

Women's Institute of Torah Seminary



CATALOG

2018-2019

תשע"ט

6602 PARK HEIGHTS AVENUE ♦ BALTIMORE, MD 21215-3009
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ACADEMIC CALENDAR

SEPTEMBER		
03: Monday	4:30 pm	Orientation followed by Welcome Dinner
04: Tuesday		Fall Semester begins
05: Wednesday		Rosh Hashanah Yom Iyun
09-11: Sunday-Tuesday		Rosh Hashanah Vacation
12: Wednesday		Tzom Gedaliah / No Kodesh Classes / Regular General Studies Classes
17: Monday		Yom Kippur Yom Iyun Kodesh Classes until 2:30 pm / No General Studies Classes
18-30: Tuesday-Sunday		Erev Yom Kippur / Succos Vacation
OCTOBER		
01-03: Monday-Wednesday		Succos Vacation
04: Thursday		No Kodesh Day Classes / Regular Kodesh Evening Classes Regular General Studies Classes
NOVEMBER		
04: Sunday	9:00 am - 12:30 pm	Career Day
10: Motzoei Shabbos	7:30 pm - 10:30 pm	Hebrew Language Exam
12: Monday	2:30 pm - 5:00 pm	Resume Writing and Interview Seminar (Part I)
20: Tuesday	2:30 pm - 5:00 pm	Resume Writing and Interview Seminar (Part II)
DECEMBER		
06-09: Thursday-Sunday		Chanukah Vacation
10: Monday		No Kodesh Day Classes / Regular Kodesh Evening Classes Regular General Studies Classes
28: Friday		Kodesh Finals / Plan Accordingly
30: Sunday		Kodesh Finals / General Studies Regular Classes No General Studies Assignments due
31: Monday		Kodesh Finals / General Studies Regular Classes No General Studies Assignments due
JANUARY		
01: Tuesday		Kodesh Finals / General Studies Regular Classes No General Studies Assignments due
02-04: Wednesday-Friday		Kodesh and General Studies Finals / No Regular Classes
06-08: Sunday-Tuesday		Kodesh and General Studies Finals / No Regular Classes
09-18: Wednesday-Friday		Winter Break
20: Sunday		Spring Semester begins
MARCH		
02: Motzoei Shabbos	8:15 pm - 11:15 pm	Hebrew Language Exam
20-22: Wednesday-Friday		Purim Vacation
APRIL		
08-28: Monday-Sunday		Pesach Vacation
29: Monday		No Kodesh Day Classes / Regular Kodesh Evening Classes Regular General Studies Classes
MAY		
17: Friday		Kodesh Finals / plan accordingly
19-21: Sunday-Tuesday		Kodesh Finals / General Studies Regular Classes No General Studies Assignments due
22-24: Wednesday-Friday		Kodesh and General Studies Finals / No Regular Classes
26-29: Sunday-Wednesday		Kodesh and General Studies Finals / No Regular Classes
30: Thursday		Kodesh and General Studies Finals / No Regular Classes / Last Day of School
30: Thursday	4:00 pm - 6:00 pm	END OF YEAR BANQUET Mazal Tov to all of our graduates!!!!

MISSION STATEMENT

The mission of The Women's Institute of Torah Seminary (WITS) is to provide Orthodox Jewish women with an in-depth, values-centered, academic experience. The rigorous study of classical and contemporary Jewish schools of thought, in-depth textual study and experiential programs at WITS serve as a foundation for the enhancement of Jewish life in the home and community, as a link in the perpetuation of the Orthodox tradition and as preparation for careers in Jewish communal life. WITS' General Studies program provides an intellectual foundation in core subject areas including arts, English language and composition, humanities, natural and social sciences, and mathematics, as well as pre-professional coursework. A WITS education enables graduates to enter professions in numerous fields or pursue further study in graduate schools. WITS is dedicated to the promotion of traditional Jewish standards and a values-oriented approach in all of its academic programs.

WITS graduates are prepared to take their places in the Jewish and secular worlds. They are stimulated to think critically and analytically. The broad-based program promotes growth in knowledge, perspective and skills to enhance personal and academic accomplishment.

ACCREDITATION

The Women's Institute of Torah Seminary is nationally-accredited by the Association of Institutions of Jewish Studies (AIJS).

AJIS, an accrediting agency recognized by the U.S. Department of Education, is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701 (732-363-7330).

WITS is approved as a degree-granting institution by the Maryland Higher Education Commission, offering Bachelor of Arts and Bachelor of Science degrees.

Copies of the AIJS and MHEC documents can be viewed in the office during regular business hours.

INSTITUTIONAL STANDARDS AND PURPOSE

WITS is dedicated to providing an academic setting founded on honest inquiry and the pursuit of knowledge within the context of an abiding commitment to Jewish law, practices and tenets in the Orthodox Jewish tradition.

HISTORY

The Women's Institute of Torah Seminary was established in 1998 to serve as a religious educational setting for graduates of Orthodox Jewish girls' high schools.

WITS has continually grown and strengthened the educational programs and options offered to students:

- 1998. WITS became part of the Maalot Educational Network, a division of Neve Yerushalayim College for Women. With this partnership, WITS students were able to earn regionally-accredited degrees from Thomas Edison State University and Excelsior College.
- 2005. WITS was approved by the Maryland Higher Education Commission as a degree-granting Institution of Higher Learning.

- 2015. WITS entered into an exciting new partnership with Gratz College, an institution regionally accredited by the Middle States Commission on Higher Education. WITS students can earn a BA degree from Gratz College in several disciplines in addition to the degree issued by WITS. The internationally-recognized Gratz College degree is highly regarded in the academic community.
- 2016. WITS became nationally-accredited when it was approved by the Association of Institutions of Jewish Studies, a national accrediting agency recognized by the U.S. Department of Education.

The Menacheles/Executive Dean-CEO, Academic Dean (General Studies), administrators, academic advisors, faculty and staff lend a special quality to WITS through their dedication to and involvement with the academic, social and spiritual development of the students.

To date, over 500 women have graduated with degrees from WITS, and over 1000 WITS students have graduated with regionally accredited degrees from other institutions offered in conjunction with WITS.

FACILITIES AND ACADEMIC RESOURCES

Our recently renovated school, located in the heart of Baltimore's Jewish Community, consists of spacious and attractive classrooms equipped with up-to-date audio-visual equipment for an interactive classroom experience.

Our science lab, currently undergoing renovation, enhances the academic experience in the study of physics, biology, and anatomy and physiology. In our hi-tech computer lab, computer science students learn the most current programming languages and graphic arts students gain expertise while developing professional-level portfolios.

The Snyderman-Klein Library, housing sefarim (Judaic texts) and secular reference materials, is conducive to study and research. Students can be found there at all hours of the day, preparing for classes, writing assignments, studying for exams, researching projects and utilizing the computers. The lending library is also a popular resource for leisure reading,

Students relax, socialize and enjoy their meals in the welcoming and comfortable student lounge. A kitchen area, complete with microwaves, refrigerator, vending machines and drinks is available for their use.

In the WITS office suite, students are always welcome and warmly greeted by the administrative staff. The Menacheles, Academic Dean, Registrar, Academic Advisors, Bursar and Financial Aid Administrator are readily available to meet with students.

The building and classrooms are handicap accessible. Fire escape maps are clearly displayed in each of the classrooms and offices.

BOARD OF DIRECTORS

Officers

Mr. Solomon Spetner	<i>Chairman</i>
Aviva Weisbord, PhD	<i>President</i>
Mrs. Mindy Spetner	<i>Vice President</i>
Mrs. Sue Nissel	<i>Treasurer</i>
Mrs. Deborah Stern	<i>Secretary</i>

Members

Hinda Dubin, M.D.
Rabbi Zev Katz
Mr. Marvin Itzkowitz
Mrs. Sara Itzkowitz
Mrs. Shifra Rabenstein
Rebbetzin Ettie Rosenbaum, Ex-officio

ADMINISTRATION AND STAFF

Rebbetzin Ettie Rosenbaum	Menacheles/Executive Dean
Leslie Klein, PhD	Academic Dean
Mrs. Aliza Sklare	Chief Financial Officer
Ms. Lesley Austen	Executive Assistant to the Dean, Librarian
Mrs. Mimi Biegacz	Director, Academic Advisement
Mrs. Chaya Miriam Ehrenkranz	International Liaison
Mrs. Ethel Fischer	Director of Development
Mrs. Laura Ann Glazer	Office Administrator
Mrs. Judy Gross	Dean, Emerita
Mrs. Yocheved Lapidus	Academic Advisor
Mrs. Sima Oratz	Bursar
Mrs. Tova Rappaport	Financial Aid Administrator
Mrs. Cindy Ring	Registrar and Academic Advisor
Mrs. Sarena Schwartz	Database Manager
Mrs. Malka Weill	Student Services Coordinator

ADMISSIONS

WITS maintains high academic standards. Acceptance to WITS demonstrates the institution's confidence in an applicant's readiness to maximize her personal and academic growth.

The comprehensive educational experience at WITS is directed toward the development of Jewish educators, Jewish communal leaders and professionally accomplished Jewish women who are committed to the perpetuation of Jewish ideals and mesorah (Jewish tradition). The overarching academic Torah-based framework and extracurricular programs offered at WITS enable students to cultivate their social awareness, achieve their general education goals and enhance their spiritual growth and development.

Applicants must be committed to Orthodox Jewish lifestyle and practices. Applicants to WITS must be high school graduates and provide evidence of high school graduation or its recognized equivalent (as listed below) and have extensive knowledge of the Hebrew language. Students who were homeschooled must provide documentation of completion of a homeschooling program as per the requirements of the state in which the students reside. Recognized equivalents of high school graduation include:

- GED, or
- Successful completion of an associate's degree program, or
- Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution, or
- Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

Students' high school documentation or recognized equivalent is reviewed to determine its legitimacy. The review checks if the information is complete and clearly documents high school graduation from a legitimate high school. Specific focus is placed on the name and address of the high school to ensure that the entity issuing the documentation is not a bogus institution or an entity that charges a fee for the issuance of the diploma while requiring the student to perform little or no work.

WITS utilizes the following procedure to verify the high school information:

1. Is the high school well known to WITS staff as a legitimate institution? (Faculty and staff are familiar with the majority of high schools that students who apply to WITS have attended.) If yes, high school is verified and so documented on an admissions checklist.
2. If the high school is unfamiliar, the name of the high school is checked against established and reliable national high school directories to see if school is listed. If yes, high school is verified and so documented on an admissions checklist.
3. If the high school does not appear in any established national directories, the high school is contacted directly and information about the school's high school curriculum, programs, faculty, officials and graduation requirements is gathered. A professional and informed determination is then made as to whether the high school information received appears legitimate and consistent with generally acceptable high school standards. If yes, the school is verified and so documented on an admissions checklist.
4. If the high school cannot meet any of the criteria listed above, the high school is not verified and cannot be used to satisfy the requirement of successful high school completion.

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Interested applicants may obtain applications from the WITS office by writing to WITS at 6602 Park Heights Avenue, Baltimore, MD 21215; by emailing info@wits.edu; by calling the office at 410-358-3144; or by visiting the WITS website, www.wits.edu.

SEMINARY PROGRAM

Students who have completed one year of post-high school study in a Jewish institution may apply for admission to the full-time Seminary Program at WITS. As part of the Seminary Program, students are able to earn credits in General Studies courses as well.

Application Procedure

- Completed application
- \$150 non-refundable application fee (\$175 if submitted after July 5th)
- Two sealed reference forms
- Two current photographs
- Official high school transcript (with degree date) or equivalent
- Official transcripts from seminary and study abroad programs
- Official SAT and/or ACT score report; students can request a waiver
 - SAT code: 5491
 - ACT code: 7796
- Some applicants may be asked to schedule an interview with the Menacheles

Applications are evaluated on a rolling basis.

Early Admissions

Students who have not completed one year of post-high school learning in a Jewish institution may apply for early admission. Early admission to WITS Seminary Program is limited and is determined on an individual basis. The prospective student must submit an application with an official high school transcript and letter of recommendation, and be able to demonstrate outstanding academic performance in Judaic Studies and social maturity.

The remaining application process for early admission is the same as for standard admission as described above.

Probationary Acceptance

Students whose initial evaluations at the time of application indicate the need for remediation may be accepted on a probationary basis, and continued enrollment may depend upon the successful completion of remedial course(s).

POST-SEMINARY PROGRAM

Recommended for students who:

- Have completed two years of college-level study in a Jewish institution, or
- Have graduated high school more than four years ago

Application Procedure

- Completed application
- \$150 non-refundable application fee
- Two current references
- Two current photographs
- Official high school transcript (with degree date) or equivalent
- Official SAT and/or ACT score report; students can request a waiver
 - SAT code: 5491
 - ACT code: 7796

Applications are evaluated on a rolling basis. Accepted students are eligible to enroll in the General Studies division of WITS and may take up to 24 credits per semester including select Jewish Studies courses.

ISRAEL STUDY ABROAD PROGRAM (ISAP)

Students attending a college-level seminary program may earn up to 30 college credits through Gratz College as part of the Israel Study Abroad Program.

Requirements for Participation

- Acceptance to WITS Seminary Program
- Acceptance to a college-level first-year seminary program
- Commitment to attend WITS upon return from the first-year seminary program

Application Procedure

- Completed application
- \$150 non-refundable application fee (\$175 if submitted after July 5th)
- Completed ISAP form
- Two sealed reference forms
- Two current photographs
- Official high school transcript (with degree date) or equivalent
- Official SAT and/or ACT score report; students can request a waiver
 - SAT code: 5491
 - ACT code: 7796
- Written essay
- Interview

Upon completion of the year of study in Israel, courses and grades earned in conjunction with ISAP will be recorded as official Gratz College courses with grades and a GPA.

INTERNATIONAL STUDENTS

WITS welcomes international students.

International students requiring I-20 or IAP-66 forms for student visas must complete the following requirements:

- Demonstrate evidence of English proficiency.
- Provide written documentation showing they have financial support and sufficient financial resources to cover educational, living and miscellaneous expenses.
- Show proof of health insurance as required, see below.

HEALTH INSURANCE

Upon acceptance, all students must provide proof of medical insurance.

Costs of health insurance and medical expenses are the sole responsibility of each student. WITS does not provide health insurance or medical care. A physician is on call for any emergency that may arise while students are on campus.

STUDENTS WITH DISABILITIES

WITS adheres to the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). WITS provides reasonable accommodations for otherwise qualified students who disclose and verify disability. Students who wish to discuss reasonable accommodations for verifiable disabilities are responsible for identifying themselves to the WITS administration and providing the required Verification of Disability documents.

To receive reasonable accommodations, the student is required to provide diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the impairment(s). Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques and must clearly substantiate the need for all of the student's specific accommodation requests.

All documentation must be submitted on the official letterhead of the professional describing the disability. The report should be dated, signed by the professional (not the student) and include the name, title, contact information, e-mail address, and professional credentials of the evaluator. This information will not be accepted if it is completed and/or signed by the student.

The following is a list of information that should be included when applicable:

- Name of student (patient)
- Diagnostic statement identifying the disability
- Description of current functional limitations
- Expected progression or stability of the disability
- Recommendation for accommodations, adaptive services, assistive services and/or support services
- Medication prescribed, including possible side effects

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, WITS has the discretion to require additional documentation. A diagnosis or test performed by a member of the student's family is not acceptable documentation. Additionally, students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions. All Verification of Disability documents, including Individualized Education Programs (IEP), should be submitted to the Menacheles/Academic Dean no later than the first week of the student's first semester at WITS.

The building and classrooms are handicap accessible.

STUDENT HANDBOOK

At the beginning of the school year, student handbooks are distributed to students clarifying school policy and student responsibilities. Information is also available on the wits.edu website.

TUITION AND FINANCIAL AID 2018-2019

2018-2019 TUITION		
Fall and Spring Tuition - Plan A Jewish Studies Courses (21 - 33 credits) plus General Studies Courses (3 - 6 credits per semester)	\$9,750 \$1,950 (Gratz College Processing Fee)	Total: \$11,700
Fall and Spring Tuition - Plan B Jewish Studies Courses (21 - 33 credits) plus General Studies Courses (7 - 12 credits per semester)	\$12,050 \$2,410 (Gratz College Processing Fee)	Total: \$14,460
Courses on per credit basis	\$220 per credit \$44 per credit (Gratz College Processing Fee)	Total: \$264 per credit
Israel Study Abroad Program (ISAP)	Paid directly to Gratz College upon acceptance to WITS	\$1250 (includes application fee)
FEES		
WITS Comprehensive Consultation Fee (prospective students only)	\$300 applied toward tuition upon registration	
WITS Application Fee (ISRAEL STUDY ABROAD & SEMINARY PROGRAMS) (one-time non-refundable fee)	\$150 if submitted by deadline \$175 if submitted after deadline	
WITS Application Fee (POST-SEMINARY PROGRAM) (one-time non-refundable fee)	\$150	
Gratz Application Fee (one-time fee)	\$50 when applicable	
WITS Registration Fee	\$50 per semester	
WITS Technology Fee	\$25 per semester	
WITS Lab/Materials Fee (when applicable)	\$50 per course (Art, Computer Science, Science, Speech-Language Pathology)	
WITS Late Registration Fee	\$25 per course (when applicable)	
WITS Late Add/Drop Fee	\$50 per course (when applicable)	
Transcript Fees (*cc accepted with no processing fee)	\$10 Gratz \$15 Maalot Educational Network* \$10 WITS*	
Gratz Degree Processing Fee (one-time only) ⌚ Most students graduate through Gratz College ⌚ Fee noted is for seminary students ⌚ Fee varies for degree completion students	\$125 when applicable	

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TUITION ADJUSTMENT REFUND SCHEDULE	
See Academic Calendar for Dates	
Tuition Plan: <u>Withdrawing from Seminary Program</u>	Courses per Credit: <u>Withdrawing from Individual Courses Registered on Per Credit Basis</u>
Until 1 st day of semester: Full tuition refund; no fee refund	Until 2 nd week of classes: Full tuition refund; no fee refund Until 3 rd week of classes: 50% refund; \$50 drop fee After start of 3 rd week of classes: No refund; \$50 drop fee
NOTES	
<ul style="list-style-type: none">• Jewish Studies only tuition plan available.• Courses may require purchase of Mekoros books, Seforim, textbooks and other supplies.• There is a 3% processing fee on credit card transactions unless otherwise noted.• Tuition/fees are subject to change.• The total cost of the degree varies from student to student. For most students, the total cost of the degree ranges between \$18,000 and \$20,000.	

FINANCIAL AID AND SCHOLARSHIPS

Students who meet the admissions criteria of WITS are not denied admission because of financial need. Every effort is made to ensure that eligible students are able to receive the financial aid needed to attend WITS.

Financial aid options include:

All Students

- **Federal Student Aid**
WITS is recognized by the United States Department of Education as a Title IV institution. To receive federal Pell Grants, students must complete and submit the Free Application for Federal Student Aid (FAFSA) form by published deadlines. Students must reapply for financial aid each academic year. WITS does not participate in Federal loan programs.

The WITS code is 042652.
- **WITS Scholarship**
Once accepted, students and parents may request an Application for Institutional Scholarship form to be submitted to the Tuition Committee. WITS awards partial scholarships based on financial need. The Tuition Committee will review relevant financial data and determine the scholarship amount.

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- **Lola Singer Memorial Award**

Lola Singer, late mother of Dean Emerita Judy Gross, valued the benefits of a formal education to enhance the growth and development necessary for personal success and advancement. In view of these values, this memorial award is offered to eligible WITS students during their last semester of study.

Terms of the Award – Three \$1000 Grants will be awarded each year.

Two Seminary students and one Post-Seminary student will be considered for the award, based upon:

- Academic excellence
- Record of Class Performance
- Evidence of success in terms of personal effort and purpose
- Completion of degree by the end of that academic year's summer semester
- Financial need – where this award would ease the final financial expenses towards completing the degree

The Committee for the review and screening of applicants will consist of the Menacheles, Academic Dean, and Bursar or Financial Aid Administrator.

- **Private Scholarships**

WITS is an eligible recipient of many private scholarships.

State of Maryland Residents

- **Maryland State Scholarships and Aid**

The State of Maryland offers need-based and academic scholarships, grants and awards. March 1 is the deadline for filing FAFSA in order to be considered for State of Maryland financial aid. To learn about Maryland state scholarships, visit <http://mhec.maryland.gov/preparing/Pages/FinancialAid/index.aspx>.

Legislative awards have a separate application process. Students should contact their State Senator and/or Delegate.

To learn more, visit

<http://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx>.

The WITS code is 042652.

- **Charles Crane Family Foundation Grant Program for Judaic Studies**

6 Park Center Court

Suite #211

Owings Mills, MD 21117

410-415-5558

Applications are available online at <https://www.central-scholarship.org/>

PAYMENT PROCEDURES

Upon acceptance to WITS, Seminary students submit a non-refundable deposit of \$750 and Post-Seminary students submit a non-refundable deposit of \$300, which is credited towards tuition. Tuition and associated fees will be billed through the Finance Office.

Students will not be eligible for graduation nor will official transcripts be issued until all financial obligations have been met.

REFUND AND WITHDRAWAL POLICY

Any student who must leave during the school year should inform the Menacheles/Academic Dean, preferably in writing. The official date of withdrawal is the date that the student receives confirmation from the Menacheles/Academic Dean.

Unofficial Withdrawal Policy

Each semester, there is a one-time enrollment confirmation roster generated by the Office of the Registrar and circulated to the faculty to be completed when 60% of the semester has passed. The roster enables the school to determine whether or not a student who has withdrawn without giving official notice has attended 60% of the semester. A student who is not in attendance at the 60% point is determined to have withdrawn at the midpoint of the semester.

Return to Title IV Policy (R2T4)

For all students who withdraw during the semester, the institution performs an R2T4 calculation utilizing the Return to Title IV software provided by the US Department of Education.

The withdrawal date used to calculate the Title IV refund will be determined as follows: for a student who gives official notification, the date of withdrawal is the date that the student indicates in her notice or the date of notification, whichever is earlier.

Generally, if a student officially withdraws before 60% of the semester has passed, she will be able to retain a pro-rated portion of the financial aid she was awarded. If a student withdraws after 60% of the semester has passed, she will be able to retain all of the financial aid she has been awarded. The school will perform Return to Title IV calculations for all students who withdraw, even for those who withdraw after the 60% point, to determine if they qualify for post-withdrawal disbursements.

If the calculation from the US Department of Education's R2T4 system results in a refund to Title IV programs, funds will be returned in the following order:

1. Unsubsidized Federal Direct Stafford loans
2. Subsidized Federal Direct Stafford loans
3. Federal Perkins loans
4. Federal Direct PLUS received on behalf of the student

Any funds that need to be returned to a lender will be returned by the school on behalf of the student.

If unearned funds remain to be returned after repayment of outstanding loan amounts, the remaining excess will be returned in the following order:

1. Federal Pell Grants
2. FSEOG

Refunds and returns of Title IV funds will be made within forty-five days of the date of determination that a student has withdrawn. The withdrawing student may be responsible to pay any institutional charges that were previously paid with FSA funds.

ACADEMIC INFORMATION AND POLICIES

ACADEMIC STANDARDS AND OBJECTIVES

The combined comprehensive Judaic and broad-based General Studies programs enable WITS students to acquire knowledge and skills in the following areas:

- Effective written and oral communication in English and Hebrew
- Reading comprehension in English and Hebrew
- Abstract reasoning and critical thinking
- Comprehension and interpretation of numerical data
- Understanding the scientific method
- Recognition and appreciation of cultural diversity
- Comprehension and appreciation of fine arts
- Awareness of moral and ethical considerations in dealing with societal issues

The Academic Advisory Board, consisting of the Menacheles, Academic Dean, President and Department Chairs, meets to evaluate academic policy and standards to maintain the goals listed above. The Administration and Department Chairs meet regularly with assigned instructional staff to review curriculum and academic standards.

Administrators and faculty work hand-in-hand to assure that institutional policies and procedures serve the students in achieving their academic goals and personal aspirations.

ADVISEMENT

Academic advisement is a vital component in successfully undertaking and completing a degree or course of study. It facilitates academic, career and personal decision-making toward the development and fulfillment of each student's potential.

Academic Advisors meet with every new student to design a personal program plan which includes previously earned credits, courses required for the degree and courses needed to meet graduate program prerequisites. Program plans are reviewed and updated on a continual basis. Advisement sessions with students are held prior to the registration period and as needed or requested.

Students who need assistance in their studies can consult their Academic Advisor for tutoring referrals. WITS offers a subsidized tutorial program for Jewish Studies and General Studies courses, including assistance with exam preparation and writing papers.

Academic Advisors are available to discuss graduate school and career options. Career counseling, vocational testing and workshops in resume and interview skills are also available. Group advisement for the graduation process is held in the fall semester for those planning to apply to graduate school for the following fall.

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Appointments with Academic Advisors may be scheduled online throughout the year at <http://www.booknow.so/witsmaalot>.

For prospective students, a consultation service is available for a \$300 fee. Upon enrollment, the fee is applied towards tuition and the number of advisement sessions are unlimited.

Evaluation of Credits

Transfer Credits

Credits from other academic institutions are accepted in accordance with WITS academic policies and regulations as described below. Official transcripts from each institution where college-level courses/exams were taken must be submitted. In addition, course descriptions and/or syllabi are required for transfer courses. WITS accepts credits from:

- Regionally accredited schools
- AIJS accredited schools
- Select National College Credit Recommendation Service (NCCRS)
- Foreign credit evaluations that have been evaluated by a service such as WES, ECE, AACRO, SILNY and Gratz College Credit Evaluation Service (CES)
- Credit by exam
 - Advanced Placement (AP) – minimum score of 4 is required
 - College Level Examination Program (CLEP) – up to 12 credits are accepted and may be combined with foreign language exams and/or CCAP credits for a cap of 28 credits. CLEPs will not be accepted for courses in the major or minor. CLEPs may not be taken for courses given that semester.
 - NYU – New York University Foreign Language Exam
- Grades of “C” and above are transferable
- Courses taken over five years ago may expire and may not be applied to the degree

Inter-Institution Contracted Credits

WITS has partnered with Gratz College and the Community College of Baltimore County (CCBC) to expand the course options available to our students. These contracted courses are delivered by the specific institution. A separate application and registration process is necessary for these courses. Furthermore, in addition to our academic and institutional policies, WITS and the students must also abide by the policies indicated by the partnering institution. These courses fulfill WITS residency requirements and grades are calculated into the cumulative institutional GPA. Grades of “D” and above earn credit.

WITS can only register a student for a CCBC course if that student is concurrently enrolled for courses at WITS. Additionally, WITS may not sponsor a student at CCBC for a course offered at WITS. All changes to CCBC registration, including add/drop changes, must be processed through the WITS office

Courses Taken at Other Undergraduate Institutions

Women's Institute of Torah Seminary

Once a student is enrolled at WITS all courses must be taken at WITS unless written permission is obtained in advance.

Any student who wishes to take a course at an institution other than WITS (including CCBC) must fill out the "Authorization to Take Courses at Other Undergraduate Institutions" form. The form should be signed by the student's Academic Advisor and submitted to the Academic Dean for approval along with the course description and/or syllabus. This form must be submitted before the start of the semester in which the course will be taken. WITS does not guarantee credit will be granted for any course that does not have preapproval. Official transcripts are required to earn credit. Forms requesting permission to take an outside course are available in the office and on the WITS website (under "Current Students").

WITS is not responsible for the content or methods of instruction for courses taken outside of WITS.

Completing the Bachelor's Degree

120 credits are required for graduation in accordance with the following:

- General Education – 60 credits
 - 6 credits English Composition/Rhetoric
 - 12 credits Humanities
 - 6 credits History and Social Sciences
 - 3 credits Mathematics
 - 3 credits Natural Sciences
 - 3 credits Technology
 - 3 credits Diversity
 - 24 credits General Education Electives
- Major Course of Study – 36 credits
 - Bachelor of Arts in Judaic Studies – 36 credits of Jewish Studies are required, a maximum of 6 credits in Hebrew Language may be applied to the major.
 - Bachelor of Science in Jewish Education - 21 education credits and 15 Jewish Studies credits are required. An additional corollary course, Human Growth and Development, is also required.
- Free Electives – 24 credits
- Jewish Studies requirement: all WITS degrees require 36 credits of Jewish Studies

Degree Requirements

A minimum of 30 credits, of which 15 must be upper level, must be taken at WITS to establish residency.

Courses in the major must carry a GPA of at least 2.5. Students are required to maintain an overall grade point average of 2.0. Student academic progress is monitored, and students are notified regarding their academic standing and attendance. Counseling, advisement and tutorial referrals are available as needed.

Courses taken over 5 years ago may expire and may not be applied to the degree.

All students are required to take English Composition I. Students will be exempt only if they have official documentation of successful completion of the course or an AP score of at least 4. Other exams for credit, including CLEPs, do not fulfill the English Composition I requirement.

The remaining 3 credits of the English Composition/Rhetoric requirement can be satisfied with an additional course in English composition (English 102, for example), Fundamentals of Communication, or equivalent.

A minimum grade of "C" is required to fulfill the mathematics requirement.

Degrees are granted upon successful completion of all academic requirements. Diplomas are issued August of every year. All financial obligations must be met for diplomas to be issued.

Full-time students earning a GPA of 3.5 and higher are included on the Dean's List for that semester. This designation is noted on the transcript each semester that is it earned.

Students earning a GPA of 3.85 and above are Honors Graduates. This designation will be noted on the final transcript and on the diploma.

SATISFACTORY ACADEMIC PROGRESS (SAP)

All matriculated (degree seeking) students pursuing an approved program at WITS are required to maintain satisfactory academic progress toward graduation, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards required for students receiving federal financial aid are the same for all matriculated students at WITS. Satisfactory academic progress at WITS has two principal components: a qualitative standard and a quantitative standard.

Qualitative Standard

Students are evaluated at the end of each semester and are expected to maintain a minimum cumulative GPA of 2.0.

The following table shows grade and grade point allocations according to the earned course average score.

Grade	Grade Value	Percentage
A	4.00	93-100
A-	3.70	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73 -76
C-	1.67	70-72
D	1.00	60-69
F	0	59 and below– Failure
P	0	Pass
W	0	Withdrawal
INC	0	Incomplete

The final grade for each course is determined by a combination of assessments throughout the semester. All courses given at WITS require a grade of “D” or higher to receive credit. WITS will accept a “C” or higher for transfer credit.

Although no credit is given for failing grades, all grades are recorded and calculated as part of the GPA.

Quantitative Standard

Maximum Time Frame

A full-time student must make sufficient progress through the academic program to complete the 120-credit undergraduate program, within a time period of not more than six years (twelve semesters), which is 150% of the published length.

A part-time student must make sufficient progress through the academic program to complete the 120-credit undergraduate program, within a time period of not more than nine years (eighteen semesters), which is 150% of the published length.

Pace of Completion

Students must successfully complete 67% of their attempted credits per semester, with a maximum attempted credits ceiling of 180 credits. Below is a sample chart which illustrates how maximum time frame and pace of completion are applied for a full-time student. The number of credits an individual student must earn may vary from what is depicted in the chart based on her enrollment schedule.

Women's Institute of Torah Seminary

Semester	1	2	3	4	5	6	7	8	9	10	11	12
Credits	10	20	30	40	50	60	70	80	90	100	110	120
Max. Credits Attempted	15	30	45	60	75	90	105	120	135	150	165	180

For students who maintain minimum part-time enrollment:

Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Credits	6	12	18	24	30	36	43	50	57	64	71	78	85	92	99	106	113	120
Max. Cr. Attempted	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180

At the end of each semester, the student's academic files are evaluated to determine if she is achieving satisfactory academic progress. As part of the evaluation, the student's earned credits are divided by attempted credits to determine if the student is progressing through the four-year academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater and the student has earned at least the number of credits that appears in the chart above that corresponds to her semester of attendance, she is determined to be making satisfactory progress.

Federal Financial Aid Warning and Academic Probation

For continued eligibility for federal financial aid programs, if a student who had been making satisfactory progress falls below the satisfactory progress standards, she will be given a financial aid warning during which time she maintains federal financial aid eligibility. The warning period will last for one semester. During the federal financial aid warning period, the Menahel/Academic Dean will counsel the student and attempt to improve the student's performance by providing various student services that might include special tutoring, a new study plan or a scheduling accommodation. If after this federal financial aid warning period, satisfactory progress standards are still not met, the student will be notified that she will be terminated from financial aid. She will be notified that she has the option of appealing her lack of satisfactory academic progress. Procedures for filing an appeal are described in the section below. If the student successfully appeals the lack of satisfactory progress after the financial aid warning, she will be placed on academic probation for one semester.

The Menahel/Academic Dean will monitor the student during the period of probation and will devise a study plan to enable the student to improve her academic standing. This may involve conferences with the student and her instructors. If during the probation period the student's academic performance improves and the student's progress is within satisfactory academic progress standards, the probationary status will terminate.

If after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, she will be subject to academic discipline which may include

expulsion or suspension from the institution and will be ineligible to receive Title IV federal financial aid.

Reinstatement

When it is determined, by examining her progress for the semester, that a student who was not making satisfactory progress has improved her average and attained sufficient credits to bring her total to the appropriate number for the semesters completed, the student will be notified that she may once again receive aid from Title IV programs. The Menacheles/Academic Dean will notify the financial aid office of each student's status at the start of each semester.

Students may also re-establish eligibility by following the study plan they were placed on after their successful appeal. The student's SAP will be evaluated at the end of the probationary period. If she is making satisfactory progress as delineated in the plan or has come into compliance with the standard satisfactory academic progress standards, she will be reinstated as an eligible student. The student will be monitored using either the study plan or the standard satisfactory academic progress policy until she successfully completes the program. The Menacheles/Academic Dean will notify the financial aid office of each student's status at the start of each semester.

Incomplete Grades

If a student has not completed all required course work but has completed at least 50%, she may request an Incomplete in the course. Granting an Incomplete is at the discretion of the instructor and the Menacheles/Academic Dean. If it can be determined that, without passing this course, the student will be in compliance with Satisfactory Progress standards, the incomplete will not be considered to affect her average or her satisfactory progress in that interim. If it is determined that without passing this course the student will not be in compliance with satisfactory progress standards, the student's Academic Advisor will meet with the Menacheles/Academic Dean to discuss the situation. If they are able to determine that the student is making efforts in good faith to complete the missing work, they may allow her to retain the status of satisfactory progress in the interim.

Changes of grade or adjustments to incomplete grades after the conclusion of the semester for contracted courses are in accordance with the policies of the contracting institution.

If granted an Incomplete, students will have until that semester's deadline to complete their missing coursework. Beyond that point, students must petition in writing to the Menacheles/Academic Dean for a further extension. Faculty is not authorized to grant individual extensions beyond the deadline. If no written request is submitted by the deadline, students who have not completed the required coursework will receive a grade of "F" for the course. The deadline for Fall Semester courses is May 15. The deadline for Spring and Summer semester courses is December 1.

Withdrawn Courses

Courses that a student withdraws from before the first drop deadline will not appear on the student's transcript and will not be included in the number of credits attempted. From that point until the second drop deadline, a student dropping a course will receive a grade of "W" (withdrawal) for the course and the credits will be included in the number of credits attempted. After the second drop deadline, the student must complete the course or receive a grade of "F." While a "W" does not factor into the GPA, an "F" does. Dropping a course due to health reasons requires documentation from a medical professional and approval from the Menacheles/Academic

Dean. There are no academic or financial penalties. All drop deadlines are noted on the Academic Calendar.

Transfer Credits and Satisfactory Progress

Transfer credits are not included in the GPA calculation; however, the credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.

Appeals Process, Mitigating Circumstances

A student who wishes to appeal a determination of probationary status, lack of satisfactory progress, or similar issues must submit an appeal in writing to the Menacheles/Academic Dean. The Menacheles/Academic Dean will consider all relevant information, i.e., mitigating circumstances such as illness or death in the immediate family or other unusual situations. The student must also explain how her situation has changed to allow her to make satisfactory progress. The Menacheles/Academic Dean will consult with faculty members as appropriate.

The Menacheles/Academic Dean's decision will be conveyed to the student in writing within ten days of receipt of the student's written appeal.

Repeating Courses

A student who wishes to raise the grade of a specific course may repeat the same course. Both courses and grades will appear on all official transcripts. However, credit is only earned once. The lower grade will not be calculated as part of the semester's GPA nor the overall GPA.

All repeated courses are counted in the number of student's attempted credits, but cannot be counted toward full-time enrollment status for the semester in which the repeated course is taken, unless the student is retaking a course in which she received a failing grade.

Students will be allowed to repeat a course provided the student will then remain within the time frame required for satisfactory progress.

ACADEMIC POLICIES

Class Performance

Class performance is considered in determining a student's final grade in a course. Attendance is an integral element of class performance. The instruction and guidance offered in the classroom is the cornerstone of a student's education. While there is no formal attendance policy at WITS, students are expected to attend all class and laboratory sessions. Faculty factor attendance into the class performance factor of the final grade. Classroom participation, another element of class performance, is expected and encouraged in order to facilitate the integration of independently prepared assignments with the subject matter covered in the classroom. Specific grading and class performance guidelines are found in the syllabus of each course.

Please note:

- Students are responsible for all material, assignments or exams missed during absences.

- Students who anticipate prolonged absences should inform their instructors and the Menacheles and/or Academic Dean.

Missed Exams and Late Papers

All assignments must be submitted by the due date and all exams must be taken as scheduled. Advanced permission and approval is required for extensions or accommodations. In the case of a last-minute emergency, a student must contact the instructor as soon as possible and must receive confirmation.

The late exam policy is as follows:

- Instructors must approve all requests to take an exam late. Instructors have the right to take off points or otherwise penalize late exams.
- If a student arrives late to any exam without a valid excuse for the lateness, the exam must be completed in the remainder of the allotted time.
- All make-up exams must be scheduled with the office and taken in the WITS Testing Center. The cost for make-up exams is \$10.00 per exam within the first week. After this time, the cost is \$25.00 per exam.
- Proctor fees are donated to the Menacheles Discretionary Fund.

Students should consult each course syllabus for the particulars of that course's late work and exam policy.

Final Exams

Final exams must be taken as scheduled. Finals will be scheduled throughout the week, including Sunday and Friday. Work schedules or other commitments must be adjusted to conform to the final exam schedule. Please plan accordingly. Any student who fails to take a final as scheduled will receive a grade of "0" for the final. Students who have emergency or extenuating circumstances must submit a "Request for rescheduling a final exam" form to the Menacheles/Academic Dean. If approved, the make-up final must be taken at a designated time. The cost for the make-up final is \$35.

Family Educational Rights and Privacy Act (FERPA)

WITS adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), also referred to as the Buckley Amendment. This act is designed to protect the privacy of educational records, to establish the rights of eligible students to inspect their records, to provide guidelines for the correction of inaccurate data and to establish the right of students to file complaints with the FERPA office, United States Department of Education, in cases of alleged failures in compliance. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day WITS receives a request for access. A student should submit to the Registrar, Menacheles/Academic Dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the

request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If WITS decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

WITS discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

The school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by WITS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of

directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within WITS whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)) such as name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, photos, parents' and parents-in-law's names, addresses, occupations, congregations, and similar background information. **Note:** Students have the right to restrict the sharing of directory information. Students who wish to make such a request must contact the registrar's office, and submit the request in writing within 90 days from the beginning of the semester. Once a student requests that the school not disclose

directory information, this hold on sharing directory information will remain in place until revoked by the student in writing. Requests cannot be put into effect retroactively.

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Student Records

The official academic records of all students, past and present, are maintained in the WITS office. The official transcript contains identifying information, a complete record of all coursework, transfer credits, academic status and any degrees or certificates granted. The transcript is retained as a permanent record of WITS.

A hard copy and digital academic folder is maintained for each student, and includes the degree program plan, application for admission, high school transcripts, standardized test scores reports, and transcripts from colleges attended. These files are open for student review upon request. All information in the student's file is confidential.

Transcripts

Students are encouraged to review their transcripts. Students have one semester after the completion of courses to inform WITS of any error they believe to be on their transcripts.

Students may request an official WITS transcript to be sent to a designated recipient. This request must be submitted in writing with the required transcript fee. Transcript Request Forms are available on the WITS website or through the office. Students should allow two weeks from the date of the transcript request for processing. Telephone requests cannot be honored. Students may receive unofficial copies of their transcript at no charge. All financial obligations must be met before transcripts will be issued.

Grievance Procedure

Academic Grievance

The student's semester grade is based on the criteria and standards set forth in the course syllabus. Instructors take these components, which often include exams, papers and class performance, into consideration when determining the student's final grade.

A student who believes a semester grade is unjustified and not in line with WITS policy may seek clarification and, where appropriate, attempt to redress it. The student should initially confer with the instructor, informing the instructor of her concerns and seeking clarification as to how the instructor determined the grade. The aim of this is to reach a mutual understanding about the grade and to correct errors, if any, in the grade.

If, after consultation with the instructor, the student still believes that the grade is unjustified, she may appeal the grade by submitting an Academic Grievance Form to the Menacheles/Academic Dean who will attempt to resolve the grievance upon consultation with both the instructor and student. Should no agreeable resolution be reached, the case will be referred to the Academic Advisory Board. The student will be informed of the resolution in a timely fashion. Decisions of the Academic Advisory Board are final.

Non-Academic Grievance

A student who has a non-academic grievance may seek clarification, where appropriate, and a resolution to her complaint. The student should initially confer with the immediate party. If she is not comfortable addressing the immediate party, or if after consultation with the immediate party no resolution is reached, the student will file a Non-Academic Grievance Form with the Academic Advisory Board who will investigate the case at hand with all affected persons. A response will be forthcoming within two weeks of the formal request for consideration, unless more time for investigation is needed.

AIJS Complaint Procedure

Complaints can be filed with the office of the AIJS using the contact information below:

Association of Institutions of Jewish Studies
500 W. Kennedy Boulevard
Lakewood, NJ 08701-2620

Or:
Phone: 732-363-7330
Fax: 732-415-8198
Email: nlandesman@theaijs.com

Complaints that are received by AIJS concerning an AIJS accredited institution will be handled according to the following procedures:

- Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS' role in accrediting and overseeing the institution. This generally means that the complaint has to address an institutional issue that bears on compliance with AIJS's Standards for Accreditation.
- If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as not being within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.
- If AIJS determines that the complaint is relevant to its accreditation Standards or policies, or if it falls within AIJS' oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS that it has reviewed the matter and either resolved the complaint to the complainant's satisfaction

or otherwise dealt with the issue in accordance with the institution's published Complaint Policy. An explanation of its actions is required, as well as a statement that the institution certifies that it followed its own published Complaint Policy.

- AIJS will then review the institution's response and Complaint Policy.
- If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the school, AIJS will instruct the complainant to follow the complaint policy of the institution.
- If the complainant claims to have followed the institution's published Complaint Policy, and the matter is not resolved to the satisfaction of the complainant, AIJS will make a determination as to whether the complainant did actually follow the institution's complaint policy. If it is determined by AIJS that the institution did in fact follow its published Complaint Policy, and followed through with a proper disposition, the complainant will be so informed and that case will be closed.
- If AIJS determines that the institutions did not in fact follow its own published Complaint Policy, or if the matter involves issues to substantially question the institution's compliance with AIJS Standards or policies, AIJS will launch an inquiry into the issue within 10 days. AIJS will ask for documentation from the complainant, substantiating the complaint; and an explanation of the disposition from the institution (which should document how the institution followed its own Complaint Policy and procedures).
- Within 10 days of the receipt of these above materials, the executive director of AIJS, together with the chairman of the Executive Accrediting Council, will review the complaint file to determine if the institution complied with AIJS standards and policies. AIJS will contact the institution and allow the institution the opportunity (30 days) to review the matter and provide an explanation and/or additional information to AIJS.
- If after receipt of the institutional response and a review of any additional documentation, AIJS makes a final determination that the institution is not in compliance with AIJS standards and/or policies, a formal corrective action plan will be required from the institution within 30 days.
- If the response is accepted by AIJS, both the complainant and the institution will be so advised and the case will be closed.
- If the corrective action plan is not accepted by AIJS, the matter will be placed on the agenda of the EAC to determine if an adverse action, or other sanction should be initiated against the institution for noncompliance with AIJS' Standards of Accreditation.
- AIJS will make a good faith effort to address anonymous complaints against an accredited institution or against AIJS itself and treat it in a similar manner to a regular complaint. Obviously, there is no mechanism to respond directly to an anonymous complainant.
- All complaints received by AIJS regarding an accredited institution will be filed and stored in an easy and accessible manner. Site visitors will be given access to the file of an institution that is being reviewed, and any complaints on file in AIJS will be considered in the final decision of the EAC.

Maryland Higher Education Commission (MHEC) Complaint Procedure

For a complaint involving a college or university, a student or faculty personnel must first exhaust the complaint/grievance procedures established by the institution.

- A student or faculty personnel may submit a complaint in writing to MHEC when it involves an alleged violation of the Education Article, COMAR, or college or university policy, but only after the student or faculty member has first exhausted the complaint/grievance procedures established by the institution.

- Should the opinion of the complainant be that the complaint has not been resolved appropriately by the institution, the complainant may submit an official complaint to the Maryland Higher Education Commission (MHEC) in writing; students should use the College and University Student Complaint Form and faculty personnel should use the College and University Faculty Complaint Form. The Faculty Complaint Form is not used to make a complaint against a professor or faculty personnel.
- To file an official complaint, a signed College and University Student Complaint Form or College and University Faculty Complaint Form must be submitted to MHEC with copies of supporting documentation included. The complaint documents are to be submitted to:

Director of Academic Affairs Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
FAX: 410-332-0270
Email: collegiatecomplaint.mhec@maryland.gov

College and University Student & Faculty Complaint forms can also be retrieved at:
Student Complaint Forms:
http://mhec.maryland.gov/institutions_training/Documents/acadaff/MHECStudentComplaintForms.pdf

Faculty Complaint Forms:
http://mhec.maryland.gov/institutions_training/Documents/acadaff/MHEC%20Faculty%20Complaint%20Forms.pdf

(For Faculty use only; not to be used to file complaints against professors or faculty personnel)

- Within 10 business days of receipt of an official complaint, MHEC will acknowledge its receipt and begin investigating for evidence of violation of the Education Article, COMAR, or school policy.
- A copy of the complaint and supporting documents will be provided to the College or university President. MHEC will require the President to look into the matter and provide a written report back to MHEC within 30 business days of receipt of MHEC notification.
- MHEC staff may interview the institution employees, students, or the student complainant as part of its investigation.
- MHEC may take regulatory action based on its review and in accordance with the Education Article and COMAR Title 13B, and the manner for which the institution is approved to operate.
- MHEC will inform the student or faculty complainant and the college or university President in writing of its determination(s).

Specific types of complaints are handled by different agencies or organizations. A student must submit a complaint to the appropriate agency or organization as described below:

- A complaint pertaining to occupational licensure requirements is to be submitted to the appropriate licensing board or entity. Licensing board contact information is found in the institution's catalog.
- A complaint concerning compliance with the standards of accreditation is to be submitted to the institution's accrediting body. Accrediting body contact information is found in the institution's catalog and website.

- A complaint pertaining to potential violations of consumer protection is to be submitted to:

Consumer Protection Division Office of the Attorney General

200 Saint Paul Place

Baltimore, MD 21202

Telephone: 410-528-8662

More information is available at: <http://www.oag.state.md.us/Consumer/complaint.htm>

- A complaint concerning discrimination is to be submitted to:

Office for Civil Rights, Philadelphia Office U.S. Department of Education

100 Penn Square East, Suite 515

Philadelphia, PA 19107-3323

Telephone: 215-656-8541

More information is available at:

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Complaints pertaining to matters other than those addressed in the Education Article or COMAR Title 13B, or pertaining to the institution's approved policies, will not be entertained by MHEC, nor will it be referred to another agency or organization.

Misrepresentation Policy

WITS pledges that the school does not provide false, erroneous, or misleading statements concerning the nature of its education program, including types of courses offered; nature and extent of its accreditation; transfer credit policy; whether successful completion of a course qualifies a student for acceptance into a labor union or to receive a local, State, or Federal license, or a nongovernmental certification required as a prerequisite for employment, or to perform certain functions in the conditions that the institution recognizes are generally necessary to secure employment in a recognized occupation for which the program is represented to prepare students; the requirements for completing a course of study or program; the conditions that would constitute grounds for termination of student enrollment; whether its courses are endorsed by governmental officials or others; the size, location, facilities or equipment of the facility; the availability of courses; the number, accessibility, and qualifications of the faculty and other personnel, the nature of prerequisites for enrollment in any course; any facts related to the degree, diploma, or certification that a student may be awarded at the end of the course of study; and whether the degree that the institution provides is authorized by the appropriate State educational agency.

WITS assures that information regarding the nature of financial charges that is provided to students is correct. This includes information such as offers of scholarships for courses; the cost of a program; the refund policy; the availability and nature of any financial assistance offered; a student's responsibility to repay any loans; and the student's right to reject any type of financial aid.

WITS further assures that all information regarding employability of graduates is true. This includes information of whether the school is connected with any organization that is providing training leading directly to employment and whether employment is being offered by the school.

Graduation Requirements

Students who have successfully completed all requirements for a Bachelor of Arts in Judaic Studies or Bachelor of Science in Jewish Education are eligible for graduation.

MAJORS

Bachelor of Arts in Judaic Studies

The Judaic Studies program is a comprehensive, multi-faceted program of study encompassing classic Jewish Studies and core General Studies leading to a well-rounded, thorough education. The Bachelor of Arts degree requires 36 credits in Jewish Studies.

Credit Distribution Requirements:

Subject Category	Semester Hour Credits
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I.	General Education Requirements.....	60
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A.	English Composition/Rhetoric ENG 101 or equivalent required ENG 102 or Fundamentals of Communication or equivalent	6
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B.	Humanities Must include at least two subject areas	12
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C.	History and Social Sciences Must include at least two subject areas	6
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D.	Mathematics	3
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E.	Natural Sciences	3
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F.	Technology	3
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G.	Diversity	3
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H.	General Education Electives	24
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II.	Judaic Studies Major.....	36
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Courses must be chosen from the course options
in Jewish Studies (see side bar). Maximum 6 credits
in Hebrew Language.

III.	Free Electives.....	24
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Total	120
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JUDAIC STUDIES MAJOR COURSE OPTIONS

Biblical Hebrew
Biblical Literature
Hebrew Language
Jewish History
Jewish Heritage
Jewish Law
Jewish Philosophy
Religion

Major must include at
least three subject areas.

A minimum of 30 credits must be taken at WITS, of which at least 15 credits must be at the 300/400 level.

Bachelor of Science in Jewish Education

The Jewish Education program is designed for students who plan to enter the field of Jewish education as trained professionals. The program offers an interdisciplinary approach to Jewish education, focusing on core Judaic Studies courses and fundamental educational pedagogy.

Credit Distribution Requirements:

Subject Category	Semester Hour Credits
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I.	General Education Requirements.....	60
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A.	English Composition/Rhetoric ENG 101 or equivalent required ENG 102 or Fund of Communication or equivalent	6
----	--	---

B.	Humanities Must include at least two subject areas	12
----	---	----

C.	History and Social Sciences Must include at least two subject areas	6
----	--	---

D.	Mathematics	3
----	-------------	---

E.	Natural Sciences	3
----	------------------	---

F.	Technology	3
----	------------	---

G.	Diversity	3
----	-----------	---

F.	General Education Electives	24
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II.	Jewish Education Major.....	36
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	Education Courses	21
	Jewish Studies	15

III.	Free Electives.....	24
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Total	120
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JEWISH EDUCATION MAJOR REQUIREMENTS

Education

Special Education	3 credits
Methodology or Curriculum	3 credits
Assessment	3 credits
Educational Psychology	3 credits
Student Teaching	6 credits
Additional education course	3 credits

Total:	21 credits
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Corollary Requirement

Human Growth and Development	3 credits
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A total of 36 Jewish Studies credits are required for graduation: 15 credits in the major and an additional 21 credits.
A minimum of 30 credits must be taken at WITS, of which at least 15 credits must be at the 300/400 level.

Women's Institute of Torah Seminary

MINORS

WITS offers the following 8 minors:

MINOR	REQUIRED COURSES	COROLLARY	RECOMMENDED
Art and Graphic Design	Digital Illustration Digital Image Manipulation Two-Dimensional Design Design and Layout Fundamentals of Web Design Publication Design		
Business	Business Law Principles of Accounting I Principles of Accounting II Principles of Management & Organizational Behavior Microeconomics or Macroeconomics Introduction to Marketing	Ethics Statistics OR College Algebra OR Calculus	
Computer Science	Computer Programming I Computer Programming II Data Structures Computer Science electives – 9 credits		
Education	Foundations of Teaching and Learning Classroom Techniques and Management Instructional Design Education: Theory and Practice Student Teaching – 6 credits Education elective	Fundamentals of Communication Human Growth & Development	
Jewish Studies	Classical Jewish Studies – 6 credits Modern Jewish Studies – 6 credits Jewish Studies electives – 6 credits		
Pre-Health Sciences	Biology I: Molecular and Cell Anatomy and Physiology I Anatomy and Physiology II Additional science course One of the following: Abnormal Psychology, Human Growth, Medical Terminology, Nutrition, Psychobiology or Statistics		Judaism in Medicine
Psychology	Introduction to Psychology Research Methods in Psychology Psychology electives – 12 credits	Statistics Ethics	
Speech-Language Pathology	Introduction to Communication Disorders SPL electives – 15 credits	Statistics	
NOTES: Cannot CLEP any minor requirements Cannot pass/fail any courses for the minor except Jewish Studies courses for the Jewish Studies minor All minors are 18 credits All minors require a minimum of 6 credits at the 300/400 level except for the Pre-Health Sciences minor			

REGISTRATION

REGISTERING FOR COURSES

Advisement for registration is available during the registration period as well as throughout the year.

Jewish Studies Courses

Registration for Jewish Studies courses takes place once a year in the fall for the Fall and Spring semesters. Seminary students must register for a minimum of 21 and maximum of 33 Jewish Studies credits over the course of the year, in addition to Halichos Bas Yisroel. Select Jewish Studies courses, as noted below, are open to Post-Seminary students.

Code	Course	Post-Sem
BIB 102	Textual Studies in Bible	
BIB 360	Megillas Shir HaShirim	
BIB 375	Megillas Esther	
BIB 410	Unique Women in Tanach	
BIB 420	Sefer Yechezkel: From Churban to Nechama	
BIB 480	Jewish Holidays in Biblical and Talmudic Literature	
HIS 377	History of the Jewish Community in the Land of Israel	
JST 300	Halichos Bas Yisroel	
JST 325	Tomer Devora: Thirteen Pathways to Compassion	✓
JST 350	Sifsei Chaim: Essays in Hashkafa and Emuna	✓
JST 355	Contemporary Perspectives on Biblical Themes	
JST 378	Writings of the Maharal of Prague	
JST 380	Pirkei Avos: History, Halacha and Hashkafa	
JST 390	Ethical Interpersonal Communication	✓
JST 400	Jewish Philosophy: Rambam's Thirteen Principles I	✓
JST 401	Jewish Philosophy: Rambam's Thirteen Principles II	✓
JST 411	Topics in Chassidic Thought	
JST 412	Women in the World	✓
JST 420	Avodas HaLev: Fundamentals of Prayer	
JST 466	Judaism in Medicine: History, Ethics and Halacha	✓
JST 478	Feminism and Jewish Perspectives of Women	
JST 491	Independent Study 1	
JST 492	Independent Study 2	
JST 493	Independent Study 3	
RAB 331	Jewish Law: Dietary Law	
RAB 332	Jewish Law: Blessings	✓
RAB 337	Jewish Law: Economics and Business Ethics	

General Studies Courses

Registration for General Studies courses takes place prior to the start of the fall, spring and summer semesters. Seminary students may register for a maximum of five General Studies courses per semester, in addition to English Composition/Rhetoric or an internship. If the Menacheles and/or Academic Dean determines that a student will be more successful with a smaller course load, that student will register accordingly.

Post-Seminary students may register for up to 24 credits per semester including select Jewish Studies courses.

The Menacheles will determine the appropriate Jewish Studies and General Studies course load for early admissions students and/or seminary students on a case-by-case basis.

*Denotes pre- or co-requisite required as noted in Course Descriptions

Liberal Arts Courses

ART 110	Two-Dimensional Design
ART 298	Digital Illustration
ART 394	Digital Image Manipulation
ART 410	Design and Layout*
BIO 101	Fundamentals of Biology
BIO 110	Biology I: Molecular and Cell
BIO 301/PSY 378	Psychobiology*
CHEM 107/108	Fundamentals of Chemistry (CCBC)
CIS 101	Computer Concepts and Applications
COM 101	Fundamentals of Communication
ECO 112	Microeconomics
ENG 101	English Composition I
ENG 102	English Composition II*
HIS 340	Women in Jewish History and Culture
HIS 350	Food and Culture
MAT 121	College Algebra
MUS 201	Dimensions of Music
PHY 101	Fundamentals of Physics
PSY 101	Introduction to Psychology
PSY 370	Social Psychology*
SOC 101	Introduction to Sociology
SOC 397	Group Dynamics*
STA 201	Introduction to Statistics

Accounting and Business Track

ACC 101	Principles of Accounting I
ACC 102	Principles of Accounting II*
ECO 112	Microeconomics
LAW 201	Business Law
MAR 301	Introduction to Marketing
MGT 301	Principles of Management and Organizational Behavior

Art and Graphic Design Track

ART 110	Two-Dimensional Design
ART 205	Fundamentals of Web Design
ART 298	Digital Illustration
ART 394	Digital Image Manipulation
ART 396	Publication Design
ART 410	Design and Layout*

Computer Science Track

CIS 204	Programming in Python
CIS 213	Computer Programming I
CIS 241	Data Structures*
CIS 311	Database Management Systems
CIS 315	Computer Programming II*
CIS 330	Computer Systems Architecture*
CIS 351	Programming Languages*
CIS 352	Operating Systems*
CIS 355	Computer Systems, Networks and Information Technology
CIS 365	Web Programming*
CIS 490	Senior Seminar in Computer Science*
MAT 231	Calculus I*
MAT 232	Calculus II*
MAT 320	Linear Algebra*
STA 201	Introduction to Statistics

Education and Special Education Track

COM 101	Fundamentals of Communication
EDU 101	Foundations of Teaching and Learning
EDU 270	Education: Theory and Practice
EDU 360	Classroom Techniques and Management
EDU 415	Differentiated Instruction*
EDU 490	Student Teaching*
EDU420	Instructional Design I
PSY 230	Psychological Foundations of Education*
PSY 280	Human Growth and Development*
PSY 383	Survey of Exceptional Children*

Pre-Health/Science Track: Dental Hygiene, Nursing, OT/OTA, PA, PT/PTA, Sonography

BIO 101	Fundamentals of Biology
BIO 110	Biology I: Molecular and Cell
BIO 220	Anatomy and Physiology I*
BIO 221	Anatomy and Physiology II*
BIO 230	Microbiology* (CCBC)
BIO 301	Psychobiology*
CHEM 107	Fundamentals of Chemistry (CCBC) - lecture
CHEM 108	Fundamentals of Chemistry (CCBC) - lab
PHY 101	Fundamentals of Physics (without lab)*
PHY 102	Fundamentals of Physics with lab*

Psychology/Sociology Track

JST 380	Pirkei Avos: History, Halacha and Hashkafa
JST 390	Ethical Interpersonal Communication
JST 466	Judaism in Medicine: History, Ethics and Halacha
PSY 101	Introduction to Psychology
PSY 230	Psychological Foundations of Education*
PSY 280	Human Growth and Development*
PSY 299	Psychology in a Culturally Diverse Society
PSY 301	Principles of Management and Organizational Behavior
PSY 322	Research Methods in Psychology*
PSY 331	Introduction to Counseling
PSY 352	Theories of Personality*
PSY 360	Abnormal Psychology*
PSY 370	Social Psychology*
PSY 378	Psychobiology*
PSY 381	Differentiated Instruction*
PSY 383	Survey of Exceptional Children*
PSY 392	Psychological Testing and Measurements*
PSY 397/SOC 391	Group Dynamics*
PSY 490	Senior Thesis in Psychology* OR
PSY 491	Advanced Senior Thesis in Psychology*
SOC 101	Introduction to Sociology
SOC 460	Sociology of the Family*
STA 201	Introduction to Statistics

Speech-Language Pathology Track

SPL 222	Introduction to Communication Disorders
SPL 301	Speech and Hearing Science*
SPL 303	Audiology*
SPL 315	Normal Speech and Language Development*
SPL 320	Language Disorders*
SPL 333	Anatomical and Physiological Bases of Speech*
SPL 399	Aural Rehabilitation*
SPL 400	Phonetics*
SPL 402	Disorders of Articulation and Phonology*
SPL 430	Neurological Bases of Communication*
SPL 490	Clinical Methods in Speech-Language Pathology*

DEFINITION OF TERMS

Credit: a unit given to one 60-minute class (or its equivalent) meeting weekly per semester. Most courses (except for laboratory) are 3-credit classes that run over 45 classroom hours, exclusive of breaks, registration, study days, and holidays.

Semester: a 15 to 16-week course of instruction. Many Jewish Studies courses continue over two semesters. During the summer months, 45 classroom hours, 3-credit courses may run over the entire summer or be divided between Summer Session I and Summer Session II.

Full-time student: a student who takes a minimum of 12 credits per semester.

Pre-requisite courses: courses that need to be completed before registering for a specific course.

Co-requisite courses: may be taken concurrently with the course of interest. Pre- and co-requisites for some courses may be waived with permission of the instructor and/or Menahel/Academic Dean. The waiver form is available in the Administrative Office and on the wits.edu website.

GPA: the Grade Point Average is calculated by (1) multiplying the credit hours by the grade value which determines quality points; (2) adding the total number of quality points; (3) adding the total number of credit hours; (4) dividing the quality points by the quality hours. GPA is not calculated for transfer courses, but is calculated for inter-institution courses.

Remedial course requirement: a required Jewish Studies skills class for those accepted on a probationary basis.

Change of grade: honored if requested and submitted by the instructor for valid reasons, within a six-month time period.

AUDITS

Students who wish to attend a course but not receive credit can choose to audit the course. Auditing students are not required to complete exams and papers. Auditing students are expected to attend all sessions of the course. Students who exceed the number of absences indicated in the class performance section of the course syllabus may be asked to leave the course. A student cannot change from audit to credit after the initial add/drop period. At no time may a credit course be switched to an audit course.

Permission from the Menahel or Academic Dean is required in order to audit courses. Students should register for such courses as “auditing” students. Audited courses do not receive college credit.

The cost for auditing a course is 50% of the course cost plus registration and technology fees.

INTERNSHIPS

Internships are valuable opportunities that allow students to gain experience, build resumes and further explore their intended field of interest. WITS has partnered with various local schools and therapy centers to offer internships and observation hours to students pursuing careers in ABA, Art and Design, Biology, Business, Computer Science, Education/Special Education, Occupational Therapy, Physical Therapy, Psychology and Speech-Language Pathology. Options for one-credit and three-credit internships are available. For questions related to this program, please contact the Internship Program Coordinator.

- Academic credit is earned upon successful completion of course requirements. These include regular attendance at the internship, completion of 45 classroom hours per credit, satisfactory conduct at the placement, weekly assignments that reflect learning and progress at the internship and a final paper/portfolio (if applicable).
- This is a competitive internship program. Students are required to apply during the registration period before the start of each semester. Late applications will be accepted only if there are open slots. Internship applications are available on our website or in the office.
- A student who secures an internship on her own can earn credit for that internship provided specific criteria are met. An approval form is available on our website or in the office. To receive credit, the internship must be approved prior to its start.
- Application and approval forms must be signed by the student's Academic Advisor before being submitted.
- Students may participate in the internship program during the fall, spring or summer semesters, depending on availability.
- Upon acceptance/approval, the student must then register and pay for the internship.
- The ABA internship has a separate application process.

PASS/FAIL OPTION

Students may select the Pass/Fail option for up to 3 credits per academic year (fall, spring and summer semesters) for a total of 6 credits over the course of the degree. The option for Pass/Fail must be selected by the deadline as determined by the Academic Dean. No changes can be accepted after this date. Courses cannot be changed back to a grade once selected as Pass/Fail.

Pass/Fail courses cannot be:

- ✧ Core liberal arts courses
- ✧ Unique Women in Tanach
- ✧ Courses in the minor (except for the Jewish Studies minor)
- ✧ Courses in the Computer Science or Psychology majors

It is not recommended to select the Pass/Fail option for graduate school prerequisites as grades are preferred on transcripts. The Pass/Fail Form, available in the office. It must be signed by the student and the student's Academic Advisor, and then approved by the Menahel/Academic Dean.

ADD/DROP PROCEDURES

After the initial registration period, a student who wishes to add or drop a course must complete an Add/Drop Form. Late add/drops will be charged a \$50 late fee per course, when applicable, as per the fee schedule.

Adding Courses

- Courses may be added up until the third session of class and Academic Advisors must be notified of the schedule change.
- A student who registers late is responsible for making up all work that has been missed. Missed classes are considered absences as related to class performance.
- The Add/Drop Form is available online (under “current students”) and in the office.

Dropping Courses

- Jewish Studies courses can only be dropped under extenuating circumstances and with prior approval of the Menacheles. An Add/Drop Form must be completed by the student and signed by the Menacheles and the student's Academic Advisor and submitted to the office.
- To drop General Studies courses, students must notify their Academic Advisor and submit a signed Add/Drop Form to the office.
- As per the 2018-2019 Academic Calendar, fall and spring deadlines for dropping General Studies courses are:
 - Courses dropped before October 4, 2018/ February 4, 2019 will not show on transcripts.
 - Courses dropped before November 6, 2018/ March 25, 2019 will receive a grade of "W".
 - After that point, the student must complete the course or receive a grade of "F".
- Dropping a course due to health reasons requires documentation from a medical professional and approval from the Menacheles/Academic Dean. There are no academic or financial penalties.
- Students who stop attending a course without following the correct procedure will receive a grade of "F" for the course.
- The Add/Drop Form is available online (under “current students”) and in the office.

CCBC Inter-Institution Contracted Courses follow the policies of CCBC. A student who wants to add or drop a CCBC Inter-Institution Contracted Course must fill out the appropriate paperwork with the General Studies Coordinator. Students must NOT add or drop these courses directly through CCBC.

STUDENT LIFE

STUDENT RESPONSIBILITIES

Email Accounts

Students are assigned a wits.edu email account upon admission. These accounts will be available for up to one year after the completion of course of study at WITS. All communication is sent to the assigned email address. It is the students' responsibility to check their wits.edu email on a daily basis for important updates and miscellaneous information.

Digital Board

Students are responsible to check the digital board in the student lounge on a daily basis for important updates and miscellaneous information.

Student Records

Students are responsible to check records in all institutions where college credit has been earned including WITS contracted courses and college-level courses taken in high school and/or summer school or through sponsored Israel programs.

Students are also responsible for reviewing program plans for accuracy and taking the required courses and exams necessary for graduation.

COUNSELING

In addition to the Academic Advisors who guide students through the academic process, faculty members are available to provide guidance in academic and personal growth areas. Discussions between faculty members and students are confidential. Meetings are arranged by appointment.

A local rabbinic authority is available to meet one morning a week by appointment to answer halachic questions and to offer personal guidance.

WITS offers a subsidized tutorial program to provide assistance in preparation for exams, guidance in writing papers and clarification of Jewish Studies texts. Assistance is available for resume writing and application essays.

The WITS staff is committed to delivering the most effective programs and services for student development, guiding and directing them to achieve their career and personal goals.

TEXTBOOKS

Jewish Studies

Students are informed about required Jewish Studies texts during their initial registration meeting. Some texts are provided by the office for a cost. Individual instructors may have additional text requirements.

General Studies

Textbook lists are posted on the WITS website prior to the start of each semester. Students are responsible for acquiring assigned textbooks in a timely fashion.

ACADEMIC RESEARCH SOURCES

There are various research sources students may access:

- School library for Jewish and General Studies references
- Jewish Studies academic research software installed as computer-based resources, including the Bar Ilan database
- Maryland Digital Library
- On-site internet
- Gratz College library
- Ner Israel Rabbinical College library
- Community College of Baltimore County library
- Council of Jewish Education (CJE) - Jewish Education Resources
- Numerous library facilities in Greater Baltimore

COMPUTER ACCESS

Computers are available for student use in the student lounge and library for the following purposes:

- Internet research
- Printing papers
- E-mail
- Preparation of written assignments

Any inappropriate use or abuse will bear administrative consequences and the \$25 fine as outlined in the "Computer Usage Agreement" document which every student signs. Computers in the Computer Lab are available for computer science and graphics course use only.

Students are expected to use the Internet in a responsible manner and in accordance with Orthodox Jewish values.

SPECIAL PROGRAMS

World-renowned lecturers are invited to speak to the students on a regular basis. In addition, many community-wide lectures are available for the students to attend.

Y'mei Iyun are held before the Yomim Noraim featuring special guest lecturers. These programs add depth to the learning experience at WITS.

Additional programs provide students with crucial hashkafic and practical information to prepare students for the future:

Career Day enables students to explore an array of career choices, meet one-on-one with over 35 professionals, and participate in panels in multiple fields.

The Resume Writing and Interview Workshops give students the opportunity to hone their writing and interview skills as they prepare for entrance into graduate school and the job market. This popular program is presented by a well-respected professional in the field.

Women in the Workplace: Opportunities and Challenges is a forum exploring the challenges Orthodox women face in the workplace. The well-received program includes a keynote speaker, workshops with prominent professionals and a question-and-answer session with noted authorities.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an integral part of student life at WITS. They enrich the seminary experience and engender school spirit and enthusiasm within the student body. WITS encourages students to pursue their interests and offers opportunities to explore other areas to enhance personal growth.

WITS organizes social activities, such as: Welcome Dinner; Melava Malka and Jewish holiday celebrations. An End-of-Year Banquet highlights the academic year. Students also participate in events sponsored by community organizations.

COMMUNITY SERVICE

Under the auspices and guidance of the Menacheles, WITS has instituted a Social Action Committee, wherein the students organize subcommittees for community and outreach projects. Students are introduced to numerous community service opportunities at the Welcome Dinner.

Projects have included: hospital visitations; helping the elderly; assisting families who need support during critical times; free tutoring of Jewish and General Studies subjects; working with special-needs children in numerous capacities; dedicating service hours to MENUCHA, a local organization that provides support to special needs children and their families; participation in the JEP program, among others. Many students independently elect to further their involvement in community activities and services.

EMERGENCY PROCEDURES, SAFETY AND SECURITY

Class Dismissal and Cancellation

In cases of inclement weather or other circumstances where safety could potentially be compromised, classes at WITS may be dismissed, cancelled or delayed. Students and faculty will be notified through e-mail, text message and/or telephone. In the event that classes may be cancelled, faculty members are not required to report to class, but should remain on-call. If classes are not cancelled, but a faculty member is unable to attend school, that individual should notify the Menacheles or Academic Dean. Faculty members do not have the authority to cancel any classes. If there are severe weather conditions outdoors, everyone should remain inside the school building. Students, faculty and staff will receive instructions.

Medical Emergencies

In the event of a medical emergency, such as severe bleeding, difficulty breathing, chest pains or other injuries, either Hatzalah at 410-358-0000 or 911 will be called immediately. Following the call to Hatzalah or 911, the student's family or local emergency contact should be called. A designated person will remain with the student in distress until help arrives.

Women's Institute of Torah Seminary

Fire or Other Emergencies

In the event of a fire or other emergency in the school building, the fire alarm will sound throughout the building. If this alarm sounds or there is a verbal warning, students, faculty and staff must evacuate the building immediately and observe the following procedures:

- Walk steadily; do not run
- Leave the building as directed or as designated in the emergency exit plan that is posted around the building
- Close all doors as rooms are evacuated
- Report to designated evacuation areas
- Remain in designated evacuation areas until there is an all-clear signal or report.

Testing of the systems and practice drills are performed to assure compliance to safety regulations.

Safety of Campus Facilities

Safety is everyone's responsibility. The facilities and grounds are protected and receive constant attention. Any student or faculty member who sees a potential safety hazard should report the matter immediately to the Office, as the common safety message instructs "See something? Say something."

Campus Security and Crime Prevention

WITS is concerned with the safety and security of its students and staff at all times, both on campus and off-campus. Surveillance cameras have been installed on campus, and the Northwest Citizens Patrol (NWCP) is on patrol at late hour dismissal times.

- **Campus Crime Reporting Procedures:** Immediately after witnessing a crime, a student or employee must notify the nearest police station. In the event of any danger or risk, such as a bomb threat, suspected criminal or suspicious character on premises, etc., any witness should discreetly and cautiously notify the senior administrative staff member on campus. This will prompt immediate notification to all students and employees as to precautions to take while avoiding panic.

All crimes should be brought to the attention of the Menacheles/Executive Dean, who serves as the liaison with the local police in coordinating information and keeping students informed. Relevant crime information will be publicly announced to the student body within 24 hours of a crime.

- **Policies on Access to Facilities:** Access is restricted to approved students and employees, as well as authorized visitors. Entry to WITS is securely locked at all times.
- **Current Campus Law Enforcement Policies:** The institution maintains no security department of its own. Students must always be mindful of their responsibility for the welfare of themselves as well as their peers. Any student or employee who is witness to a dangerous or suspect situation is expected to immediately communicate with a law enforcement agency.

Women's Institute of Torah Seminary

- Availability of On- and Off-Campus Counseling and Mental Health Services for Crime Victims: Counseling is available on campus and is provided by trained faculty and administration members. In addition, therapists are available for counseling students at Maryland Counseling Network, 17 Warren Rd, Suite 25B, Baltimore, MD 21208, 410-764-2029. Students may be referred to other therapists as well.
- Policies for Preparing the Annual Disclosure of Crime Statistics: The institution annually discloses crime statistics to students, employees, the Federal Government and the State of Maryland.
- Programs to Educate Students and Employees about Campus Security Procedures: Students are expected to review all the security materials carefully and to strictly adhere to all policies.
- Programs to Educate Students and Employees about Crime Prevention: Students are expected to observe rudimentary safety precautions, such as traveling in groups after dark and in high crime areas.
- Statistics for Most Recent Calendar Year (and last two as available), of Crimes Reported to Police: There have been no documented cases of criminal offenses.
- Policy Regarding Police Monitoring of Crime at Recognized Off-Campus Organizations: There are no authorized off-campus organizations.
- Substance Abuse Policy: See Drug and Alcohol policy.
- Statistics on Liquor, Drug and Weapons Abuses: There have been no documented offenses related to liquor, illegal drugs or weapons.
- Campus Policy Regarding Sexual Violence and Sexual Misconduct: WITS is completely committed to maintaining a safe and secure environment for all students, faculty and staff. Accordingly, the school adheres to a strict and uncompromising no-tolerance policy with regard to sexual violence which includes any form of sexual assault, domestic violence, dating violence, stalking or any other form of sexual misconduct. WITS also prohibits retaliation against any person who, in good faith, reports or discloses a violation of this policy, files a complaint, and/or participates in an investigation, proceeding, complaint, or hearing under this policy. Once WITS becomes aware of an incident of sexual violence, dating violence, domestic violence and stalking or any other form of sexual misconduct, WITS will promptly and effectively respond in a manner designed to eliminate the misconduct, prevent its recurrence, and address its effects.

The school official who is responsible for coordinating efforts to prevent sexual violence, dating violence, domestic violence and stalking or any other form of sexual misconduct is Rebbetzin Ettie Rosenbaum, Menacheles. Rebbetzin Rosenbaum can be contacted at:

WITS
6602 Park Heights Ave
Baltimore, MD 21215
410-358-3144
ebrosenbaum@wits.edu

Any person seeking information or training about rights and available actions to resolve reports or complaints involving potential sexual violence, dating violence, domestic violence and stalking or any other form of sexual misconduct and/or any person who wants to file a complaint or make a report of sexual violence, dating violence, domestic violence and stalking or any other form of sexual misconduct or get information about available resources (including confidential resources) and support services relating to sexual violence, dating violence, domestic violence and stalking or any other form of sexual misconduct should contact Rebbetzin Rosenbaum at the phone number, address or email address listed above.

In the event of a sex offense or incident of domestic violence, dating violence or stalking, students are urged to contact the police immediately. The nearest police station is located at 5271 Reisterstown Road, Baltimore, Maryland 21215. The Northwest District Baltimore police phone number is 410-396-2466. Should a student feel uncomfortable in contacting the police directly, she may indirectly do so through the school's liaison, Rebbetzin Rosenbaum.

In the event of an assault or incident, it is important for the student to preserve all evidence as proof of a criminal offense. Victims of sexual violence, domestic violence, dating violence, stalking or any other form of sexual misconduct are directed to contact a special culturally-sensitive project called CHANA (chanabaltimore.org). Their confidential hotline is 410-234-0030. Students can also contact Amudim. Their confidential hotline is 646-517-0222. This is a dedicated hotline and is answered by culturally sensitive social workers and legal staff. Information about their services is available at their website Amudim.org.

Victims of domestic violence may also contact the CHANA Confidential Hotline at 410-234-0030; or Shalom Taskforce confidential hotline at 718-337-3700.

Upon request and if reasonably attainable, WITS will change a victim's academic situation after the alleged sex offense. In the case of an alleged sex offense, incident of domestic violence, dating violence or stalking, both the accuser and the accused will be called before a disciplinary committee headed by the President, who receives annual training in domestic violence, dating violence, sexual assault and stalking. The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding. The Menacheles will interview both parties and any witnesses in order to make a determination of the student's culpability. The accuser and the accused will be informed of the school's disciplinary proceeding with respect to the alleged offense or incident.

WITS maintains a strict and uncompromising no-tolerance policy in regard to any sexual violence, domestic violence, dating violence, stalking or any other form of sexual misconduct. Any student found guilty of sexual violence, domestic violence, dating violence or stalking, or any other form of sexual misconduct, as determined by an investigation by a faculty board of inquiry, will immediately be expelled from the institution. There is no due process involved, and no appeal will be accepted. Attendance at our institution is a privilege, not a right, and may be withdrawn without notice if the student is deemed a threat to the safety and security of the student body. Any faculty or staff found guilty of sexual violence, domestic violence, dating violence or stalking, or any other form of sexual misconduct, as determined by an investigation by a faculty board of inquiry, will immediately be terminated from the institution.

Definitions:

Definition of Consent:

Informed, freely and actively given, mutually understandable words or actions that indicate a willingness to participate in mutually agreed upon sexual activity. A person can withdraw consent at any time. There is no consent when there is force, threats, intimidation, or duress. A person's lack of verbal or physical resistance or manner of dress does not constitute consent. Consent to past sexual activity with another person does not constitute consent to future sexual activity with that person. Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. A person cannot consent to sexual activity if such person is unable to understand the nature, fact, or extent of the activity or give knowing consent due to circumstances including without limitation the following:

- the person is incapacitated due to the use or influence of alcohol or drugs;
- the person is asleep or unconscious;
- the person is under the legal age to provide consent; or
- the person has a disability that prevents such person from having the ability or capacity to give consent.

Definition of Domestic Violence:

A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure or wound someone.

Definition of Dating Violence:

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim is dating violence. The existence of such a relationship shall be determined based on a consideration of the following factors:

- the length of the relationship
- the type of relationship
- the frequency of interaction between the persons involved in the relationship

Definition of Stalking:

Stalking is a pattern of repeated and unwanted attention, harassment, contact or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear. Stalking can include:

- Repeated, unwanted, intrusive and frightening communications from the perpetrator by phone, mail and/or email.
- Repeatedly leaving or sending victim unwanted items, presents or flowers.
- Following or laying in wait for the victim at places such as home, school, work or recreation place.
- Making direct or indirect threats to harm the victim, the victim's children, relatives, friends or pets.
- Damaging or threatening to damage the victim's property.
- Harassing victim through the internet.

- Posting information or spreading rumors about the victim on the internet, in a public place or by word of mouth.
- Obtaining personal information about the victim by accessing public records, using internet search services, hiring private investigators, going through the victim's garbage, following the victim, contacting victim's friends, family work or neighbors, etc.

Information for Crime Victims about Disciplinary Proceedings: Upon request, WITS will provide the victim with the results of any disciplinary proceeding or actions taken by the school against the perpetrator of such a crime or offense. If the victim has died as a result of the crime or offense, the information will be provided, upon request, to the closest relative of the victim.

Registered Offenders List: The following link is provided to enable students and employees of WITS to access information about registered sex offenders in the state of Maryland. The website can be found at <http://www.dpscs.state.md.us/online/servs/socem/portal.shtml>

Missing Student Policy: Should a student, employee or any individual become aware of a student missing for 24 hours he/she must immediately notify Rebbetzin Ettie Rosenbaum, who will then contact the local police department. Students are urged to identify a contact person whom the school shall notify within 24 hours of the determination that the student is missing.

All contact information will be registered confidentially and will only be accessible to authorized campus officials, and will not be disclosed, except to law enforcement personnel in furtherance of the investigation. The institution will contact the designated contact person of the missing person within 24 hours that the student is reported missing. If the student is a minor under 18 years of age, a parent or guardian will be contacted. In any case, the institution will inform the local law enforcement agency within 24 hours.

Other Emergency Procedures: If an emergency or threat requires that students remain in the building and that the building remains securely locked, Lockdown Procedures will go into effect securing the building and students from any outside threat.

School Conduct Policy and Behavioral Standards (Prevention of Harassment, Abuse and Bullying)

Definitions:

Abuse means (i) in the case of conduct engaged in by a WITS staff member or WITS student, the conduct described in Section II.A of this conduct policy.

Behavioral Standards means, collectively, the behavior prohibited on Section II.A of this conduct policy.

Investigation means the investigation of any report, in accordance with Section IV of this conduct policy.

Mental/Emotional Injury means the observable, identifiable and substantial impairment of a student's mental or psychological ability to function.

Report means an oral or written report (with respect to any alleged violation of the Behavioral Standards) provided by a WITS staff member or WITS student in accordance with Section III.B of this conduct policy.

Women's Institute of Torah Seminary

WITS staff member means each full-time or part-time teacher, administrator, support staff or other employee of WITS and any independent contractor or volunteer engaged by WITS to interact with WITS students.

Contact information:

Rebbetzin Ettie Rosenbaum, Menacheles/Executive Dean

410-358-3144, ebrosenbaum@wits.edu

Dr. Leslie Klein, Academic Dean,

410-358-3144, lklein@wits.edu

Dr. Aviva Weisbord, President

410-358-3144

Dr. Hinda Dubin, Ombudsman

410-358-3144

Drug and Alcohol Policy

The following is the Institutional Drug and Alcohol Policy in effect at WITS. WITS is committed to maintaining a drug-free campus for the benefit and protection of students, faculty and staff. All policies listed below will be strictly enforced.

Standards of conduct regarding drug and alcohol use

- WITS will not tolerate any unlawful use, possession or distribution of illicit drugs on school property or as part of school activities.
- In addition, any student misusing drugs or alcohol off-campus will be subject to the same reprimands and disciplinary sanctions listed for violation on-campus (see below), up to and including suspension and expulsion.
- Responsible use of alcohol on or off premises by students over 21 while not encouraged, will be allowed under the following circumstances:
 - as part of ritual services and celebrations
 - the student makes no attempt to use a motor vehicle

Legal sanctions: local, state and federal

Local, state and federal laws are constantly changing. Every effort is made to distribute current information. Note that the trend in legislation, law enforcement and the courts is toward harsher penalties, larger fines and longer periods of incarceration. Any conviction may result in a permanent criminal record.

Being in the company of others who are using illegal drugs, even if not participating, may result in arrest.

Federal penalties are severe for illegal drug trafficking with minimum sentences for many categories.

State of Maryland Statutes provide penalties for a person found to have acted as an organizer, supervisor, manager or financier of a scheme distributing illegal drugs, and provide that such conduct is a first degree crime punishable by imprisonment and fines.

Local ordinances may range from fines for driving with an open container of an alcoholic beverage in the car, regardless of whether the driver has consumed any alcohol, to more severe penalties.

Health risks

Studies have now proven that all illegal (and many prescription) drugs are, to some extent, physically and/or psychologically addictive. There are no safe drugs. Many drugs are potentially addictive after only one dose. Many drugs can kill with just the smallest amount of overdose. There is no drug experience that is worth risking health of self or future generations.

Marijuana, once considered relatively harmless, has been shown to affect memory and intelligence, most seriously among young people who are at a crucial stage of development. Marijuana may also act as a "gateway" to more dangerous drugs. In the past, marijuana was often of very weak quality. Potency has increased over the years, and many samples have been found to be adulterated with dangerous hallucinogens and other substances.

Available drug counseling and treatment

WITS is committed to helping students deal with life's problems in a mature, sensible manner focusing on prevention rather than treatment. Specialists are available on a constant basis. In addition, all faculty members have been trained to be sensitive to the physical and emotional well-being of the students and to assist as appropriate.

If assistance is needed, references will be provided for counseling. If a problem is discovered, professional intervention will be required before permission is granted to return to school.

For counseling and treatment, students are referred to CounterForce, the counseling and drug abuse prevention and treatment division of the Torah Umesorah National Association of Hebrew Day Schools.

Disciplinary sanctions that the institution will impose on students and employees

As an institution, which is firmly opposed to any drug involvement, WITS will deal severely with any student who misuses controlled substances. The following guidelines serve as warning before sanctions are imposed.

- Knowledge that another student or employee is involved with drugs or alcohol: Students or employees who become aware of a fellow student or employee who is misusing drugs or alcohol, are expected to bring the problem to the attention of the Menacheles immediately. A student or employee who fails to do so will be held responsible and will be censured.

Any problem can be resolved more easily the earlier it is caught. Neglect of a problem can be a severe danger to the person involved, as well as those around him.

- First offense – students

A student who is reported to have misused drugs or alcohol will be called to the Office of the Menacheles. The Menacheles will interview any witnesses and make a determination of the student's culpability.

If the student is found at fault, she will receive a reprimand and the offense will be noted in her permanent record.

At the discretion of the Menacheles, the student will be suspended, pending discussion with the student's parents and meeting with a health professional to assess the degree of the problem.

If the Menacheles is fully satisfied that this was a unique occurrence and that the student is sincerely regretful and can be trusted to refrain from any future involvement with drugs, the student will be allowed back into school.

The student will be clearly warned that any repeat of the offense will result in immediate suspension pending investigation and ultimately expulsion.

- Second offense - students

Any student who is guilty of a second offense as determined by investigation by a faculty board of inquiry will immediately be expelled from the institution.

Reinstatement may be considered only after a prolonged period of professional counseling and compliance testing and at the discretion of the Menacheles.

There is no due process involved, and no appeal will be accepted. Attendance at our institution is a privilege, not a right, and may be withdrawn without notice if the student is deemed a threat to the moral and/or physical integrity of the student body.

- First offense – employees

In general, no applicant who has been convicted of a drug-related offense will be hired as an employee of this institution, although extenuating circumstances may be considered.

Any employee who has concealed a past drug-related conviction will be terminated without notice if such offense is discovered. Any employee who is observed to be misusing drugs/engaging in the unlawful possession or sale of drugs will immediately be terminated and referred to appropriate law enforcement officials.

- Addiction to prescription drugs/alcohol

WITS is sympathetic to any individual who inadvertently becomes addicted to prescription drugs and alcohol and urges immediate professional and/or self-

help group assistance.

The administration will make every effort to allow the employee to arrange his/her schedule to facilitate seeking professional assistance and will make every possible effort to allow an employee to return to work after seeking treatment for treatment at a residential clinic.

- Responsible use of alcohol

Under no circumstances is a student who has consumed any alcohol beverage, in any quantity, to drive any motor vehicle. A student's friends are expected to exercise good judgment and seek the assistance of an adult if they are unable to dissuade a student from driving.

Preferably, a student who is drinking should relinquish her car keys to a designated driver.

Any student who drinks in violation of the rules will be held responsible, and censured severely, up to and including a meeting with the student's parents, and/or suspension.

PUBLIC RELATIONS MATERIALS

WITS may use written comments, letters and/or essays written by students and photographs/videos of students taken at WITS functions for publicity, illustration, advertising and website content.

CODES OF CONDUCT

Students are expected to conduct themselves in the manner befitting an Orthodox Jewish woman and in keeping with the standards and values of WITS.

GUIDELINES FOR APPROPRIATE DRESS

Students at WITS are expected to reflect the ethical values, personal conduct and appropriate dress required of an Orthodox Jewish woman. WITS subscribes to the philosophy that the appearance of the student has a direct impact on her personal conduct, demeanor and development. A code of appropriate dress and conduct is stated in the Student Handbook.

ACADEMIC HONESTY

All work is expected to be the result of the student's own efforts unless properly acknowledged as the work of someone else. All primary and secondary source materials, whether quoted or paraphrased, must be cited in accordance with accepted style guidelines and appropriately credited. It is also unacceptable to submit another individual's work as one's own, cheat on exams and/or plagiarize in any form. Academic dishonesty is a very serious offense and is kineged halacha. Violations will be addressed by the Academic Affairs Committee.

In addition to the policy outlines in the Student Handbook, instructors are required to clearly define to their students the WITS policy on plagiarism. A student who plagiarizes will receive a grade of “F” for the course and/or be dismissed from the school.

COPYRIGHT INFRINGEMENT

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, see the website of the U.S. Copyright Office at www.copyright.gov.

CELL PHONES

Cell phone usage is absolutely prohibited in the classroom and on the entire second floor of the school building. Cell phones must be turned off during class. A student who uses a cell phone in any way during a class, including texting, will be marked absent for that day and may be withdrawn from that course. The student may not be allowed to return to the class, and no credit or refund will be given for the course.

ALUMNAE

CONTINUING EDUCATION

The Women's Institute of Torah (WIT) offers continuing education classes and lectures to alumnae and the community. WITS students take advantage of these courses and lectures while still earning their degree.

ALUMNAE ACHIEVEMENTS

WITS takes great pride in the successes of its alumnae. In addition to being highly valued in the workforce, many have continued their education on a graduate level. They have been accepted to graduate programs in a variety of institutions, including: Adelphi College, Argosy University, California State University at Northridge, Catholic University, College of New Rochelle, Columbia University, DeVry University, Fordham University, Fairleigh Dickinson University, Gallaudet University, George Washington University, Goucher College, Grand Canyon University, Hofstra University, Howard University, Johns Hopkins University, Kean College, Long Island University, Loyola University- Maryland, Loyola University- Illinois, McDaniel College, New York University, New York School of Interior Design, Nova Southeastern University, Rutgers University, Salisbury University, St. John's University, SUNY-Downstate Medical Center, Temple University, Touro College, Towson University, University of Baltimore, University of Chicago, University of Pennsylvania, University of Maryland, University of South Carolina, Wayne State University, Western Governor's University, Western Kentucky University, Widener University, Yeshiva University, and Xavier College, among others.

Alumnae have pursued such fields as: Accounting, Computer Science, Education (MAT, Early Childhood, Special Education, Reading, Curriculum and Instruction, Supervision and Administration), Negotiation Conflict Management, Occupational Therapy, Physical Therapy, Physician's Assistant, Psychology, Public Policy, Speech and Language Pathology, Social Work and Tax Law. Others have continued in specialized fields, such as: Nursing, Clinical Nurse Leadership, Corporate Communications, Culinary Arts, Court Recording, Graphic Arts, Interior Design, Esthetics, Orton-Gillingham Reading Methods and Sonography.

WITS ALUMNAE ASSOCIATION

The growing fellowship of WITS alumnae advances and promotes WITS. The involvement and support of WITS alumnae is encouraged and valued as contributions to the success and continued growth of WITS.

The alumnae association, headed by WITS alumnae co-chairs, was established in January, 2005. The goals of this association are:

- To maintain contact with teachers and continue to benefit from the relationships formed
- To establish an up-to-date alumnae database
- To plan and execute fundraising events
- To serve as a medium for public relations
- To contribute to the WITS newsletter highlighting alumnae activities and achievements
- To provide lecture-based events to promote and continue lifetime learning and social networking.

JEWISH STUDIES FACULTY

REBBETZIN ETTIE ROSENBAUM, MENAHELES

Mrs. Esther Badian

Master of Science, Pastoral Counseling, Loyola University Maryland; Bachelor of Science, Liberal Studies, Excelsior College; Teaching Degree, Education, Seminar Bais Yaakov - Misrad Hachinuch (Israel)

Rabbi Yirmiyahu Benyowitz

Rabbinic Ordination, Rabbinics, Ner Israel Rabbinical College Doctor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College; Master of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College, Bachelor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College

Rebbetzin Lea Feldman

Teaching Diploma, Education, Beth Jacob Jerusalem Teacher's College

Rebbetzin Bracha Goldberger

Noted Community Rebbetzin, Cong. Tiferes Yisroel; Certificate, Court Stenographer, Villa Julie College

Rabbi Menachem Goldberger

Rabbinic Ordination, Rabbinics, Rabbinical College of Canada; Bachelor of Arts, Psychology, University of Denver

Rebbetzin Mindi Hauer

Bachelor of Science, Accounting, Towson University; Teaching Diploma, Education, Beth Jacob Jerusalem Teacher's College

Rabbi Moshe Hauer

Rabbinic Ordination, Rabbinics, Ner Israel Rabbinical College; Doctor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College; Master of Science, Computer Science, Johns Hopkins University; Bachelor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College

Rabbi Dovid Heber

Rabbinic Ordination, Rabbinics, Ner Israel Rabbinical College; Master of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College; Master of Science, Computer Science, Johns Hopkins University; Certificate of Teaching, Ner Israel Rabbinical College

Mrs. Guitelle Horowitz

Bachelor of Science, Medical Technology, University of Scranton

Dr. Julian Jakobovits

Bachelor of Medicine/Bachelor of Surgery, University College Hospital Medical School; Bachelor of Science - Honors, Anatomy, University College London; Bachelor of Science, Biochemistry, Johns Hopkins University

Mrs. Rachel Neuberger

Teaching Diploma, Education, Michlalah Jerusalem College

Mrs. Shifra Rabenstein

Graduate Certificate, School Administration and Supervision, Johns Hopkins University; Bachelor of Arts, Judaic Studies, Yeshiva University

Mrs. Rachelle Reingold

Teaching Diploma, Education, Beth Jacob Jerusalem Teacher's College

Rabbi Daniel Rose

Rabbinic Ordination, Rabbinics, Ner Israel Rabbinical College; Doctor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College; Master of Rabbinic Studies, Rabbinic Studies, Ner Israel Rabbinical College; Bachelor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College

Rebbetzin Ettie Rosenbaum

Teaching Diploma, Education, Beth Jacob Jerusalem Teacher's College

Rabbi Shmuel Silber

Rabbinic Ordination, Rabbinics, Yeshiva University; Master of Arts, Jewish Education, Yeshiva University; Bachelor of Science, Accounting, Yeshiva University

Rabbi Yochanan Stengel

Master of Medical Science, Physician Assistant, St. Francis University; Bachelor of Rabbinic Law, Rabbinics, Kol Torah Rabbinical College; Bachelor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College; Certificate, Physician Assistant; Anne Arundel Community College

Mrs. Ruth Steinhardt

Teaching Diploma, Education, Beth Jacob Jerusalem Teacher's College

Mrs. Yael Weisbord

Teaching Diploma, Education, Gateshead Teacher's Training College

GENERAL STUDIES FACULTY

LESLIE KLEIN, PhD, ACADEMIC DEAN

MRS. JUDY GROSS, ACADEMIC DEAN EMERITA

Dr. Robert M. Benedek

Doctor of Philosophy, Clinical Psychology, Yeshiva University; Master of Arts, Clinical Psychology, Yeshiva University; Bachelor of Arts - Magna cum Laude, Psychology, Yeshiva University

Mrs. Raquel Betesh

Master of Science, Neuroscience and Education, Columbia University; Master of Arts, Jewish Education, Yeshiva University; Bachelor of Arts - cum Laude, Psychology, Yeshiva University

Mrs. Chaya Brenner

Master of Science, Speech-Language Pathology, Towson University; Bachelor of Arts, Interdisciplinary Studies, Binah Institute

Dr. Esther Channah Broner

Postdoctoral Research Fellow, Johns Hopkins University; Doctor of Philosophy, Pharmacology, Hebrew University; Master of Science, Neurobiology, Hebrew University; Bachelor of Science, Medical Laboratory Technology, Hadassah Academic College

Ms. L. Amira Cole

Certified Public Accountant; Bachelor of Science, Business Administration, University of Baltimore

Mr. Cullen Cook

Bachelor of Science, Media Art and Animation, Art Institute of Philadelphia

Mrs. Sara Crane

Certificate, Graphic Design, Design Alive School for Creative Design

Mr. Ephraim Eisenberger

Master of Science, Math/Systems Management, University of Southern California; Master of Science, Physics, New York University; Bachelor of Science, Mathematics/Physics, Brooklyn College

Dr. Camelia Fawzy

Postdoctoral Seminar and Practicum in Teaching, University of Maryland University College; Doctor of Management, University of Maryland University College; Master of Business Administration, University of Maryland University College; Bachelor of Arts, Management-Marketing, Romanian-American University

Mr. Elazar Feigenbaum

Master of Science, Computer Science, Johns Hopkins University; Master of Talmudic Law, Talmudic Law, Bachelor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College

Mrs. Yocheved Glaser

Bachelor of Arts, Liberal Studies, Thomas Edison State College

Mr. Daniel Harris

Bachelor of Science - with Distinction, Geological Sciences, Pennsylvania State University

Rabbi David Hochberg

Master of Social Work, University of Maryland; Rabbinic Ordination, Rabbinics, Ner Israel Rabbinical College; Bachelor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College

Rabbi Mordechai Hochheimer

Doctoral Candidate, Social Work, University of Maryland; Master of Social Work, Roberts Wesleyan College; Rabbinic Ordination, Rabbinics, Ner Israel Rabbinical College; Bachelor of Arts, History, Yeshiva University

Mrs. Shira Hochheimer

Master of Arts, Secondary Jewish Education, Yeshiva University; Bachelor of Arts - Summa cum Laude, Computer Science, Yeshiva University

Dr. Joshua Hollander

Doctor of Chiropractic, Chiropractics, Life University; Master of Business Administration, Management/Organizational Behavior, George Washington University; Bachelor of Science, Computer Information Systems, Bentley University

Mrs. Fraidy Hopfer

Certified Public Accountant; Bachelor of Science, Business (Accounting), Excelsior College

Dr. Leslie Ginsparg Klein

Doctor of Philosophy, Education and Jewish Studies, New York University; Master of Arts, History, New York University; Bachelor of Arts - Summa cum Laude, History, Yeshiva University

Ms. Lisa Kohanbash

Master of Arts, Special Education, Grand Canyon University; Bachelor of Arts, Liberal Studies, Excelsior College

Mrs. Dorie Lauer

Master of Arts, Special Education and General Education, Goucher College; Bachelor of Arts, Liberal Studies, Thomas Edison State College

Ms Abbey Lewis

Master of Social Work, Social Work, Yeshiva University; Bachelor of Arts, Psychology, Thomas Edison State College

Dr. Anil Malaki

Master of Public Health, Johns Hopkins University; Fellowship in Ophthalmology, West African College of Surgeons; Bachelor of Medicine, Bachelor of Surgery, Medicine, University of Nigeria

Ms. Tova Markowitz

Master of Science, Speech-Language Pathology, Western Kentucky University; Bachelor of Arts, Liberal Studies, Thomas Edison State University

Ms. Megan Miskowski

Master of Science, Speech-Language Pathology, Florida State University; Bachelor of Science - Magna cum Laude, Communication Sciences and Disorders, Florida State University

Mrs. Hinda Motzen

Master of Social Work, University of Maryland School; Bachelor of Arts, Humanities, Thomas Edison State College

Ms. Leia Neft

Master of Arts, Communicative Disorders, University of Central Florida; Bachelor of Arts, Communicative Disorders, University of Central Florida

Dr. Ijeoma Ozed-WilliamsS

Master of Science, Human Anatomy and Physiology Instruction, New York Chiropractic College; Bachelor of Medicine, Bachelor of Surgery, Medicine, University of Nigeria

Mr. Gary Poretsky

Juris Doctor, Hofstra University; Bachelor of Arts, Legal Studies, Sh'or Yoshuv Institute

Mrs. Eve Poupko

Master of Arts, Experimental Psychology, Rice University; Bachelor of Arts, Experimental Psychology, Binghamton University

Dr. Jodi Reches

Doctor of Audiology, Audiology, Salus University; Master of Science, Audiology, Towson University; Bachelor of Arts - Summa cum Laude, Speech Communication Disorders, Yeshiva University

Dr. Gary Rockwood

Doctor of Philosophy, Experimental Psychology, University at Albany; Master of Science, Experimental Psychology, Rensselaer Polytechnic Institute, Bachelor of Arts, Psychology, University at Albany

Dr. Jerrold Rosenbaum

Doctor of Philosophy, Computer Science, Columbia University; Master of Science, Computer Science, Columbia University; Bachelor of Science, Computer Science, Columbia University

Mrs. Yocheved Roth

Communication Design Degree, Graphic Art, Pratt Institute

Mrs. Ann Schachter

Master of Science, Education, McDaniel College; Bachelor of Arts, Psychology, Touro College

Scheffer, Dr. Lea

Doctor of Philosophy, Chemistry, Weizmann Institute of Science; Doctor of Philosophy, Physics, Tel Aviv University; Master of Science, Physics, University of Bucharest, Bachelor of Science, Physics, Tel Aviv University

Mrs. Sarena Schwartz

Master of Arts, Advanced Information Technology, Stevenson University; Bachelor of Science – Magna cum Laude, Business Information Systems, Stevenson University

Dr. Avital Shimanovich

Doctor of Philosophy, Molecular Microbiology and Immunology, University of Maryland; Bachelor of Science - Honors, Biology, Towson University

Mrs. Ruchoma Skurnik

Master of Social Work, Social Work, University of Maryland; Bachelor of Arts, Psychology, Excelsior University

Mrs. Devora Solomon

Bachelor of Arts, Elementary Education, Coastal Carolina University

Dr. Rebecca Stoil

Doctor of Philosophy, History, Johns Hopkins University; Bachelor of Arts – with Honors, History, Near Eastern Languages and Civilizations, University of Chicago

Ms. Margit Weisgal

Post-graduate Studies, Business, University of Baltimore; Master of Science, International Hospitality Management, Baltimore International College; Bachelor of Arts, Radio/TV/Film, University of Maryland

Dr. Lorraine Wizda

Doctor of Philosophy, School Psychology, University of Maryland; Master of Arts, Psychology, American University; Bachelor of Arts, Psychology, Western Maryland College

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 497 Internship in Business I (1)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience.

BUS 499 Internship in Business (3)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

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 111 Personal Finance (1)

Designed to teach the importance of personal finance and to introduce the tools necessary to manage one's own finances, including budgeting, career development, and investing.

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/PSY 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.
Credit given for MGT 301 or PSY 301

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 110 Two-Dimensional Design (3)

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

ART 112 Fundamentals of Painting (3)

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

ART 205 Fundamentals of Web Design (3)

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

ART 298 Digital Illustration (3)

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

ART 394 Digital Image Manipulation (3)

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

ART 396 Publication Design (3)

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 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 497 Internship in Art & Design I (1)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience.

ART 499 Internship in Art & Design (3)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

BIBLICAL LITERATURE

BIB 102 Textual Studies in Bible (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 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 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 410/PSY410 Unique Women in Tanach (3)

This Nashim b'Tanach course focuses on lesser known women in Tanach. It is a textual course that will research all the topics in Tanach in which these women are mentioned. Through analysis of the mefarshim we will gain a deeper understanding of the penimius of these women. We will evaluate how their nisiyonos and achievements impacted their own lives and the future of Klal Yisroel.

Credit given for BIB 410 or PSY 410

BIB 420 Sefer Yechezkel: From Churban to Nechama (3)

This course will cover eighteen to twenty perekim in Sefer Yechezkel. Extensive exploration of sources in Tanach, Torah Sh'baal Peh, Rishonim and Achronim will illuminate the historical and social context of each nevuah. Emphasis will be placed on the relevance of its message to contemporary life.

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 199 Clinical Observation in Pediatric Therapies I (1)

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.

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 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 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 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 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 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 355 Computer Systems, Networks and Information Technology (3)

Provides a general overview of information technologies that enable the student to fully engage as a knowledge worker that uses and interacts with computer systems, networks, and information technologies that are used in today's business environment. Topics include digital information systems, hardware and software, operating systems, the Internet, data communications, systems development life cycle, and information security. The goal is to help students achieve a level of technological fluency essential for information professionals across a variety of specific career interests.

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 490 Senior Seminar in Computer Science (3)

Builds upon a student's knowledge and computer programming skills through a guided independent research seminar. Students select an area of interest within the field of Computer Science and engage in an independent research project resulting in an original project or program that can be a part of student's portfolio. The seminar further prepares students for entering the professional world in high tech fields.

Pre-requisite: Senior standing in Computer Science major OR permission of instructor

CIS 497 Internship in Computer Science 1 (1)

The internship is a great opportunity for students to explore the field of computer science. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours per credit at their placement and write weekly reflections of their experience.

CIS 499 Internship in Computer Science (3)

The internship is a great opportunity for students to explore the field of computer science. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

EDUCATION

EDU 101 Foundations of Teaching and Learning (3)

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

EDU 270 Education: Theory and Practice (3)

This course looks at the major theories of Education and how they are applied in the classroom. Students will learn how to incorporate the different schools of thoughts into age-appropriate classroom curriculum. Students will intensively examine the main branches of Education: differentiated instructions, lesson planning, classroom management, and more. This course is a requirement for Student Teaching.

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 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 490 Student Teaching (3)

Student Teaching provides an opportunity to understand all dimensions of teaching and to apply what they have learned in their classes. Students are placed in a school for a 15-week period in the Spring Semester, working closely with a participating teacher and a WITS instructor. Student will be assisting in the classroom, as well as giving model lessons, writing self-assessments, and receiving feedback. This is a mandatory course for Education minor/majors.

Pre-requisites: Foundations of Teaching and Learning and Education: Theory and Practice

EDU 496 Internship in Education I (1)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience.

EDU 498 Internship in Education (3)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

EDU 494 Internship in Special Education I (1)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience.

EDU 499 Internship in Special Education (3)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

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

HEALTH SCIENCES

HES 497 Internship in Health Sciences I (1)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience.

HES 499 Internship in Health Sciences (3)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

HISTORY

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

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

HIS 340 Women in Jewish History and Culture (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.

INDEPENDENT STUDY

JST 491 Independent Study (1)

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

JST 492 Independent Study (2)

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

JST 493 Jewish Studies Thesis (3)

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

JEWISH LAW

RAB 331 Jewish Law: Dietary Law (3)

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

RAB 332 Jewish Law: Blessings (3)

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

RAB 337 Jewish Law: Economics and Business Ethics (3)

A study of Jewish law as it relates to the world of commerce and business, focusing on classic halachic literature and its application to modern situations. Students are guided through the ethical principles that govern their conduct in the world of commerce, as elucidated by the Talmud and related commentaries. Special emphasis is placed on common ethical questions and the practical application of Jewish moral principles.

JEWISH STUDIES

JST 299 Introduction to the Philosophy of Mitzvot (3)

Introduces students to the philosophy of Jewish laws and customs and their impact on Jewish life, based on the analysis of traditional Jewish sources and texts.

JST 300 Halichos Bas Yisroel (1)

This course is divided into 3 parts. The first section delves into middos refinement. Emphasis is placed on working on various middos such as kinah and hakaros hatov. The second section discusses readiness for marriage. The third part focuses on marriage itself, examining the husband-wife relationship.

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 350 Sifsei Chaim: Essays in Hashkafa and Emuna (3)

This course will study basic and advanced ethical concepts in hashkafa, faith and mussar through exploring the writings of Rav Chaim Friedlander, mashgiach of the Ponivezh Yeshiva, and a disciple of Rav Eliyahu Eliezer Dessler.

JST 355 Contemporary Perspectives on Biblical Themes (3)

This course will focus on selected perakim of Tehillim in-depth. The class will explore the background that Dovid Hamelech was experiencing when he said that particular perek of Tehillim and then discuss, absorb and internalize the relevant messages as they apply in this generation.

JST 378 Writings of the Maharal of Prague (3)

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

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

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

JST 390 Ethical Interpersonal Communication (3)

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

JST 395 Writings of Rav Dessler (3)

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

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

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

JST 400 Jewish Philosophy: Rambam's Thirteen Principles I (3)

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

JST 401 Jewish Philosophy: Rambam's Thirteen Principles II (3)

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

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

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

JST 411 Topics in Chassidic Thought (3)

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

JST 415 Women in the World (3)

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

JST 420 Avodas HaLev: Fundamentals of Prayer (3)

Introduces the art of davening, addressing a number of common challenges involved in the process. After examining the general structure of Shacharis, the class will focus on an intensive study of the Shemona Esrei.

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.

MATHEMATICS

MAT 121 College Algebra (3)

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

MAT 231 Calculus I (3)

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

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

MAT 232 Calculus II (3)

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

Pre-requisite: 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 201 Dimensions of Music (3)

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

PHYSICAL EDUCATION

PED 220 Mindfulness and Spirituality (1)

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

PSYCHOLOGY

PSY 101 Introduction to Psychology (3)

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

PSY 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 301/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.

Credit given for PSY 301 or MGT 301

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 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 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 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 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 497 Internship in Psychology 1 (1)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience.

PSY 499 Internship in Psychology (3)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

SCIENCE

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 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 497 Internship in Biological Sciences I (1)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience.

BIO 499 Internship in Biological Sciences (3)

The internship is a great opportunity for students to explore an area of interest. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience.

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.

Pre-requisite: College Algebra or equivalent

PHY 101L Fundamentals of Physics Lab (1)

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

Pre- or Co-requisite: Fundamentals of Physics

SOCIOLOGY

SOC 101 Introduction to Sociology (3)

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

SOC 397/PSY 397 Group Dynamics (3)

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

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

Credit given for SOC 397 or PSY 397

SOC 460 Sociology of the Family

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

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

SPEECH AND LANGUAGE PATHOLOGY

SPL 222 Introduction to Communication Disorders (3)

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

SPL 301 Speech and Hearing Science (3)

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

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 303 Audiology (3)

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

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

SPL 315 Normal Speech and Language Development (3)

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

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 320 Language Disorders (3)

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

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

SPL 333 Anatomical and Physiological Bases of Speech (3)

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

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 399 Aural Rehabilitation (3)

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

Pre-requisite: Audiology

SPL 400 Phonetics (3)

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

Pre- or Co-requisite: Introduction to Communication Disorders

SPL 402 Disorders of Articulation and Phonology (3)

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

Pre-requisites: Introduction to Communication Disorders and Phonetics

SPL 430 Neurological Basis of Communication (3)

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

Pre- or Co-requisite: Introduction to Communication Disorders

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

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

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

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