

WOMEN'S INSTITUTE OF TORAH SEMINARY
MAALOT BALTIMORE



CATALOG

2016-2017

תשע"ז

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Women's Institute of Torah Seminary/Maalot Baltimore,
is accredited by
The Association of Institutions of Jewish Studies
and approved by the
Maryland Higher Education Commission
as a degree granting Institution of Higher Learning.

INSTITUTIONAL STANDARDS AND PURPOSE

The Women's Institute of Torah Seminary/Maalot Baltimore 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.

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MISSION STATEMENT

The mission of The Women's Institute of Torah Seminary (WITS)/Maalot Baltimore 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/Maalot serves 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 a preparation for careers in Jewish communal life. WITS/Maalot's 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/Maalot education enables graduates to enter professions in numerous fields or pursue further study in graduate school. WITS/Maalot is dedicated to the promotion of traditional Jewish standards and a values-oriented approach in all of its academic programs.

WITS/Maalot 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.

HISTORY

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

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

- 1998. WITS/Maalot became part of the Maalot Educational Network, a division of Neve Yerushalayim College for Women. With this partnership, WITS/Maalot students were able to earn regionally-accredited degrees from Thomas Edison State University and Excelsior College.
- 2005. WITS/Maalot was approved by the Maryland Higher Education Commission as a degree-granting institution of Higher Learning.
- 2015. WITS/Maalot entered into an exciting new partnership with Gratz College, an institution regionally accredited by the Middle States Commission on Higher Education. WITS/Maalot students can earn a BA degree from Gratz College in addition to the degree issued by WITS/Maalot. The internationally-recognized Gratz College degree is highly regarded in the academic community.
- 2016. WITS/Maalot 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* (Dean and Director of Judaic Studies), Academic Dean (General Studies), administrators, student advisors, faculty and staff all lend a special quality to WITS/Maalot through their dedication to and involvement with the academic, social and spiritual development of the students.

Over 1000 women have graduated from WITS/Maalot and gone on to achieve success in a wide range of graduate programs and the professional world.

Women's Institute of Torah Seminary/Maalot Baltimore

ADMINISTRATION AND BOARD

BOARD OF DIRECTORS

Officers

Marvin Itzkowitz	<i>Chairman- CEO</i>
Aviva Weisbord, PhD	<i>President</i>
Rabbi Zev Katz	<i>Vice Chairman</i>
Shifra Nissel	<i>Treasurer</i>
Mindy Spetner	<i>Secretary</i>

ACADEMIC ADVISORY BOARD

President
Menacheles
Academic Dean
Department Chairs

Members

Sherry Berlin, Esq.	Mrs. Rachel Neuberger
Mrs. Leah Berry	Mrs. Shifra Nissel
Moshay Cooper, MD	Mrs. Shifra Rabenstein
Mrs. Perri Goldenhersh	Mrs. Shana Sobel
Rabbi Dovid Hochberg	Mrs. Deborah Stern
Mrs. Sara Itzkowitz	Janet Sunness, MD
Mrs. Eve Messing	

ADMINISTRATION

Mrs. Ettie Rosenbaum	Menacheles (Dean, Director of Judaic Studies)
Leslie Klein, PhD	Academic Dean (General Studies)
Mrs. Judy Gross	Academic Dean, Emerita, (General Studies)
Mrs. Cindy Ring	Registrar, Student Advisor
Mrs. Sarena Schwartz	Assistant Registrar and Database Manager
Mrs. Andrea Schulman	WIT Coordinator, Continuing Education
Mrs. Rivka Segal	International Liaison
Mrs. Mimi Biegacz	Director, Student Advisement
Mrs. Yocheved Lapidus	Student Advisor
Mrs. Judy Rosenberg	Librarian

ADMINISTRATIVE SUPPORT SERVICES

Mrs. Laura Ann Glazer	Office Manager, Judaic Studies Department
Mrs. Malka Weill	Executive Assistant, General Studies Department

FINANCIAL AID AND STUDENT ACCOUNTS

Mrs. Sima Oratz	Director of Student Accounts and Financial Aid Coordinator Liaison, Maryland State Scholarship Administration
Steven Graber, CPA	Business and Financial Liaison
Marvin Itzkowitz	Scholarship Committee

DEVELOPMENT AND COMMUNICATIONS

Mrs. Ethel Fischer	Director, Development, Communications and Alumnae Affairs
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FACILITIES

Our newly 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. The building and classrooms are handicap accessible.

The stately library, housing *sefarim* (Judaic reference) and secular reference materials, is perfectly conducive to study and research. Students can be found there all hours of the day, preparing for classes, writing assignments, studying for exams, researching projects and utilizing the computer terminals. The lending library is a popular resource for leisure reading.

In our state of the art computer lab, computer science students learn the most current programming languages and creative graphic arts students gain expertise and develop professional-level portfolios.

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

In the WITS/Maalot office suite, students can easily reach the *Menahel*s, Academic Dean, Registrar, Student Advisors, and Director of Student Accounts. Students are always welcome and warmly greeted by the administrative staff.

ADMISSIONS

Statement of Philosophy

Applicants must be committed to an Orthodox Jewish life style and practices.

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

The comprehensive educational experience at WITS/Maalot 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/Maalot enable students to cultivate their social awareness, achieve their general education goals and enhance their spiritual growth and development.

Interested applicants may obtain applications from the WITS/Maalot office, 6602 Park Heights Avenue, Baltimore, MD 21215, 410-358-3144, or online at www.wits.edu.

I. 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/Maalot. As part of the Seminary Program, students are able to earn credits in General Studies courses as well.

Application Procedure:

- Signed Seminary application form
- \$150 non-refundable application fee (\$175 if submitted after July 5th)
- Two completed, sealed reference forms; students currently in seminary should select at least one recommender from their current seminary
- Current photograph
- Official Judaic and general studies high school transcripts
- Proof of high school graduation or equivalent
- Official transcripts from all post-secondary institutions including seminary, study abroad programs, colleges and college courses taken during high school
- Official SAT and/or ACT score report; students can request a waiver
 - SAT code: 5491
 - ACT code: 7796
- Official score reports from all testing programs
 - AP code: 5491
 - CLEP code: 6062
- Medical Information form
- Some applicants may be asked to schedule an interview

Applications are evaluated on a rolling basis.

A. Early Admission

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/Maalot's Seminary Program is limited and is determined on an individual basis. The prospective student must submit an application with a high school transcript and letter of recommendation, and be able to demonstrate:

- Outstanding academic performance in Judaic Studies
- Social maturity

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

B. 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).

II. POST-SEMINARY PROGRAM

Recommended for students who:

- Have completed two years of post-high school study in a Jewish institution, or
- Have graduated high school over four years ago.

Accepted students are eligible to enroll in the General Studies division of WITS/Maalot as full- or part-time students and take select Judaic studies courses.

Application Procedure:

- Signed General Studies application form
- \$100 Application fee (non-refundable)
- Official transcripts from all post-secondary institutions, including seminary, study abroad program, colleges, and college courses taken during high school
- Proof of high school graduation or equivalent
- Official score reports from all testing programs
 - AP code: 5491
 - CLEP code: 6062
- 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.

III. ISRAEL STUDY ABROAD PROGRAM

The Israel Study Abroad Program (ISAP) enables students attending a post-high school year of study in seminary in Israel to earn up to 30 college credits towards the BA degree.

Requirements for Participation:

- Acceptance to WITS/Maalot's Seminary Program
- Commitment to attend WITS/Maalot after the year of study in first year Seminary Program
- Acceptance to a Seminary Program that offers college-level coursework.

Application Procedure:

- Signed Seminary application form
- Signed ISAP application form
- \$100 non-refundable application fee
- Two completed, sealed reference forms
- Current photograph
- Official Judaic and general studies high school transcripts
- Proof of high school graduation or equivalent
- Official SAT and/or ACT score report; students can request a waiver
 - SAT code: 5491
 - ACT code: 7796
- Interview

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

IV. CONTRACTED CLASSES

WITS/Maalot has partnered with 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 on the WITS/Maalot campus, and a separate application and registration process is necessary for these courses. Furthermore, in addition to our academic and institutional policies, WITS/Maalot and the students must also abide by the policies indicated by the partnering institution. This information is provided to students upon admission.

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

V. INTERNATIONAL STUDENTS

WITS/Maalot welcomes international students to our school.

Prospective international students must demonstrate reasonable proficiency in the English language.

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 insurance. The level of insurance must meet the standards set by NAFSA: Association of International Educators and must be transferable to the United States
- Submit proof of immunity to communicable diseases.

VI. HEALTH INSURANCE

Upon acceptance, all seminary students must provide proof of medical insurance. Students are required to present documentation indicating immunity to communicable diseases. A tuberculin skin test is also required. The Health Insurance Information form and Medical Questionnaire is sent to students in the Student Guidebook.

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

VII. STUDENTS WITH DISABILITIES

WITS/Maalot adheres to the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Therefore, WITS/Maalot 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/Maalot administration and providing the required Verification of Disability documents.

To receive reasonable accommodations, students are required to provide diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the impairments. 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 including 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/Maalot 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 must be submitted to the main office.

The building and classrooms are handicap accessible.

VIII. REGISTRATION GUIDE AND STUDENT HANDBOOK

Upon acceptance, students receive a Registration Guide that serves as a welcoming packet and includes pertinent information, forms, and contractual agreements. At the beginning of the school year, student handbooks are distributed to students clarifying school policy and student responsibilities.

REGISTRATION

I. 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.

Prior to formally applying to WITS/Maalot, and any time after application is made, prospective students are able to take advantage of the consultation services provided by the Student Advisors in order to plan a course of study and complete a program plan.

During the student's tenure at WITS/Maalot, the academic advisement staff reviews the student's progress to evaluate and update her program plan.

A. Evaluation of Outside Credits

1. Transfer Credits

Credits from other academic institutions are granted in accordance with WITS/Maalot academic policies and regulations as described below. WITS/Maalot accepts credits from regionally accredited schools, American Council on Education (ACE), National College Credit Recommendation Service (NCCRS), and foreign credit evaluations.

- NCCRS courses require a minimum grade of "C" to carry credit.
- To fulfill the six-credit English Composition/Rhetoric requirement, an average of "C" is needed.
- To fulfill the Mathematics requirement, a minimum grade of "C" is required.
- Transfer students may submit an official transcript from regionally-accredited institutions, including those that sponsor seminary programs. Passing grades of the institution granting those credits will transfer as credits.
- WITS/Maalot accepts a maximum of 30 credits of graduate work towards the undergraduate degree.
- Grades below D are not transferable.

2. Foreign Credits

WITS/Maalot will accept credits earned in recognized seminaries and colleges that have been evaluated by a foreign credit evaluating service such as WES, ECE, AACRO, SILNY and Gratz College.

3. Credit for Prior Knowledge

WITS/Maalot recognizes that students can acquire college-level knowledge outside the classroom. Some students may have acquired abilities through life experiences, personal study, exams-for-credit or other types of work, including:

AP – Advanced Placement Program

CLEP – College Level Examination Program (12-credit cap)

DSST/ Prometrics

NYU – New York University Foreign Language Exam

TECEP – Thomas Edison Credit by Exam Program

UEXCEL- Excelsior College Exam Program

Portfolio Assessment: Written portfolio which has been evaluated by a regionally accredited institution, such as Thomas Edison State University or Excelsior College. (A student must have taken at least 12 credits at WITS/Maalot to receive portfolio writing advisement.)

4. Inter-Institution Contracted Program

The Inter-Institution Contracted Program gives WITS/Maalot students the opportunity to access a wider range of courses offered through colleges with whom WITS/Maalot has a contractual agreement. Courses are offered on the WITS/Maalot campus. By special arrangement, some off-campus courses may be taken which will fulfill WITS/Maalot residency requirements. The grades for these contracted courses are calculated into the cumulative institutional GPA.

5. Courses Taken at Outside Institutions

During the academic school year, fall and spring semesters, WITS/Maalot students may not take courses at other institutions without special written permission. Examples of valid reasons for permission: student is living out of state; WITS/Maalot does not offer a comparable course. During the summer semester, students may take courses at other institutions with pre-approval.

Any student who wishes to take a course at an institution other than WITS/Maalot (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. This form must be submitted before the start of the semester in which the course will be taken. WITS/Maalot does not guarantee credit will be granted for any course that does not have preapproval.

II. REGISTRATION

Advisement for registration is available during the registration period preceding each semester (ongoing advisement is available at any time). Students will be billed upon registration and are expected to remit payment at the time of registration, unless other financial arrangements have been made.

A. Judaic Studies

Registration for Judaic 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 *Kodesh* credits and may register for a maximum of 33 Judaic Studies credits over the course of the year.

B. General Studies

Registration for General Studies courses takes place prior to the start of the fall, spring and summer semesters. Full-time Seminary students may register for a maximum of five General Studies courses during the fall and spring semesters, in addition to English 101. If the *Menaheles* and/or Academic Dean determine that a student will be more successful with a smaller course load, that student will register accordingly. The *Menaheles* will determine the appropriate *Kodesh* and General Studies course load for early admissions students on a case by case basis.

III. ADDING/DROPPING COURSES

A. Judaic Studies

Courses may be added with the permission of the *Menaheles*. Courses may be dropped only after consultation with and written permission from the *Menaheles*. A completed and signed "Add/Drop" form must be submitted to the Judaic Studies department.

B. General Studies

To make a change in registration (adding or dropping courses), a student must complete an "Add/ Drop" form with the signature of her academic advisor. All charges will be adjusted when the "Add/Drop" form is submitted to the General Studies department.

Late registration is permitted up until the third class session. The student is responsible for all missed work up to that point. Late registrants will be charged a \$50 late fee per course. All course changes must be approved by the student's Academic Advisor.

A student may drop a General Studies course before the start of the third session without a grade of "W" (Withdrawal) appearing on her transcript. From the third session of the course until the seventh session, a student dropping a General Studies courses will receive a grade of "W" for the course. After that point, the student must complete the course or receive a failing grade.

Dropping a Judaic Studies course or General Studies course due to health reasons requires documented approval from the *Menaheles* and Academic Dean and will have no penalty charges.

IV. AUDITS

Audit courses do not receive college credit. A student cannot change from audit to credit after the initial add/drop period. Permission from the *Menaheles* or Academic Dean is required in order to audit courses. Students should register for such courses as "auditing" students. The cost for auditing a General Studies course is 50% of the course cost plus non-refundable registration and technology fees.

TUITION AND FINANCIAL AID

I. TUITION

Tuition and fees listed below are valid for 2016-17. Fees are subject to change.

A. Judaic Studies/Seminary Program

- Application Fee \$ 75
- Seminary Tuition \$ 7250
- Judaic (Kodesh)Studies Course for Post-Seminary Students \$ 180 per credit

B. General Studies

- Application Fee \$ 100
- Initial Consultation Fee (applied toward tuition) \$ 300
- Tuition \$ 180 per credit
- Registration Fee \$ 50 per semester
- Technology Fee \$ 25 per semester
- Materials/Laboratory Fee \$ 50 per course
- Late Add/Drop Fee \$ 50 per course
- WITS/Maalot Official Transcript \$ 5 per copy
- Maalot Educational Network Official Transcript \$ 15 per copy
- Capstone Fee (plus a \$30 branch fee for post-seminary students) \$ 650
- Neve Yerushalayim Processing Fee \$ 500 annual

II. PAYMENT PROCEDURES

Upon acceptance to WITS/Maalot, a non-refundable deposit of \$750.00 is required of all students. The deposit is credited towards the tuition fee. All remaining tuition and other fees are due and payable at the time of registration. Installment payments can be arranged, including FACTS. Students will not be permitted to register for classes until outstanding balances have been paid or satisfactory payment arrangements have been made.

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

III. REFUND POLICY

No refund will be given to any student who withdraws from the WITS/Maalot Judaic Studies program.

General Studies and Post-Seminary Judaic Studies course withdrawals are refunded as follows:

- Before 1st session: full refund
(includes tuition, technology, lab/materials fees)
no drop fees
- After 1st session: refund tuition only
Technology, lab/materials fee not refunded
no drop fee

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After 2 nd session	refund 50% tuition \$50 drop fee
After 3 rd session	no refund \$50 drop fee

Refunds for contracted courses are in accordance with the policies of the contracting institution.

IV. SCHOLARSHIPS AND FINANCIAL AID

Students who meet the admissions criteria of WITS/Maalot 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/Maalot. Financial aid options include:

A. All Students

1. WITS/Maalot Scholarship

Once accepted, students and parents may request a WITS/Maalot Financial Aid Request form to be submitted to the Tuition Committee. WITS/Maalot awards partial scholarships based on financial need. The Tuition Committee will review relevant financial data and determine the scholarship amount.

2. Lola Singer Memorial Award

Lola Singer A" H, was the mother of Judy Gross, Dean Emerita of WITS/Maalot. Self-made and self-educated, she valued the benefits of a formal education to enhance the growth and development necessary for the success and advancement of self. In view of these values that were so endeared to her, this memorial award is awarded to WITS/Maalot students during their last semester of study, who show promise to succeed while living and thriving within the values of Torah.

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
- Attendance record
- 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 *Menahels*, Academic Dean and Financial Aid Coordinator.

3. Pell Grants

Courses that are contracted through Gratz College or CCBC are eligible for Pell Grants or other federal awards. FAFSA forms, available at local libraries or online at www.fafsa.ed.gov, need to be filed. Use the Gratz code: 004058 or CCBC code: 002063.

3. Private Scholarships

WITS/MAALOT is an eligible recipient of many private scholarships.

B. State of Maryland Residents

1. Charles Crane Family Foundation Grant Program for Judaic Studies

Central Scholarship Bureau
1700 Reisterstown Road, Suite 220
Baltimore, Maryland, 21208.
Contact: Roberta Goldman 410-415-5558
Applications are available online at www.centrlsb.org

2. Maryland State Scholarships

Maryland State Scholarships, which include the Educational Excellence, Senatorial and Delegates Scholarships, may be applied towards the Judaic Studies tuition and general studies courses. The State of Maryland also has a number of needs-based and academic scholarships, grants, awards and scholarships. There are also scholarships for specific fields and populations. To learn about Maryland state scholarships, visit <http://mhec.maryland.gov/preparing/Pages/FinancialAid/index.aspx>

Maryland residents who want to apply for Maryland state scholarship should list a Maryland college as their first school on the FAFSA application. Students must be aware of the yearly March 1 deadline for awards designated for the following academic year. Additional forms may be required for the Senatorial and Delegate Scholarships. Students should contact state representatives before applications deadlines.

Upon award notification from the State, the student must accept the award listing Women's Institute of Torah Seminary/Maalot as the recipient institution, code: M00403.

ACADEMIC INFORMATION

I. ACADEMIC STANDARDS AND OBJECTIVES

The combined comprehensive Judaic and broad-based General Studies programs enable the WITS/Maalot student 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 *Menaheles*, Academic Dean, President and Department Chairs, meets to evaluate academic policy and standards to maintain the goals listed above. The 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.

II. DEFINITION OF TERMS

Credit: a unit given to one 50-minute class (or its equivalent) meeting weekly per semester. Most courses (except for laboratory and computer graphics classes) are 3 credit classes that run over 39 clock hours.

Semester: a 15- to 16-week course of instruction. Many Judaic Studies courses continue over two semesters. During the summer months, 39 clock hour, 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 *Menaheles*/Academic Dean. The waiver form is available in the Administrative Office.

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.

Incomplete: represented with a grade of "INC" when the student fails to complete the course requirements by the end of the term.

Remedial course requirement: a required Judaic 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.

Add/Drop period: period of time that a student will be allowed to add or drop a course without penalty.

Audited courses: do not receive credit. A student cannot switch from audit to credit after the initial Add/Drop period.

III. ACADEMIC STANDING

Students are required to maintain a 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.

IV. 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. While the lower grade will not be calculated as part of the overall GPA, it will be calculated as part of the respective semester's GPA.

V. GRADES

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

Grade	Grade Point	Grading Scale
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+	1.33	67-69
D	1.00	60-66
F	0	59 and below– Failure

The final grade for each course is determined by a combination of assessments throughout the semester. All courses given at WITS/Maalot require a grade of "D" or higher to receive credit. Gratz College 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.

VI. ENGLISH COMPOSITION

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 4. Other exams for credit, including CLEPs, do not fulfill the English Composition I requirement.

A minimum grade of "C" is required to fulfill the English Composition I requirement.

VII. GRADUATION WITH HONORS

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.

VIII. INCOMPLETE GRADES

Under emergency/special circumstances, students may petition for an incomplete grade.

A student must have completed at least 50% of the coursework in order to request an Incomplete in the course. Granting an Incomplete is at the discretion of the instructor and the *Menaheles*/ Academic Dean.

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 *Menaheles*/ 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 15th. The deadline for Spring and Summer semester courses is December 1st.

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.

IX. ATTENDANCE

The instruction and guidance offered in the classroom is the cornerstone of a student's education. Therefore, every student is expected to attend all classes and laboratory sessions. Classroom participation is expected and encouraged in order to facilitate the integration of independently prepared assignments with the subject matter covered in the classroom.

The policy for absences is as follows:

Judaic Studies Courses:

Semester course-meets 1X per week	2 absences per semester
Semester course-meets 2X per week	4 absences per semester

General Studies Courses:

2 absences per semester
1 absence per semester for lab courses

Capstone:

1 absence: permitted
2 absences: Grade of "W" for the course; course must be repeated

- Three latenesses equal one absence. The same rule applies for early class departure.
- Absence on the day before and/or after vacation equals two absences for Judaic Studies classes.
- Absences in excess of the stated rules may result in the deduction of one-third of a letter grade. Every two subsequent absences will further lower the grade by one-third of a letter grade. Excessive absences (50% or more of classes) will result in an "F" for the course.
- Absence on the day of an exam counts as two absences.

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

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

X. MISSED EXAMINATIONS AND LATE PAPERS POLICY

Exams must be taken as scheduled. Students who arrive late to any examination and have no valid excuse as determined by the instructor, must complete the examination in the remainder of the allotted time.

All makeup exams are taken in the WITS/Maalot testing center. Arrangements for the date of the makeup exam must be made with the Administrative staff in the main office. The proctoring fee for makeup exams is \$10.00 per exam within the first week. After this time, the cost is \$25.00 per exam.

After one month past the original due date, the grades of makeup exams and papers will be reduced by one full letter grade. Instructors may have additional policies regarding late work and exams.

Final examinations must be taken as scheduled. Any student who fails to take a final as scheduled will receive a grade of "0" for the final. Only under extreme extenuating circumstances and with advance written permission from the *Menaheles* or Academic Dean, at least two school days prior to the date of the final, may a final examination be rescheduled. The proctoring fee for makeup final exams is \$35.00 per final.

Ten points will be deducted from all test papers of students who do not have a valid reason for the absence.

After one month past the original due date, the grades of makeup exams and papers will be reduced by one full letter grade. Instructors may have individual policies in addition to the institution policy.

Students with documented health issues who cannot complete course requirements in the allowed time period may be given an extension to complete the course work according to a plan decided by the administration, on an individual basis.

XI. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

WITS/Maalot 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 right of 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.

WITS/Maalot does not publicize a student directory. Information which is deemed "public information", including name, contact information, area of study and degrees conferred may be released at the discretion of the institution. Students may request in writing that this information be withheld. Students voluntarily provide contact information in the yearbook. The institution limits the release of other identifiable personal information. Students have the right to inspect and

review their records in the presence of WITS/Maalot office staff. WITS/Maalot transcripts do not contain the student's full social security number. Students may elect to sign release forms to release personal or educational records to a third party.

School officials and faculty who have a valid, legitimate educational interest for review may gain access to student records, provided that the purpose is to fulfill professional responsibility on behalf of the institution. Students may elect to sign release forms to allow office personnel to access their academic or other information from other academic resources.

XII. STUDENT RECORDS

The official academic records of all students, past and present, are housed in the WITS/Maalot 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/Maalot.

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 score reports and transcripts from the colleges attended. These files are open for student review upon request. All information in the student's file is confidential.

XIII. TRANSCRIPTS

Formal requests for transcripts should be made in writing and submitted with the required transcript fee to the Office of the Registrar. Telephone requests cannot be honored. Allow two weeks to process official transcripts. All financial obligations must be met before transcripts will be issued.

XIV. TEST SITE

WITS/Maalot is an official test site for the New York University Foreign Language Exam, TECEP, DSST, RIJS and Coopersmith tests and for correspondence or distance learning testing.

XV. 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, as follows:

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

- General Education credits, including:

6 credits	English Composition and Rhetoric
12 credits	Humanities
12 credits	Social Sciences
3 credits	College Level Mathematics
9 credits	Natural Science/Computers/Mathematics
18 credits	General Education Electives

- Major Course of Study credits
 - Bachelor of Arts in Judaic Studies: Minimum of 33 credits in the Judaic Studies major. Maximum of 6 credits in Hebrew Language within the 33 credits required in the major.
 - Bachelor of Science in Jewish Education: Minimum of 21 education credits and 12 Judaic Studies credits in the major. An additional corollary course, Human Growth and Development, is required. A minimum of 27 Jewish Studies credits are required in the total degree, exclusive of Hebrew Language.
- 27 Electives credits

A minimum of 30 credits must be taken at WITS/Maalot to establish residency.

Courses in the major must carry a GPA of at least 2.5, with a general GPA of at least 2.0.

For transfer courses taken at regionally accredited institutions, grades must meet certain grade standards to be granted credit. To fulfill the six credit English Composition requirement, an average of "C" is required. To fulfill the mathematics requirement, a minimum grade of "C" is required.

All financial obligations must be met for diplomas to be issued. The cut-off date for graduation eligibility is June 30 of the current school year.

XVI. GRIEVANCE PROCEDURE

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/Maalot 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 *Menaheles* (for *Kodesh* courses) or the Academic Dean (for General Studies courses) 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 Affairs Committee, comprised of the *Menaheles*, Academic Dean and a member of the Academic Advisory Board. The Committee will consider the appeal within 30 days of the formal request for consideration. The student will be informed of the resolution in a timely fashion. Decisions of the Academic Affairs Committee are final.

A student who has a grievance not of an academic nature 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 *Menaheles*, Academic Dean and/or President, who will investigate and

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convene an advisory board to deliberate on the case at hand with all affected persons. The advisory board will consist of the *Menahelus*, Academic Dean, President and two members of the Board of Directors. A response will be forthcoming within two weeks of the formal request for consideration, unless more time for investigation is needed.

INSTRUCTIONAL PROGRAMS

BACHELOR OF ARTS IN JUDAIC STUDIES

The Judaic Studies program is a comprehensive, multi-faceted program of study encompassing classic Jewish studies and core secular studies leading to a well-rounded, thorough education. The Bachelor of Arts degree requires 33 credits in Judaic Studies.

Credit Distribution Requirements

SUBJECT CATEGORY	Semester Hour Credits	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.
General Education Requirements.....	60	
A. English Composition/Rhetoric	6	
B. Humanities Must include at least two subject areas	12	
C. Social Sciences Must include at least two subject areas	12	
D. One college-level Mathematics	3	
E. Natural Science/Mathematics/ Computers Must include at least two subject areas	9	
F. General Education Electives	18	
II. Judaic Studies Major.....	33	
Courses must be chosen from the course options in Judaic Studies (see side bar). Maximum 6 credits in Hebrew Language.		
Free Electives.....	27	
Total	120	

A minimum of 27 credits must be taken in Judaic Studies. A maximum of 6 credits in Hebrew Language will be accepted within the 33-credit requirement.

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INSTRUCTIONAL PROGRAMS

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 and fundamental educational pedagogy. The Bachelor of Science requires 33 credits in Jewish Education.

Credit Distribution Requirements

SUBJECT CATEGORY	Semester Hour Credits	Jewish Education Major Requirements
I. General Education Requirements.....60		<u>Education</u>
A. English Composition/Rhetoric	6	Special Education
B. Humanities	12	Methodology or Curriculum
Must include at least two subject areas		Assessment
C. Social Sciences	12	Educational Psychology
Corollary Requirement: Human Growth and Development		Student Teaching
Three additional courses (Jewish History recommended)		Additional education course
Must include at least two subject areas		Total:
D. One college-level Mathematics	3	21 credits
E. Natural Science/Mathematics/Computers	9	<u>Jewish Studies</u>
Must include at least two subject areas		Biblical Analysis Skills
F. Liberal Arts Electives	18	Prophets Analysis Skills
		Jewish Law
II. Jewish Education Major.....33		Total:
Education Courses	21	12 credits
Jewish Studies	12	<u>Corollary Requirement: Social Sciences</u>
III. Free Electives... ..27		Human Growth and Development
		3 credits
Total	120	Total:
		3 credits

A total of 27 Judaic Studies credits are required for graduation: 12 credits in the major and 15 additional credits from Humanities, Social Science, Liberal Arts Electives or Free Electives. A maximum of 6 credits in Hebrew Language will be included in the 15 additional credits.

Acceptable disciplines include: Biblical Literature, Hebrew Language, Jewish Education, Jewish Heritage, Jewish History, Jewish Law, Jewish Philosophy, Religion. In addition to the major, the three-credit corollary course in Human Growth and Development is required.

STUDENT LIFE

I. COUNSELING

In addition to the Student Advisors who guide students through the academic process, two faculty members are designated to counsel students privately. These faculty members 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 two mornings a week to answer questions of *halacha* and to offer spiritual guidance. Appointments may be made during the designated times for students wishing to consult with the Rabbi.

WITS/Maalot offers a subsidized tutorial program to provide assistance in preparation for exams, guidance in writing papers and clarification of Judaic Studies texts.

In addition, instructors as well as Student Advisors are encouraged to guide their students and direct them to achieve their career and personal goals. The WITS/Maalot collegiate family is committed to delivering the most effective programs and services for student development.

II. ACADEMIC RESEARCH SOURCES

There are various research sources our students may access:

- School library for Judaic and secular material
- Library access to the Community College of Baltimore through our contracted agreement
- Gratz College library resources
- Judaic resources through the library at Ner Israel Rabbinical College
- On-site Internet
- Judaic academic research software installed as computer-based resources
- Numerous library facilities in Greater Baltimore
- Maryland Digital Library
- Council of Jewish Education - Jewish Education Resources
- Thomas Edison Library resources for enrolled students

III. COMPUTER ACCESS

Computers are available for student use in the lounge and library. Computers are readily available to the students for the following purposes:

- Internet research
- Printing papers
- E-mail
- Preparation of written assignments
- Preparation of graphics 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 course use only.

IV. LECTURES

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. Transportation arrangements are made for special lecture events.

The Women's Institute of Torah, the continuing education arm of WITS/Maalot organizes courses and lectures which are open to WITS/Maalot students.

V. EXTRACURRICULAR ACTIVITIES

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

WITS/Maalot organizes social activities, such as: orientation dinner; *Melava Malka* and Jewish holiday celebrations. In June, a banquet highlights the academic year. Students also participate in performances sponsored by community organizations.

VI. COMMUNITY SERVICE

Under the auspices and guidance of the *Menahelas*, WITS/Maalot 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 orientation dinner during orientation week. Projects have included: hospital visitations (especially for children); helping the elderly; assisting families who need support during critical times; free tutoring of Judaic and secular subjects to school children; working with special-needs children in numerous capacities; dedicating service hours to MENCHUA, a local organization that provides support to special needs children and their families; participation in the JEP program. Many students independently elect to further their involvement in community activities and services.

VII. EMERGENCY PROCEDURES, SAFETY AND SECURITY

A. Class Dismissal and Cancellation

In cases of inclement weather or other circumstances where safety could potentially be compromised, classes at WITS/Maalot may be dismissed, cancelled or delayed. Students and faculty will be notified through e-mail, text message and/or telephone call. 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 *Menahelas* 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.

B. Medical Emergencies

In the event of a medical emergency, such as severe bleeding, difficulty breathing, chest pains or other injuries, Hatzalah will be called immediately at 410-358-0000, as well as 911. These numbers are to be displayed throughout the school building. Following the

call to Hatzalah and 911, the student's family or emergency contact in Baltimore should be called. A designated person will remain with the student in distress until help arrives.

C. Fire or Other Emergencies

If a continuous 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.

D. 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 Administrative Office, as the common safety message instructs "See something? Say something."

E. Security and Crime Prevention

WITS/Maalot 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, and the Northwest Citizens Patrol (NWCP) is on patrol for late hour dismissal. Every effort is made to assure and maintain the safety of the campus, and every student, faculty member and staff member is instructed to report any incident involving criminal offense to the Administrative Staff who will contact the *Menaheles* and/or Academic Dean. Offenses can include: theft, drug and/or alcohol misuse, threats of bodily harm to another person or the commission of same, any pronouncement of ethnic slurs or epithets and any action that can endanger the safety of any individual.

WITS/Maalot is committed to informing the student body of services available to any victim of campus crime. Any such incident should be reported immediately to the Administrative Staff who will contact the proper authority, which may include local police, family members or medical personnel. The Administrative Staff will offer all possible assistance and support and will handle any follow-up reports with written documentation where necessary.

The employment and enrollment of any individual found guilty of disturbing or endangering the safety and security of WITS/Maalot shall be terminated. A written appeal of the termination may be submitted to the *Menaheles* or Academic Dean in writing. Upon review, the case may be brought before the Board for a final decision.

F. Policy Regarding Sexual Assault

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

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

If an assault takes place at the school: 1. The victim/survivor should immediately contact the Administrative Office for assistance. The name of the victim/survivor will not be revealed unless he or she chooses to be identified. 2. WITS/Maalot shall, at all times, have readily available the name(s) of local law enforcement agencies and sexual assault centers that are to be called for immediate help. 3. If the assault takes place outside the school, the victim/survivor should immediately contact, or have a friend contact 911, the appropriate local law enforcement agency, hospital or sexual assault center. Following the incident, the victim/survivor should notify the Administrative Office of the assault in order to receive support and assistance. WITS/Maalot will provide resources to support victims/survivors and will investigate reports of sexual violence with appropriate jurisdiction.

Sanctions for Sexual Violence: Students wishing to make a formal complaint of sexual violence may follow the guidelines for making a complaint under the non-academic grievance policy. College sanctions will be imposed in accordance with appropriate College processes upon persons found to have violated this policy. These sanctions can include but are not limited to suspension, expulsion, dismissal and/or separation from WITS/Maalot. In addition, an individual charged may be subject to prosecution by the Maryland State's Attorney under Maryland Criminal Statutes.

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/Maalot.

I. DRESS CODE

Students at WITS/Maalot are expected to reflect the ethical values, personal conduct and appropriate dress required of an Orthodox Jewish woman. WITS/Maalot 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 enclosed with the Registration Guide and Student Handbook.

II. 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 examinations 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 outline included in the student handbook and guidebook, instructors are required to clearly define to their students WITS/Maalot policy on plagiarism. A student who plagiarizes will receive a grade of "F" for the course and/or be dismissed from the school.

III. CELL PHONES

Cell phone usage, including texting, 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 will be marked absent for that session. This will count as one of the allotted absences. The student further may be withdrawn from that course entirely. The student may not be allowed to return to the class and no credit will be given for the course.

A student who texts during class may be withdrawn from that course. The student may not be allowed to return to the class, and no credit will be given for the course.

IV. INTERNET

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

ALUMNAE

I. CONTINUING EDUCATION

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

II. ALUMNAE ACHIEVEMENTS

WITS/Maalot 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 Dickenson University, Gallaudet 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, 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.

III. WITS/MAALOT ALUMNAE ASSOCIATION

WITS/Maalot seeks to build a continuing and growing fellowship among our alumnae and to advance, support and promote WITS/Maalot. We encourage and value the involvement and support of our alumnae and recognize that they enhance the success and continued growth of the school.

The alumnae association, headed by WITS/Maalot 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/Maalot newsletter highlighting alumnae activities and achievements
- To provide lecture-based events to promote and continue lifetime learning and social networking.

JUDAIC STUDIES FACULTY

REBBETZIN ETTIE ROSENBAUM, *MENAHELES*

Mrs. Esther Badian

Master of Pastoral Counseling, Loyola University; Bachelor of Science, Excelsior College; Teaching Degree, Misrad Hachinuch; Teacher's Diploma, Seminar Bais Yaakov, Israel

Rabbi Yirmiyahu Benyowitz

Rabbinical Training Program, Touro College; Master of Arts, Talmudic Law, Ner Israel Rabbinical College

Rabbi Menachem Goldberger

Master of Arts, Talmudic Law, Rabbinical College of Canada; Bachelor of Arts, Psychology, University of Denver

Mrs. Mindi Hauer

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

Rabbi Moshe Hauer

Doctorate, Talmudic Law, Ner Israel Rabbinical College; Master of Science, Computer Science, Johns Hopkins University Whiting School of Engineering; Bachelor of Arts, Talmudic Law, Ner Israel Rabbinical College

Rabbi Dovid Heber

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

Mrs. Gitti Horowitz

Bachelor of Science, Biology, University of Scranton

Dr. Yoel Jakobovits

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

Mrs. Rachel Neuberger

Teaching Diploma, Jerusalem College for Women

Mrs. Shifra Rabenstein

Master of Science, School Administration and Supervision, Johns Hopkins University; Bachelor of Arts, Judaic Studies, Yeshiva University

Rabbi Daniel Rose

Doctorate, Talmudic Law, Ner Israel Rabbinical College; Master of Arts, Rabbinic Studies, Ner Israel Rabbinical College; Bachelor of Arts, Talmudic Law, Ner Israel Rabbinical College; Clinical Pastoral Educator (CPE), The Johns Hopkins Hospital

Rebbetzin Ettie Rosenbaum

Teaching Diploma, Beth Jacob Jerusalem Teacher's College

Rabbi Shmuel Silber

Master of Arts, Jewish Education, Azrieli School of Jewish Education, Yeshiva University; Bachelor of Science, Accounting, Sy Syms School of Business, Yeshiva University

Rabbi Yochanan Stengel

Master of Medical Science, St. Francis University; Bachelor of Arts, Talmudic Law, Ner Israel Rabbinical College; Bachelor of Arts, Rabbinic Law, Ner Israel Rabbinical College; Associate of Rabbinic Law, Yeshiva Mir Rabbinical College; Certificate, Physician Assistant; Anne Arundel Community College

Mrs. Ruth Steinhardt

Teaching Diploma, Beth Jacob Jerusalem Teacher's College

Mrs. Yael Weisbord

Hebrew Teaching Diploma, Gateshead Jewish Teachers 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, Ferkauf Graduate School, Yeshiva University; Master of Arts, Clinical Psychology, Ferkauf Graduate School, Yeshiva University; Bachelor of Arts Magna Cum Laude, Yeshiva University

Mrs. Raquel Betesh

Master of Science, Neuroscience and Education, Columbia University; Accelerated Masters in 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 in Interdisciplinary Studies (Judaic Studies and Special Education), Binah Institute

Mr. Cullen Cook

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

Mrs. Sarah Crane

Certificate, Graphic Design; Bachelor of Arts, Childhood Education, Montgomery College

Mrs. Rachel Daniel

Master of Science, Biology, Towson University; Bachelor of Science, Touro College

Mr. Joel Drabkin

Master of Business Administration, Management, Loyola Marymount University; Bachelor of Arts, Jewish Studies, Yeshiva University of Los Angeles

Mr. Ephraim Eisenberger

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

Mr. Elazar Feigenbaum

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

Mrs. Shira Feldman

Master of Arts, Marriage and Family Therapy, Hofstra University; Bachelor of Arts, Thomas Edison State College

Mrs. Faye Friedman

Master of Science, Speech-Language Pathology, Towson State University; Bachelor of Arts, Speech-Language and Audiology, Summa Cum Laude, Brooklyn College

Mrs. Yocheved Glaser

Bachelor of Arts, Art, Thomas Edison State College

Rabbi Joshua Gonsher

Master of Arts, Clinical Psychology, Chicago School of Professional Psychology; Master of Science, Education, Queens College; Bachelor of Arts, English, Queens College

Rabbi David Hochberg

Master of Social Work, University of Maryland School of Social Work; Master of Arts, Talmudic Law, Ner Israel Rabbinical College; Bachelor of Arts, Talmudic Law, Ner Israel Rabbinical College

Dr. Leslie Klein

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

Mrs. Dorie Lauer

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

Dr. Anil Malaki

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

Dr. Ariana Mashilker

Doctor of Philosophy, English Literature, James Joyce Research Center, University College Dublin – National University of Ireland; Master of Arts, Anglo-Irish Literature and Drama, University College Dublin – National University of Ireland; Bachelor of Arts, English Literature, Magna Cum Laude, Tufts 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. Leba Musman

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

Mrs. Leia Neft

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

Mrs. Lisa Pachino

Master of Arts, Administration and Management, Loyola College

Mr. Gary Poretsky

Juris Doctor, Hofstra University; Bachelor of Talmud, Yeshiva Shor Yoshuv

Mrs. Eve Poupko

Master of Arts, Experimental Psychology, Rice University; Bachelor of Arts, Experimental Psychology, State University of New York-Binghamton

Dr. Jodi Reches

Doctor of Audiology, Pennsylvania College of Optometry-School of Audiology; Master of Science, Audiology, Towson University; Bachelor of Arts, Speech Communication Disorders, Summa Cum Laude, Stern College for Women-Yeshiva University

Mr. David Redd

Masters of Business Administration, Kent State University; Bachelor of Science, Computer Information Systems, High Point University; Bachelor of Science, Business Administration and Economics, High Point University; Bachelor of Science, Home Furnishing Marketing, High Point University

Dr. Gary Rockwood

Doctor of Philosophy, Experimental/Biological Psychology, State University of New York-Albany; Master of Science, Experimental Psychology, Rensselaer Polytechnic Institute, Bachelor of Arts, Psychology, State University of New York-Albany

Dr. Jerrold Rosenbaum

Doctor of Philosophy, Computer Science, Columbia University School of Engineering and Applied Science; Master of Science, Computer Science, Columbia University School of Engineering and Applied Science; Bachelor of Science, Computer Science, Columbia University School of Engineering and Applied Science

Mrs. Yocheved Roth

Communication Design Degree, Pratt Institute

Mrs. Cheryl Schabes

Master of Arts, Communication Sciences and Disorders, Montclair State University; Bachelor of Science, Communication Sciences and Disorders, Touro College

Mrs. Chana Rochel Schachter

Master of Science, Education, McDaniel College; Bachelor of Arts, Psychology, Touro College; Teaching Certificate, Beth Jacob Jerusalem Teacher's College

Dr. Tova Schachter

Doctor of Philosophy, Biochemistry and Molecular Biology, University of Maryland School of Medicine; Bachelor of Science, Biology, Touro College

Mrs. Sarah Scheller

Masters Degree, Yoga Therapy, University of Maryland School of Integrative Medicine; Bachelor of Arts, Graphic Arts, University of Maryland

Mrs. Sarena Schwartz

Master of Arts, Advanced Information Technology, Stevenson University; Bachelor of Arts, Business Information Systems, Villa Julie College; Teaching Certificate, Michlalah Jerusalem College

Mrs. Meira Simanowitz

Certified Public Accountant, State of Maryland; Bachelor of Science, Accounting, Towson University

Mrs. Ruchoma Skurnik

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

Mr. David Solomon

Postgraduate Certificate of Education, Mathematics at Secondary Education, University of Bristol; Master of Engineering, Aeronautics and Astronautics, University of Southampton

Mrs. Devorah Stern

Maryland State Licensed Professional Counseling Certificate; Master of Science, Applied Psychology; Bachelor of Arts, Thomas Edison State University

Ms. Rebecca A. Stoil

ABD, History, Johns Hopkins University; Bachelor of Arts, History, Near Eastern Languages and Civilizations, University of Chicago

Mr. Brian Tanen

Master of Science, Forensic Studies, Villa Julie College; Bachelor of Arts Cum Laude, Accounting and Management, University of Maryland Baltimore County; Bachelor of Arts, Talmudic Law, Ner Israel Rabbinical College

Dr. Valerie Thaler

Doctor of Philosophy, Religious Studies, Concentration in Modern Jewish History, Yale University; Master of Arts, Near Eastern and Judaic Studies, Brandeis University; Master of Arts, Jewish Communal Service, Education Concentration, Brandeis University; Bachelor of Arts, American Studies, History Concentration, Magna Cum Laude, Yale University

Mr. Shai Vaday

Master of Science, Education, Dowling College; Madat College, Computer Programming Training Program; Master of Science, Chemistry, University of Rochester; Bachelor of Science, Chemistry, State University of New York-Stony Brook

Ms. Kelly Williams

Master of Science, Communication Disorders, Mercy College; Bachelor of Human Sciences and Services, Communicative Disorders, Magna Cum Laude, University of Rhode Island

Dr. Lorraine Wizda

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

Ms. Alix Workman

Master of Science, Communication Disorders, Mercy College; Bachelor of Speech and Hearing Sciences, Indiana University

Ms. Tatyana Leykin Zamir

Master of Fine Arts, Painting, Boston University; Post-Baccalaureate, Painting, Brandeis University; Bachelor of Fine Arts, Visual Art, Boston University; Visual Arts, Interlochen Arts Academy; Advanced Painting Summer Institute, Maryland Institute College of Art

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: ACC 101

ECO 111 Macroeconomics (3)

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

ECO 112 Microeconomics (3)

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

FIN 331 Fundamentals of Financial Management (3)

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

LAW 201 Business Law (3)

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

MAR 301 Introduction to Marketing (3)

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

MGT 301 Principles of Management and Organizational Behavior (3)

Offers an introduction to management and organizational behaviors, explores the functions of management, group dynamics, and organizational structures, discusses how decisions are made effectively. Covers international organizational cultures and global perspectives of management.

MGT 331 Human Resource Management (3)

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

ART

ART 101 Fundamentals of Design I (3)

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

ART 103 Drawing I (3)

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

ART 104 Drawing II (3)

Explores advanced drawing theories.

Pre-requisite: ART 103

ART 110 Two Dimensional Design (3)

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

ART 112 Fundamentals of Painting (3)

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

ART 205 Fundamentals of Web Design (3)

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

ART 221 Color Theory (3)

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

Pre-requisite: ART 101, ART 103, ART 110 or equivalent

ART 284 Calligraphy (3)

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

ART 291 Typography I (3)

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

Pre-requisite: ART 110 or equivalent

ART 292 Typography II (3)

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

Pre-requisite: ART 291 or equivalent

ART 294 Digital Photography I (3)

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

ART 298 Digital Illustration (3)

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

ART 394 Digital Image Manipulation (3)

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

ART 396 Publication Design (3)

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

ART 398 Electronic Production Procedures (3)

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

Pre-requisite: ART 298

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: ART 298 and ART 394 Co-requisite: ART 396 OR permission of instructor

ART 411 Advanced Web Design (3)

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

Pre-requisite: ART 205 OR permission of instructor

ART 491 Computer Animation for Multimedia and Web (3)

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

Pre-requisite: ART 298 or equivalent

ART 495 Graphic Communication (3)

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

Pre-requisite: ART 410 OR permission of the instructor

ART 496 Advanced Graphic Communication (3)

Continues instruction in visual communication for commercial purposes to enhance client's marketing strategies and objectives, factoring in customer specifications, consumer trends and design constraints.

Pre-requisites: Permission of the instructor

BIBLICAL LITERATURE

The following courses study the books of the Bible - Pentateuch, Prophets and Hagiographa. Study involves analysis of the titled text and commentaries as the primary sources, the contrast and comparison of classical and traditional modern commentaries and the examination of various events and thematic issues in their historical, theological, literary, philosophical and moral contexts.

- BIB 101 Studies in the Book of Joshua (3)**
- BIB 108 Studies in the Book of Judges (3)**
- BIB 141 Studies in the Book of Samuel I (3)**
- BIB 239 Studies in the Book of Kings I and II (3)**
- BIB 247 Studies in the Book of Jeremiah (3)**
- BIB 263 Studies in the Book of Deuteronomy (3)**
- BIB 264 Studies in the Book of Exodus (3)**
- BIB 294 Studies in the Book of Ezra (3)**
- BIB 296 Topics from the Haftarot (3)**
- BIB 357 Studies in the Book of Ecclesiastes (3)**
- BIB 358 Studies in the Book of Leviticus (3)**
- BIB 359 Studies in the Book of Numbers: Texts (3)**
- BIB 374 Studies in the Book of Ruth (3)**
- BIB 376 Studies in the Book of Jonah (3)**
- BIB 396 Studies in the Book of Samuel II (3)**
- BIB 397 Studies in the Book of Numbers: Topics (3)**
- BIB 440 Studies in the Book of Psalms (3)**
- BIB 356 Megillot II: Songs, Ecclesiastes, Lamentations (3)**
- BIB 398 Advanced Topics in Prophets: Judges (3)**

BIB 244 Survey of Biblical Themes (3)

Surveys the Bible for ethical, moral and theological themes, supported by relevant classical and modern commentaries.

BIB 290 Topics in Prophets (3)

Explores the Books of Prophets for themes of moral, legal and religious implications, with relevant commentaries and philosophic sources. Topics may vary.

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 338 Midrashic and Aggadic Literature (3)

Surveys Midrashic and Aggadic literature for the literary form, historical perspectives, philosophical and theological approach of selected Midrashic works.

BIB 349 Book of Proverbs (3)

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

BIB 360 Megillas Shir HaShirim (3)

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

BIB 375 Megillas Esther (3)

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

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

Focuses on paradigmatic women in the Bible according to Aishes Chayil. Emphasis is on their roles, ramifications and impact on Jewish thought and life.

BIB 399 Advanced Topics in Bible (3)

Explores the Pentateuch for its religious, philosophical and legal themes, supported by relevant commentaries and philosophic sources. Topics may vary.

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.

BIB 423 Prophecy and the Early Prophets (3)

Explores the prophetic movement, the evolving role of the prophet and the impact on the religious, social and political traditions and institutions.

BIB 455 Biblical Exegesis (3)

Utilizes established hermeneutical principles and exegetical methods to analyze the Biblical text and to explore the moral, legal and religious themes within.

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: ENG 101

CLINICAL OBSERVATION

COB 201 Clinical Observation in Pediatric Therapies (3)

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

COMPUTER AND INFORMATION SCIENCE

CIS 101 Computer Concepts and Applications (3)

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

CIS 102 Introduction to Computer Programming (3)

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

CIS 191 Programming in Visual Basic (3)

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

CIS 204 Programming in Python (3)

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

CIS 213 Computer Programming I (3)

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

CIS 231 Assembly Language (3)

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

CIS 241 Data Structures (3)

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

Pre-requisite: CIS 213

CIS 283 UNIX (3)

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

CIS 311 Database Management Systems (3)

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

CIS 315 Computer Programming II (3)

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

Pre-requisite: CIS 213

CIS 317 File Structure and Design (3)

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

Pre-requisites: COS 101 and one programming language

CIS 330 Computer Systems Architecture (3)

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

CIS 342 Advanced Data Structures (3)

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

Pre-requisites: COS 101, COS 213 and COS 241 and one programming language

CIS 351 Programming Languages (3)

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

Pre-requisites: CIS 213

CIS 352 Operating Systems (3)

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

Pre-requisites: COS 101 and COS 241

CIS 360 Client Server Internet Programming (3)

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

PCIS 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: CIS 315 OR permission of instructor

CIS 370 Internet Foundations (3)

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

EDUCATION

EDU 101 Foundations of Teaching and Learning (3)

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

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

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

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

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

Pre- or Co-requisites: two courses in education

EDU 360 Classroom Techniques and Management (3)

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

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

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

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

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

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

professional intervention, other resources and environmental factors.

Pre- requisite: two courses in special education

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

Teaches the process for writing IEP's for the educationally challenged student. Topics include: assessment of needs, planning appropriate learning activities, providing an appropriate learning environment, interfacing with key personnel to provide appropriate services and evaluation of program plan for further implementation and/or modification.

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

EDU 415 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

EDU 420 Instructional Design I (3)

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

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

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

Pre- or Co-requisite: EDU 101 or equivalent

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

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

Pre-requisite: EDU 450 Pre- or Co-requisites: EDU 360 or equivalent

EDU 499 Internship in Special Education (3)

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

ENGLISH AND COMMUNICATION

COM 108 Fundamentals of Communication (3)

Trains students to be successful speakers and communicators in all aspects of academic and professional life. It will instruct students on how to construct an argument, effectively transmit information and speak

with confidence. Develops all aspects of delivery, both in formal speeches and interpersonal communication. The course is designed as a workshop and students will be actively involved in both speaking and critiquing their classmates.

ENG 101 English Composition I (3)

Utilizes 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: ENG 101

ENG 250 Survey of World Literature (3)

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

HISTORY

HIS 318 Modern Jewish History (3)

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

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

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

HIS 340 Women in Jewish History (3)

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

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

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

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.

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.

RAB 299 Contemporary Halachic Literature (3)

Examines contemporary halachic issues from a variety of halachic sources. Topics may vary but may include: ethics in financial issues, ritual purity, worship in the synagogue, roles of and inter-relationships between men and women.

RAB 308 Jewish Law: Laws of Shabbat I (3)

Explores the Biblical and Rabbinic sources for laws of Shabbat and discusses the philosophy, symbolic significance and requirements of proper observance of the Shabbat laws.

RAB 315 Jewish Law: Laws of Shabbat II (3)

Continues the study of Shabbat observance with specific reference to the 39 categories of *Melacha* and their contemporary applications.

RAB 319 Jewish Law: Interpersonal Relationships (3)

Develops an understanding of the laws relating to interpersonal relationships, such as family, friends, other fellow humans, business relationships and care for the downtrodden.

RAB 337 Jewish Law: Economics and Business (3)

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

RAB 379 Jewish Law: Prayer (3)

Examines the elements of Jewish prayer, obligations to pray and laws revolving around prayer.

JEWISH STUDIES

JST 200 Introduction to Topics in Jewish Philosophy (3)

Examines the philosophical foundation of Judaism as espoused by classical and contemporary Jewish thinkers. Topics include basic beliefs such as: free will and Divine providence, *mitzvos*, faith and reason, eschatology, prophecy and the existence of G-d.

JST 204 Judaism: Religious, Philosophical and Ethical Issues (3)

Surveys Jewish thought on religious, moral and ethical issues as viewed by medieval and contemporary thinkers. Topics include: racial and religious tolerance, anti-Semitism, chosenness of the Jewish people, suffering and theodicy.

JST 280 Ethics of the Fathers (3)

Studies the Mishnaic text of Ethics of the Fathers (*Pirkei Avos*) to examine major ethical, moral and theological issues expressed therein, and their impact on everyday life.

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 320 Advanced Topics in Jewish Philosophy (3)

Examines philosophical thought and trends in contemporary times in the light of biblical and rabbinic sources such as: *Da'as Torah* in its historical and modern expressions, Oral Law and the Rabbinic authority, defining traditional Jewish faith in the contemporary framework, non-traditional trends in Judaism, the omnipresence of Divinity and the relation of Torah to the physical world.

JST 333 Studies in Maimonides' Laws of Repentance (3)

Explores the writings and the philosophic approach of Maimonides on such topics as: free will, reward and punishment, afterlife, repentance, the components of proper repentance and Divine judgment.

JST 373 Jewish Philosophy: Interpersonal Relationships (3)

Surveys issues involving interpersonal relationships and their ethical ramifications. Topics include: hate, revenge, rebuke, abuse, friendship, greed and charity.

JST 374 Philosophical and Theological Foundations of Jewish Prayer (3)

Analyzes prayer as an individual and communal expression of identity and faith with an emphasis on purpose and devotion. Study includes the text of the prayer book, its organization, relevant themes and philosophical ramifications.

JST 377 Studies in the Writings of Luzatto I (3)

Studies Mesillas Yesharim, one of the most influential books authored by Rabbi Moshe Chaim Luzatto, for its philosophic approach to achieving holiness.

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 385 Studies in *Mussar* (3)

Examines various moral and ethical issues that impact personal development and spiritual growth. Topics include: an understanding of creation, faith, Torah learning, *hashkafa* of festivals and negative versus positive character traits in dealing with everyday situations such as anger, suffering, tolerance, judgment.

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 396 Studies in the Writings of Luzatto II (3)

Studies Derech HaShem, one of the writings of Rabbi Luzatto, to explore such topics as: the logic and structure of philosophical studies; G-d and the purpose of creation; mankind's purpose; free will; commandments; sin; the spiritual realm.

JST 398 Studies in Jewish Philosophy: *Duties of the Heart* (3)

Analyzes Rabbeinu Bachya's 11th century philosophical work *Duties of the Heart* (Chovos HaLevavos). Student will identify Rabbeinu Bachya's intellectual influences, the main themes of the work, its similarities and differences to parallel works and its continued influence on Jewish philosophical, ethical and intellectual thought.

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

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

JST 403 Science, Philosophy and Judaism (3)

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

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

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

JST 411 Topics in Chassidic Thought (3)

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

JST 415 Women in the World (3)

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

JST 417 Principles of Jewish Belief: Polemics (3)

Investigates the fundamentals of Judaism and religious truth in terms of belief in G-d and the Divine origins of the Torah.

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 150 Pre-calculus (3)

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

Pre-requisite: MAT 121 or equivalent

MAT 231 Calculus I (3)

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

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

MAT 232 Calculus II (3)

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

Pre-requisite: MAT 231

MAT 320 Linear Algebra (3)

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

Pre- or Co-requisite: MAT 231

STA 201 Introduction to Statistics (3)

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

INDEPENDENT STUDY

JST 491 Independent Study (1)

Independent research project mentored by faculty member, with the permission of the *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 Independent Study (3)

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

MUSIC

MUS 150 Survey of World Music (3)

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

PHYSICAL EDUCATION

PED 220 Mindfulness and Spirituality (1)

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

PSYCHOLOGY

PSY 101 Introduction to Psychology (3)

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

PSY 211 Developmental Psychology I (3)

Examines the physical, mental, emotional and social development from conception to middle childhood. Focuses on theories of development and the impact of biological and environmental influences.
Pre- or Co-requisite: PSY 101

PSY 212 Developmental Psychology II (3)

Studies physical, intellectual and emotional development and social behavior from adolescence through adulthood, including life transitions, such as: maturation, career, marriage, family and death.
Pre- or Co- requisite: PSY 101

PSY 230 Psychological Foundations of Education (3)

Applies psychological concepts to the teaching-learning process. Highlights the importance of how individuals learn in order to develop instruction that is developmentally appropriate.
Pre- or Co- requisite: PSY 101

PSY 280 Human Growth 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-requisite: PSY 101

PSY 299 Psychology in a Culturally Diverse Society (3)

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

PSY 302 Positive Psychology (3)

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

PSY 322 Experimental Psychology (3)

Details the construction and evaluation of experimental, quasi-experimental, and non-experimental research. Major topics are: the scientific method, research ethics, research design, experimental control, sampling and generalization, hypothesis testing and statistical significance. Students learn how to review journal articles, design a hypothetical study, and write an AOA-style research report.

Pre-requisite: PSY 101 Pre- or Co-requisite: STA 201

PSY 331 Introduction to Counseling (3)

Defines the role and goals of counseling. Topics include: the nature of the helping relationship; counseling skills and techniques; ethics in counseling; components of effective helping in a theoretical, as well as practical framework; counseling resources.

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

PSY 360 Abnormal Psychology (3)

Presents the student with an in-depth review of the historical and philosophical foundations of abnormal psychology and psychopathology, as well as the development of classification systems for mental disorders and its implication for diagnosis and treatment. Reference will be made to the integrated roles of biology, psychology and social context, issues related to assessment, legal considerations and the role of ethics and morality.

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

PSY 352 Theories of Personality (3)

Explores major personality theories and related research. Topics include: basic personality traits and their measurements and developmental influences.

Pre- or Co-requisite: PSY 101

PSY 360 Interpersonal Relationships and Psychological Skills (3)

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

Pre-requisite: PSY 101

PSY 363 Industrial/Organizational Psychology (3)

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

PSY 370 Social Psychology (3)

Provides an introduction to research and theory in social psychology. Topics include processing of social information, social influence, persuasion and attitude change, social interaction, and group phenomena. The application of social psychology principles to current social problems and topics will be examined.

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

PSY 383 Survey of Exceptional Children (3)

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

understanding basic diagnostic procedures and the IEP.

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

PSY 378 Psychobiology (3)

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: PSY 101 Credit given for BIO 301 or PSY 378

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

PSY 392 Psychological Testing and Measurement (3)

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

Pre-requisite: PSY 101 and STA 201 Pre- or Co-requisite (suggested): PSY 352

PSY 397 Group Dynamics (3)

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

Pre- or Co-requisite: PSY 101 or SOC 101 Credit given for PSY 397 or SOC 397

SCIENCE

BIO 101 Fundamentals of Biology (3)

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

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

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

BIO 110 Biology I: Molecular and Cells (4)

Covers the major biological principles that encompass all living things. Topics include: cell structure and function, physical and chemical properties of the cell, reproduction of the cell and organism, genetics, biochemistry, properties of energy and energy in chemical reactions, photosynthesis and cellular respiration. The laboratory portion of this course will also cover biology principles as well as lab

techniques and the process of scientific experimentation, experimental design, and analysis. Prerequisite for Anatomy and Physiology I and Microbiology.

BIO 220 Anatomy and Physiology I (4)

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

Pre-requisite: BIO 110

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: BIO 220

BIO 230 Microbiology (4)

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

Pre-requisite: BIO 110

BIO 240 Nutrition (3)

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

Pre-requisite: BIO 220

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: PSY 101 Credit given for BIO 301 or PSY 378

CHE 111 Chemistry Lecture (3)

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

CHE 111L Chemistry Lab (1)

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

Pre- or Co-requisite: CHE 111

PHY 101 Fundamentals of Physics (3)

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

PHY 101L Fundamentals of Physics Lab (1)

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

Pre- or Co-requisite: PHY 101

SOCIOLOGY

SOC 101 Introduction to Sociology (3)

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

SOC 397 Group Dynamics (3)

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

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

SPEECH AND LANGUAGE PATHOLOGY

SPL 222 Introduction to Communication Disorders (3)

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

SPL 301 Speech and Hearing Science (3)

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

Pre- or Co-requisite: SPL 222

SPL 303 Audiology (3)

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

Pre-requisites: SPL 222 and SPL 301

SPL 315 Normal Speech and Language Development (3)

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

Pre- or Co-requisite: SPL 222

SPL 320 Language Disorders (3)

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

Pre-requisites: SPL 222 and SPL 315

SPL 333 Anatomical and Physiological Bases of Speech (3)

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

Pre- or Co-requisite: SPL 222

SPL 399 Aural Rehabilitation (3)

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

Pre-requisite: SPL 303

SPL 400 Phonetics (3)

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

Pre- or Co-requisite: SPL 222

SPL 402 Disorders of Articulation and Phonology (3)

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

Pre-requisites: SPL 222 and SPL 400

SPL 430 Neurological Basis of Communication (3)

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

Pre- or Co-requisite: SPL 222

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

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

Pre- or Co-requisite: SPL 222 and two speech courses