are reviewed.
Pre-requisite: Introduction to Psychology and Introduction to Statistics
Pre- or Co-requisite (suggested): Theories of Personality

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

**PSY 490 Senior Thesis in Psychology (3)**
Students will learn about the process of publishing research. They will write a research paper based on a topic of their choice.
Pre-requisites: English Composition I, Research Methods in Psychology and 4 additional psychology courses

**PSY 491 Advanced Senior Thesis in Psychology (6)**
An opportunity for qualified students to gain research experience by running their own experiment. They will apply their knowledge in research methodology and analyzing data. Students will learn about the process of publishing research work and writing a research paper based on their findings. The goal is for students to publish their senior thesis.
Pre-requisites: English Composition I, Research Methods in Psychology and 4 additional psychology courses

**PSY 499 Internship in Psychology (3)**

**SCIENCE**

**BIO 101 Fundamentals of Biology (3)**
Studies the basis of all living organisms in terms of their composition, function and categorization with an emphasis on biochemistry, cell biology, genetics, plant and animal kingdoms.

**BIO 109 Biology I: Molecular and Cells Lecture (3)**
Covers the major biological principles that encompass all living things. Topics include: cell structure and function, physical and chemical properties of the cell, reproduction of the cell and organism, genetics, biochemistry, properties of energy and energy in chemical reactions, photosynthesis and cellular respiration.
BIO 110  Biology I: Molecular and Cells (4)
Covers the major biological principles that encompass all living things. Topics include: cell structure and function, physical and chemical properties of the cell, reproduction of the cell and organism, genetics, biochemistry, properties of energy and energy in chemical reactions, photosynthesis and cellular respiration. The laboratory portion of this course will also cover biology principles as well as lab techniques and the process of scientific experimentation, experimental design, and analysis. Prerequisite for Anatomy and Physiology I and Microbiology.

BIO 220  Anatomy and Physiology I (4)
Instructs on the gross anatomy of the human body, its cellular and physiological structure, the major systems of the human body and the causes and effects of disease.
Pre-requisite: Biology I: Molecular and Cells

BIO 221  Anatomy and Physiology II (4)
Further studies of the human body structure and function. It is designed to provide up-to-date principles of the cardiovascular, lymphatic, immune, respiratory, digestive, excretory (urinary), and reproductive (male and female) systems. The lecture and the laboratory sections are correlated to provide an overview of the interrelationships of the normal human anatomy and physiology.
Pre-requisite: Anatomy and Physiology I

BIO 230  Microbiology (4)
Focuses on microorganisms, including viruses, bacteria, fungi and protozoa, emphasizing growth, metabolism, and genetics. Explores their role in disease and the environment. Numerous laboratory techniques will be introduced.
Pre-requisite: Biology I: Molecular and Cells

BIO 240  Nutrition (3)
Introduces the chemical and biological aspects of food and nutrition. Topics include: the composition and relevance of proper nutrition to optimal health; the physical, psychological and socioeconomic influences of diet; the effects on physical and psychological well-being.
Pre-requisite: Anatomy and Physiology I

BIO 301/PSY 378  Psychobiology (3)
Provides students with a broad knowledge and understanding of the connection between biological and psychological phenomena, or what is commonly termed the mind-body connection. Explores the genetic foundations, developmental processes and neurobiological systems that underlie and influence behavior, cognition, emotion, motivation, learning, memory, vision, sensation and movement. Develops an appreciation for the reciprocal relationship between psychological experiences and environment and neurological development and brain functioning. Also studies the various illnesses and disabilities that occur when biological and psychological processes go awry and how knowledge of psychobiology can contribute to diagnosis and important treatment decisions.
Pre-requisite: Introduction to Psychology
Credit given for BIO 301 or PSY 378

BIO 499  Internship in Biological Sciences (3)

CHE 111  Fundamentals of Chemistry Lecture (3)
Teaches the fundamental laws and theories of chemistry and the chemical process, and how chemistry interrelates with other sciences. Topics include: atoms, molecules, atomic theory, chemical formulas and
equations; matter and energy; properties of solutions; periodicity of elements; chemical bonding; properties of gases.

**CHE 111L   Fundamentals of Chemistry Lab (1)**
Applies the scientific method of experimentation to the topics covered in Chemistry 111.
Pre- or Co-requisite: Chemistry Lecture

**PHY 101   Fundamentals of Physics (3)**
Covers the basic principles of physics. It introduces the concepts of Newtonian mechanics, kinematics, dynamics, energy, momentum, sound and heat applications. This course is appropriate for students expecting to get involved in the health care professions (e.g. medical and dental applications, physical therapy, pharmacy, nursing, etc.) and also for those students wishing to get into technical fields which require an understanding of physics (e.g. electronics, computer applications, architecture, and engineering). This course requires a solid understanding of basic college algebra and a fair understanding of geometry and trigonometry.

**PHY 101L   Fundamentals of Physics Lab (1)**
Lab component for Fundamentals of Physics for those students requiring a hands-on approach to physical phenomena.
Pre- or Co-requisite: Fundamentals of Physics

**SOCIOMETRY**

**SOC 101   Introduction to Sociology (3)**
Examines social interactions and the use of sociological perspectives to explain the relationship among individuals as well as among the groups and human societies that shape them. It covers basic concepts such as culture, socialization, social inequality, social power, deviance, social control, institutions and global issues.

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

**SOC 460   Sociology of the Family**
Considers contemporary family roles and functions in light of cross-cultural and historical comparisons as they are influenced by social forces.
Pre- or Co-requisite: Introduction to Psychology or Introduction to Sociology

**SPEECH AND LANGUAGE PATHOLOGY**

**SPL 222   Introduction to Communication Disorders (3)**
Provides an overview of the field of speech and language pathology by covering the physical mechanics of communication, the role of the speech-language pathologist and audiologist in the identification of various communication disorders, their manifestations and treatment.

**SPL 301   Speech and Hearing Science (3)**
Covers information on acoustics, psychoacoustics and instrumentation used in hearing and speech science and elements of speech production and perception. Also included is anatomy and physiology relevant to understanding the speech and hearing mechanisms.

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 303 Audiology (3)**
Provides a basic knowledge of clinical audiology, along with the pathologies, etiologies, evaluation and remediation of hearing impairment and loss.

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

**SPL 315 Normal Speech and Language Development (3)**
Topics covered include: theories of language development, language milestones, cognitive and sociological bases for development of language, bilingualism, language development from birth through adulthood and school-age literacy development.

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 320 Language Disorders (3)**
Covers the following major topics: understanding language disorders by their characteristics; exploration of assessment strategies and procedures used with language disordered populations; and understanding of intervention techniques used with a variety of language-disordered populations.

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

**SPL 333 Anatomical and Physiological Bases of Speech (3)**
Provides an introduction to the anatomical and physiological bases of communication. Explores the structure and function of the organs required for communication—both oral and aural—as they relate to both normal and pathological communicative interactions. Both central and peripheral nervous system will be introduced in order to provide students with a comprehensive overview of the processes necessary for effective communication.

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 399 Aural Rehabilitation (3)**
Studies the options available for managing adults and children who are hard of hearing, with emphasis on: psychosocial issues, counseling, amplification options and technology, intervention and communication strategies.

Pre-requisite: Audiology

**SPL 400 Phonetics (3)**
Teaches how to perceive, describe, categorize and transcribe the speech sounds in American English. The course will prepare students to transcribe American English speech. Students will understand speech disorders versus speech differences and how they are treated clinically.

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 402 Disorders of Articulation and Phonology (3)**
Covers the common types of communication disorders and the various disorders of hearing, articulation, language, voice, and fluency as compared to normal speech and language development. Pediatric and adult swallowing disorders will be introduced.

Pre-requisites: Introduction to Communication Disorders and Phonetics

**SPL 430 Neurological Basis of Communication (3)**
Teaches basic neurological aspects of the anatomy and physiology of speech and hearing development. Topics include: neuroanatomy, cellular physiology and critical organization of the nervous system responsible for the development and use of verbal and non-verbal language in humans.
Pre- or Co-requisite: Introduction to Communication Disorders

SPL 490    Clinical Methods in Speech-Language Pathology (3)
Major topics covered in the course are: the various methods of clinical methods, evaluation and practices, with an in-depth understanding of treatment, maintenance and selection of target behaviors. In addition, multicultural issues, knowledge of professional issues and ASHA code of ethics are discussed.
Pre- or Co-requisites: Introduction to Communication Disorders and two speech courses