

**Women's Institute of Torah Seminary  
Maalot Baltimore**



# **CATALOG**

**2017-2018**

**תשע"ח**

**6602 PARK HEIGHTS AVENUE BALTIMORE, MARYLAND 21215-3009  
410-358-3144 (FAX) 1-866-990-1983 WITS.EDU**

Women's Institute of Torah Seminary/Maalot Baltimore  
is accredited by  
The Association of Institutions of Jewish Studies (AIJS)  
and approved by the  
Maryland Higher Education Commission (MHEC)  
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 serve as a foundation for the enhancement of Jewish life in the home and community, as a link in the perpetuation of the Orthodox tradition and as preparation for careers in Jewish communal life. WITS/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.

## **STATE LICENSURE AND ACCREDITATION**

Women's Institute of Torah Seminary is licensed by the Maryland Higher Education Commission to offer Bachelor degrees in Jewish Education and Judaic Studies.

Women's Institute of Torah Seminary is accredited by the Association of Institutions of Jewish Studies (AIJS). Accreditation indicates that the institution has achieved recognition by AIJS, by demonstrating compliance with AIJS accreditation standards. AIJS is recognized by the United States Department of Education as an accrediting agency and is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701. Their telephone number is 732-363-7330.

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

### 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 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* (Executive Dean and Director of Judaic Studies), Academic Dean (General Studies), administrators, student advisors, faculty and staff 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.

**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  
*Menahel*/Executive Dean  
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	<i>Menahel</i> (Executive Dean, Director of Judaic Studies)
Leslie Klein, PhD	Academic Dean (General Studies)
Mrs. Judy Gross	Academic Dean, Emerita
Mrs. Cindy Ring	Registrar and Academic Advisor
Mrs. Sarena Schwartz	Database Manager
Mrs. Rivka Segal	International Liaison
Mrs. Mimi Biegacz	Director, Academic Advisement and Assistant Registrar
Mrs. Yocheved Lapidus	Academic Advisor
Mrs. Judy Rosenberg	Librarian

**ADMINISTRATIVE SUPPORT SERVICES**

Mrs. Laura Ann Glazer	<i>Kodesh</i> Administrative Assistant/Office Manager
Mrs. Malka Weill	General Studies Coordinator
Ms. Lesley Austen	Executive Assistant to Academic Dean

**FINANCIAL AID AND STUDENT ACCOUNTS**

Mrs. Sima Oratz	Student Accounts
Steven Graber, CPA	Business and Financial Liaison
Marvin Itzkowitz	Scholarship Committee

**DEVELOPMENT AND COMMUNICATIONS**

Mrs. Ethel Fischer	Director of Development
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### **FACILITIES**

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

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

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

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

In the WITS/Maalot office suite, students are always welcome and warmly greeted by the administrative staff. The *Menahelas*, Academic Dean, Registrar, Academic Advisors, and Director of Student Accounts are readily available to meet with students.

The building and classrooms are handicap accessible.

## ADMISSIONS

### STATEMENT OF PHILOSOPHY

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.

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

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

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

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

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

with generally acceptable high school standards. If yes, the school is verified and so documented on a student checklist.

4. If the high school cannot meet any of the criteria listed above, the high school is not verified and cannot be used to satisfy the requirement of successful high school completion.

Interested applicants may obtain applications from the WITS office by writing to WITS at 6602 Park Heights Avenue, Baltimore, MD 21215, by emailing [info@wits.edu](mailto:info@wits.edu), by calling the office at 410-358-3144, or by visiting the WITS website, [www.wits.edu](http://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 application form
- \$150 non-refundable application fee (\$175 if submitted after July 5th)
- Two completed, sealed reference forms. At least one must be from a teacher, school rabbi or school administrator. Students currently in seminary should select at least one reference from their current seminary.
- Two current photographs
- Proof of high school graduation or equivalent
- Official Judaic and General Studies high school transcripts
- 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
- General Medical Information
- Some applicants may be asked to schedule an interview

Applications are evaluated on a rolling basis.

#### A. Early Admissions

Students who have not completed one year of post-high school learning in a Jewish institution may apply for early admission. Early admission to WITS/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 college-level study in a Jewish institution, or
- have graduated high school more than four years ago

Accepted students are eligible to enroll in the General Studies division of WITS/Maalot and may take up to 24 credits per semester including select Judaic studies courses.

### Application Procedure:

- Signed application form
- \$100 non-refundable application fee
- 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
- Two references
- 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

Applications are evaluated on a rolling basis.

## III. ISRAEL STUDY ABROAD PROGRAM (ISAP)

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

### Requirements for Participation:

- Acceptance to WITS/Maalot's Seminary Program
- Acceptance to a college-level seminary program

- Commitment to attend WITS/Maalot upon return from the first-year seminary program

### Application Procedure:

- Signed application form with \$150 non-refundable application fee
- Signed ISAP application form
- \$500 non-refundable deposit payable to WITS/Maalot
- \$1250 ISAP tuition payable to Gratz College
- Two completed, sealed reference forms. At least one must be from a teacher, school rabbi or school administrator.
- Two current photographs
- 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
- Official score reports from all testing programs
  - AP code: 5491
  - CLEP code: 6062
- Interview
- Written essay

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

#### IV. INTERNATIONAL STUDENTS

WITS/Maalot welcomes international students.

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

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

#### V. HEALTH INSURANCE

Upon acceptance, all 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 General Medical Information form and Medical Questionnaire must be completed by students.

Costs of health insurance and 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 situation that may arise while students are on campus.

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

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

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

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

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, WITS/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, including Individualized Education Programs (IEP), should be submitted to the main office no later than the first week of the student's first semester at WITS/Maalot.

The building and classrooms are handicap accessible.

VII. 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. Information is also available on the [wits.edu](http://wits.edu) website.

## 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.

A consultation service, provided by an Academic Advisor, is available to prospective students for a \$300 fee. Upon enrollment, the fee is applied towards tuition and the number of advisement sessions are unlimited.

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

#### Evaluation of 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
  - National College Credit Recommendation Service (NCCRS) – NCCRS courses require a minimum grade of “C” to carry credit.
  - Foreign credit evaluations that have been evaluated by a service such as WES, ECE, AACRO, SILNY and Gratz College
  - Credit by exam
    - Advanced Placement (AP) – minimum score of 4 is required
    - College Level Examination Program (CLEP) – up to 12 credits are accepted and may be combined with foreign language exams and/or CCAP credits for a cap of 28 credits. CLEPs will not be accepted for courses in the major or minor. CLEPs may not be taken for courses given that semester.
    - NYU – New York University Foreign Language Exam
- 
- To fulfill the English Composition/Rhetoric requirement, an average grade of “C” is required.
  - To fulfill the Mathematics requirement, a minimum grade of “C” is required.
  - Official transcripts from each institution where college-level courses/exams were taken must be submitted.
  - WITS/Maalot accepts a maximum of 30 credits of graduate work towards the undergraduate degree.
  - Grades of C- and above are transferable.

2. Inter-Institution Contracted Program Credits

WITS/Maalot has partnered with Gratz College and the Community College of Baltimore County (CCBC) to expand the course options available to our students. These contracted courses are delivered by the specific institution 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. These courses fulfill WITS/Maalot residency requirements and grades are calculated into the cumulative institutional GPA. Grades of D and above earn credit.

WITS/Maalot can only register a student for a CCBC course if that student is concurrently enrolled for courses at WITS/Maalot. 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.

3. Courses Taken at Other Undergraduate Institutions

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

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 along with the course syllabus. 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. Official transcripts are required to earn credit.

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

II. REGISTERING FOR COURSES

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.

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 and maximum of 33 *Kodesh* 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 per semester, in addition to English Composition/Rhetoric or an internship. If the *Menahel* and/or Academic Dean determines that a student will be more successful with a smaller course load, that student will register accordingly. The *Menahel* will determine the appropriate *Kodesh* and General Studies course load for early admissions students on a case-by-case basis.

III. ADD/DROP COURSES

Add/drop forms are available online or in the office and must be completed and submitted for *Kodesh* and General Studies courses requesting to be dropped.

Late add/drops will be charged a \$50 late fee per course when applicable as per the fee schedule.

A. Adding Courses:

- *Kodesh* courses may be added only with the approval of the student's Academic Advisor and permission from the *Menahel*. *Kodesh* courses may be added up until the third session of class.
- General Studies courses may be added only with the approval of the student's Academic Advisor. Courses may be added up until the third session of class.
- A student who registers late is responsible for making up all work that has been missed.

B. Dropping Courses

- *Kodesh* Courses may be dropped only after consultation with the Academic Advisor and submission of a completed "Add/Drop" form approved by the *Menahel*.
- General Studies courses may be dropped only with the approval of the student's Academic Advisor. Courses dropped before the start of the third session will not show on transcripts.
- Courses dropped between the 3<sup>rd</sup> and 7<sup>th</sup> session will show on transcripts as a "W" for the course.
- After the seventh session, the student must complete the course or receive a grade of "F."
- Dropping a course due to health reasons requires documented approval from the *Menahel*/Academic Dean and will have no academic or financial penalty.
- Students who stop attending a course without following the correct procedure will receive a grade of "F" for the course.

IV. AUDITS

Audited courses do not receive college credit. A student cannot change a course from audit to credit after the initial add/drop period. Permission from the *Menahel* 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.

#### V. INTERNSHIPS

Internships are valuable opportunities that allow students to gain experience, build resumes and further explore their intended field of interest. WITS/Maalot has partnered with various local schools and therapy centers to offer internships and observation hours to students pursuing careers in ABA, OT, PT, SLP and education/special education. For questions related to this program, please contact the Internship Program Coordinator.

- Academic credit is earned upon successful completion of course requirements. These include regular attendance (150 hours total per semester) and satisfactory conduct at the placement, weekly assignments that reflect learning and progress at the internship, and a final paper/portfolio.
- This is a competitive internship program. Students are required to apply during the registration period before the start of each semester. Late applications will be accepted only if there are open slots. Internship applications are available on our website or in the office.
- A student who secures an internship on her own can earn credit for that internship provided specific criteria are met. An approval form is available on our website or in the office. To receive credit, the internship must be approved prior to its start.
- Application and approval forms must be signed by the student's Academic Advisor before being submitted.
- Students may participate in the internship program during the fall, spring or summer semesters, depending on availability.
- Upon acceptance/approval, the student must then register for the 3-credit internship course. The tuition for the internship course is the same as a 3-credit course.
- The ABA internship has a special application process.

#### VI. PASS/FAIL POLICY

Students may select up to 2 courses (6 credits over the course of the degree) as Pass/Fail, with the following stipulations.

Courses cannot be:

- Core Liberal Arts courses
- Graduate school pre-requisites
- Courses in the minor, with the exception of the Jewish Studies minor
- Courses in the psychology major

The option for Pass/Fail must be selected by the 9<sup>th</sup> session of the course. No changes can be accepted after this date.

The Pass/Fail form is available in the main office.

## Women's Institute of Torah Seminary/Maalot Baltimore

### TUITION AND FINANCIAL AID

#### I. TUITION

Tuition and fees listed below are valid for 2017-2018. Fees are subject to change.

FEES	SEMINARY	POST-SEMINARY
Tuition	Plan A (Kodesh + up to 12 gen studies credits): \$11,460 Plan B (Kodesh + up to 18 gen studies credits): \$12,588 Plan A (Kodesh + up to 30 gen studies credits): \$15,180	\$264 per credit
Consultation Fee	\$300 (applied towards tuition)	\$300 (applied towards tuition)
Capstone	\$850 (when applicable)	\$850 (when applicable)
WITS/Maalot Application (one-time non-refundable fee)	\$150 if submitted by July 5 \$175 if submitted after July 5	\$100
Registration Fee	\$50 per semester	\$50 per semester
Technology Fee	\$25 per semester	\$25 per semester
Lab/Materials Fee	\$50 per course (Art, Computer Science, Science, Speech- Language Pathology)	\$50 per course (Art, Computer Science, Science, Speech-Language Pathology)
Late Registration Fee	\$25 per course (when applicable)	\$25 per course (when applicable)
Late Add/Drop Fee	\$50 per course (when applicable)	\$50 per course (when applicable)
Transcript Fees (*cc accepted with no processing fee)	\$10 Gratz \$10 WITS/Maalot* \$15 Maalot Educational Network*	\$10 Gratz \$10 WITS/Maalot* \$15 Maalot Educational Network*
Withdrawing from Seminary Program	Until 1 <sup>st</sup> day of semester: Full tuition refund No fee refund Until 3 <sup>rd</sup> week of classes: Tuition plan adjustment <b>or</b> credit deferment	
Refund Schedule for General Studies and Post- Seminary Kodesh Courses registered on per credit basis		Until 2 <sup>nd</sup> week of classes: Full tuition refund No fee refund Until 3 <sup>rd</sup> week of classes: 50% refund \$50 drop fee After start of 3 <sup>rd</sup> week of classes: No refund \$50 drop fee
<small>                     † <i>Kodesh</i> only tuition plan available                      ‡ There is a 3% processing fee on credit card transactions.                      † Courses may require purchase of <i>Mekoros</i> books, <i>Seforim</i>, textbooks and other supplies.                      ‡ Refunds for contracted courses are in accordance with the policies of the contracting institution.                 </small>		

Individual students may incur additional fees for academic credit earned outside of WITS/Maalot and for exams-for-credit.

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 through 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 AND WITHDRAWAL POLICY

Any student who must leave during the school year should inform Cindy Ring, Registrar, preferably in writing. The official date of withdrawal is the date that the student indicates in her notice, or the date of notification, whichever is earlier.

C. Institutional Refund Policy

Students who withdraw from WITS will be refunded according to the following schedule:

- Withdrawal before classes begin & during the first week of classes:  
100% refund, no fee refund
- Withdrawal during week 2 of classes:  
50% refund, \$50 drop fee
- Withdrawal after beginning of week 3 of classes:  
No refund, \$50 drop fee

D. Unofficial Withdrawal Policy

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

E. Return to Title IV Policy

*(WITS is in the process of applying for eligibility to participate in the federal Title IV student financial aid programs. The Return to Title IV procedures will take effect upon government approval.)*

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

The withdrawal date used to calculate the Title IV refund will be determined as follows:

For a student who gives official notification, the date of withdrawal is the date that the student indicates in her notice or the date of notification, whichever is earlier.

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

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

- (i) Unsubsidized Federal Direct Stafford loans
- (ii) Subsidized Federal Direct Stafford loans
- (iii) Federal Perkins loans
- (iv) Federal Direct PLUS received on behalf of the student

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

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

- (i) Federal Pell Grants
- (ii) FSEOG

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

#### 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, this memorial award is offered to eligible WITS/Maalot students during their last semester of study.

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

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

- Academic Excellence
- 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 *Menaheses*, Academic Dean, and Financial Aid Coordinator.

###### 3. Private Scholarships

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

###### 4. Work-Study Program

Students who receive internal scholarships are required to sign up for the work-study program. Students volunteer for varied projects such as planning and providing logistical support for *shiurim, y'mei iyun*, seminars, extra-curricular events and office support.

### 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](http://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 and awards. There are also scholarships for specific fields and populations. To learn about Maryland state scholarships, visit <http://mhec.maryland.gov>

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 application 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 WITS/Maalot students to acquire knowledge and skills in the following areas:

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

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

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

### II. DEFINITION OF TERMS

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

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

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

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

**Co-requisite courses:** may be taken concurrently with the course of interest. Pre- and co-requisites for some courses may be waived with permission of the instructor and/or *Menahelas*/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.

**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.

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. SATISFACTORY ACADEMIC PROGRESS

All matriculated students pursuing an approved program at Women's Institute of Torah Seminary(WITS) are required to maintain satisfactory academic progress toward graduation, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards required for students receiving federal financial aid are one and the same for all matriculated students at Women's Institute of Torah Seminary. Satisfactory academic progress at WITS has two principal components: a qualitative standard and a quantitative standard.

A. Qualitative Standard

In pursuit of graduation, the student must achieve a cumulative grade point average (GPA) of 2.0 (the equivalent of a "C" average) or better. Students are evaluated at the end of each semester and are expected to maintain a minimum cumulative GPA of 2.0.

Semester grade point averages shall be calculated according to the following numerical equivalents:

<b>A</b>	<b>4.0</b>
<b>A-</b>	<b>3.7</b>
<b>B+</b>	<b>3.33</b>
<b>B</b>	<b>3.0</b>
<b>B-</b>	<b>2.67</b>
<b>C+</b>	<b>2.33</b>
<b>C</b>	<b>2.0</b>
<b>C-</b>	<b>1.67</b>
<b>D</b>	<b>1.0</b>
<b>F</b>	<b>0.0</b>
<b>P</b>	<b>Pass</b>
<b>W</b>	<b>Withdrawal</b>
<b>I</b>	<b>Incomplete</b>

**B. Quantitative Standard**

**Maximum Timeframe:**

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

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

**Pace of Completion**

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

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

For students who maintain minimum part time enrollment:

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

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

C. Federal Financial Aid Warning and Academic Probation

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

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

If after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, she will be subject to academic discipline which may include expulsion or suspension from the institution, and will be ineligible to receive Title IV federal financial aid.

D. Reinstatement

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

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

E. Incompletes

If a student has not completed all required course work, she may have up to six months, at the discretion of the instructor, to complete the work. If it can be determined that, without passing this course, the student will be in compliance with Satisfactory Progress standards, the incomplete will not be considered to affect her average or her satisfactory progress in that interim. If it is

determined that without passing this course the student will not be in compliance with satisfactory progress standards, the student's faculty advisor will meet with the Seminary Director to discuss the situation. If they are able to determine that the student is making efforts in good faith to complete the missing work, they may allow her to retain the status of satisfactory progress in the interim.

F. Withdrawals

Courses that a student withdraws from before the start of the third class of the term will not appear on the student's transcript and will not be included in the number of credits attempted. From the third class of the term until the seventh class of the term, a student dropping a course will receive a grade of "W" (withdrawn) for the course and the credits will be included in the number of credits attempted. After the seventh class of the term, the student must complete the course or receive a grade of "F." While a "W" does not factor into the GPA, an "F" does. Dropping a course due to health reasons requires documented approval from the *Menahel*s and Academic Dean, and will have no academic or financial penalty.

Official Add/Drop forms, available in the main office and online, must be completed and submitted for courses that are dropped. Students who stop attending a course without following the correct procedure will receive a grade of "F" for the course.

G. Transfer Credits and Satisfactory Progress

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

H. Appeals Process, Mitigating Circumstances

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

The Seminary Director's decision will be conveyed to the student in writing within ten days of receipt of the student's written appeal.

I. Repetitions

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

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

V. REPEATING COURSES

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

VI. GRADES

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

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

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.

VII. ENGLISH COMPOSITION/RHETORIC

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

The rhetoric requirement may be fulfilled with English Composition II, Fundamentals of Communication or the College Composition CLEP.

To fulfill the English Composition/Rhetoric requirement, an average grade of "C" is required.

VIII. 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.

IX. 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 *Menahel*/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 *Menahel*/Academic Dean for a further extension. Faculty is not authorized to grant individual extensions beyond the deadline. If no written request is submitted by the deadline, students who have not completed the required coursework will receive a grade of "F" for the course. The deadline for Fall Semester courses is May 15<sup>th</sup>. The deadline for Spring and Summer semester courses is December 1<sup>st</sup>.

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.

X. ATTENDANCE POLICY

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

- 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 *Menahel* and/or Academic Dean.
- Attendance is taken at every session and is reported to the administration.

XI. MISSED EXAMINATIONS AND LATE PAPERS POLICY

Exams, including final exams, must be taken as scheduled.

- Any student who fails to take a final as scheduled will receive a grade of "0" for the final. Finals will be scheduled throughout the week, including Sunday and Friday. Work schedules or other commitments must be adjusted to conform to the final exam schedule. Only under extreme extenuating circumstances and with advance written permission from the *Menahelas* or Academic Dean, at least two school days prior to the date of the final, may a final examination be rescheduled.
- 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 makeup exams must be made with the administrative staff in the main office.
- Ten points will be deducted from all test papers of students who do not have a valid reason for the lateness.
- 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.
- Proctor fees are as follows:
  - \$10.00 per makeup exam within the first week
  - \$25.00 per makeup exam after the first week
  - \$35.00 per makeup final
- Proctor fees are will go to the *Menahelas* Discretionary Fund.
- 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.

XII. 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 rights of eligible students to inspect their records, to provide guidelines for the correction of inaccurate data and to establish the right of students to file complaints with the FERPA office, United States Department of Education, in cases of alleged failures in compliance. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day WITS receives a request for access. A student should submit to the registrar, dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by WITS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student—

- To other school officials, including teachers, within WITS whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)) such as name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

Note: Students have the right to restrict the sharing of directory information. Students who wish to make such a request must contact the registrar's office, and submit the request in writing within 90 days from the beginning of the semester. Once a student requests that the school not disclose directory information, this hold on sharing directory information will remain in place until revoked by the student in writing. Requests cannot be put into effect retroactively.

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

### XIII. STUDENT RECORDS

The official academic records of all students, past and present, are maintained 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 scores reports, and transcripts from colleges attended. These files are open for student review upon request. All information in the student's file is confidential.

### XIV. 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.

### XV. TEST SITE

The official academic records of all students, past and present, are maintained 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.

### XVI. 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.

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

- General Education credits – 60 credits

6 credits	English Composition/Rhetoric
12 credits	Humanities
12 credits	Social Sciences
3 credits	College Level Mathematics
9 credits	Mathematics/Science/Technology
	3 credits of this requirement may be waived in certain cases and replaced with a course that qualifies as a diversity
18 credits	General Education Electives

- Major Course of Study credits -
  - Bachelor of Arts in Judaic Studies - 33 credits. Maximum of 6 credits in Hebrew Language within the 33 credits required in the major. In addition to the major, a 3-credit Humanities course must be taken as a Corollary Requirement.
  - Bachelor of Science in Jewish Education - 21 education credits and 12 Judaic Studies credits. 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.
- Free Electives credits – 27 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.

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

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

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

## XVII. GRIEVANCE PROCEDURE

### A. Academic Grievance

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

A student who believes a semester grade is unjustified and not in line with WITS/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* or the Academic Dean who will attempt to resolve the grievance upon consultation with both the instructor and student. Should no agreeable resolution be reached, the case will be referred to the Academic Advisory Board. The Board 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 Advisory Board are final.

#### B. Non-Academic Grievance

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

#### C. AIJS Complaint Procedure:

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

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

Or:

Phone: 732-363-7330

Fax: 732-415-8198

Email: [nlandesman@theaijs.com](mailto:nlandesman@theaijs.com)

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

1. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS' role in accrediting and overseeing the institution. This generally means that the complaint has to address an institutional issue that bears on compliance with AIJS's Standards for Accreditation.
2. If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as being not within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed.

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

D. Maryland Higher Education Commission (MHEC) Complaint Procedure

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

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

2. Should the opinion of the complainant be that the complaint has not been resolved appropriately by the institution, the complainant may submit an official complaint to the Maryland Higher Education Commission (MHEC) in writing; students should use the College and University Student Complaint Form and faculty personnel should use the College and University Faculty Complaint Form. The Faculty Complaint Form is not used to make a complaint against a professor or faculty personnel.

3. To file an official complaint, a signed College and University Student Complaint Form or College and University Faculty Complaint Form must be submitted to MHEC with copies of supporting documentation included. The complaint documents are to be submitted to:

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

College and University Student & Faculty Complaint forms can also be retrieved at:  
Student Complaint Forms:

[http://mhec.maryland.gov/institutions\\_training/Documents/acadaff/MHECStudentComplaintForms.pdf](http://mhec.maryland.gov/institutions_training/Documents/acadaff/MHECStudentComplaintForms.pdf)

Faculty Complaint Forms:

[http://mhec.maryland.gov/institutions\\_training/Documents/acadaff/MHEC%20Faculty%20Complaint%20Forms.pdf](http://mhec.maryland.gov/institutions_training/Documents/acadaff/MHEC%20Faculty%20Complaint%20Forms.pdf)

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

4. Within 10 business days of receipt of an official complaint, MHEC will acknowledge its receipt and begin investigating for evidence of violation of the Education Article, COMAR, or school policy.

5. A copy of the complaint and supporting documents will be provided to the College or university President. MHEC will require the President to look into the matter and provide a written report back to MHEC within 30 business days of receipt of MHEC notification.

6. MHEC staff may interview the institution employees, students, or the student complainant as part of its investigation.

7. MHEC may take regulatory action based on its review and in accordance with the Education Article and COMAR Title 13B, and the manner for which the institution is approved to operate.

8. MHEC will inform the student or faculty complainant and the college or university President in writing of its determination(s).

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

a. A complaint pertaining to occupational licensure requirements is to be submitted to the appropriate licensing board or entity. Licensing board contact information is found in the institution's catalog.

b. A complaint concerning compliance with the standards of accreditation is to be submitted to the institution's accrediting body. Accrediting body contact information is found in the institution's catalog and website.

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

Consumer Protection Division Office of the Attorney General 200 Saint Paul Place Baltimore, Maryland 21202 Telephone: 410-528-8662 More information is available at: <http://www.oag.state.md.us/Consumer/complaint.htm>

d. A complaint concerning discrimination is to be submitted to:

Office for Civil Rights, Philadelphia Office U.S. Department of Education 100 Penn Square East, Suite 515 Philadelphia, PA 19107-3323 Telephone: 215-656-8541 More information is available at: <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

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

### XVIII. Misrepresentation Policy

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

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

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

**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 general 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
<b>I. General Education Requirements.....</b>	<b>60</b>
A. English Composition/Rhetoric	6
B. Humanities (Includes Corollary Requirement) 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. Mathematics/Science/Technology* Must include at least two subject areas <small>*3 credits of this requirement may be waived in certain cases and replaced with a course that qualifies as a diversity</small>	9
F. General Education Electives	18
<b>II. Judaic Studies Major.....</b>	<b>33</b>
Courses must be chosen from the course options in Judaic Studies (see side bar). Maximum 6 credits in Hebrew Language.	
<b>III. Free Electives.....</b>	<b>27</b>
<b>Total</b>	<b>120</b>

**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.

**Corollary Requirement**  
One 3-credit Humanities course

**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
<b>I. General Education Requirements.....</b>	<b>60</b>
A. English Composition/Rhetoric	6
B. Humanities Must include at least two subject areas	12
C. Social Sciences Corollary Requirement: Human Growth and Development Three additional courses (Jewish History recommended) Must include at least two subject areas	12
D. One college-level Mathematics	3
E. Mathematics/Science/Technology* Must include at least two subject areas *3 credits of this requirement may be waived in certain cases and replaced with a course that qualifies as a diversity	9
F. General Education Electives	18
<b>II. Jewish Education Major.....</b>	<b>33</b>
Education Courses	21
Jewish Studies	12
<b>III. Free Electives.....</b>	<b>27</b>
<b>Total</b>	<b>120</b>

<b>JEWISH EDUCATION MAJOR REQUIREMENTS</b>	
<u>Education</u>	
Special Education	3 credits
Methodology or Curriculum	3 credits
Assessment	3 credits
Educational Psychology	3 credits
Student Teaching	6 credits
Additional education course	3 credits
<b>Total:</b>	<b>21 credits</b>
<u>Jewish Studies</u>	
Biblical Analysis Skills	6 credits
Prophets Analysis Skills	3 credits
Jewish Law	3 credits
<b>Total:</b>	<b>12 credits</b>
<u>Corollary Requirement: Social Sciences</u>	
Human Growth and Development	3 credits
<b>Total:</b>	<b>3 credits</b>

A total of 27 Judaic Studies credits are required for graduation: 12 credits in the major and 15 additional credits from Humanities, Social Science, General Education 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. STUDENT RESPONSIBILITIES

#### A. Email Accounts

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

#### B. Digital Board

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

#### C. Student Records

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

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

### II. COUNSELING

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

A local rabbinic authority is available to meet one morning a week by appointment to answer questions of *halacha* and to offer spiritual guidance.

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

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

### III. TEXTBOOKS

#### A. Judaic Studies

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

B. General Studies

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

IV. ACADEMIC RESEARCH SOURCES

There are various research sources our students may access:

- a. School library for Judaic and general studies material
- b. Library access to the Community College of Baltimore County through our contracted agreement
- c. Gratz College library resources
- d. Judaic resources through the library at Ner Israel Rabbinical College
- e. On-site internet
- f. Judaic academic research software installed as computer-based resources
- g. Numerous library facilities in Greater Baltimore
- h. Maryland Digital Library
- i. Council of Jewish Education - Jewish Education Resources
- j. Thomas Edison State University Library resources for enrolled students

V. COMPUTER ACCESS

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

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

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

VI. SPECIAL PROGRAMS

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

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

Other special programs provide students with crucial *hashkafic* and practical information and help to prepare students for their future experiences.

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

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

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

### VII. 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.

### VIII. COMMUNITY SERVICE

Under the auspices and guidance of the *Menaheles*, 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; helping the elderly; assisting families who need support during critical times; free tutoring of Judaic and general studies subjects; working with special-needs children in numerous capacities; dedicating service hours to MENUCHA, a local organization that provides support to special needs children and their families; participation in the JEP program. Many students independently elect to further their involvement in community activities and services.

### IX. 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 *Menaheles* 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

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

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

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

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. Campus 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 on campus, and the Northwest Citizens Patrol (NWCP) is on patrol at late hour dismissal times.

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

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

- 2) **Policies on Access to Facilities:** Access to all school facilities is restricted to approved students and employees, as well as to authorized visitors. The building is to be securely locked after programs and study sessions have ended. After-hours student access is provided only by contacting appointed employees and/or students.
- 3) **Current Campus Law Enforcement Policies:** The institution maintains no security department of its own. Students must always be mindful of their responsibility for the welfare of themselves as well as of fellow peers. Any student or employee that is witness to a dangerous or suspect situation is expected to immediately communicate with the local law enforcement agency.
- 4) **Availability of On- and Off-Campus Counseling and Mental Health Services for Crime Victims:** Counseling is available on campus and is provided by faculty and administration members. In addition, specially trained therapists are available for counseling students at Maryland Counseling Network, located at 17 Warren Rd, Baltimore, MD 21208. The phone number is 410-764-2029. Students may be referred to other trained therapists as well.
- 5) **Policies for Preparing the Annual Disclosure of Crime Statistics:** The institution annually discloses crime statistics to students and employees.
- 6) **Programs to Educate Students and Employees about Campus Security Procedures:** Students are expected to review all the security materials carefully, and to strictly adhere to all policies.
- 7) **Programs to Educate Students and Employees about Crime Prevention:** Students are expected to observe rudimentary safety precautions, such as traveling in groups after dark and in high crime areas.
- 8) **Statistics for Most Recent Calendar Year (and last two as available), of Crimes Reported to Police:** There have been no documented cases of criminal offenses.
- 9) **Policy Regarding Police Monitoring of Crime at Recognized Off-Campus Organizations:** There are no authorized off-campus organizations.
- 10) **Substance Abuse Policy:** See Drug and Alcohol policy.
- 11) **Statistics on Liquor, Drug, and Weapons Abuses:** There have been no documented offenses related to liquor, illegal drugs or weapons.

**12) Campus Policy Regarding Sexual Violence and Sexual Misconduct:**

WITS/Maalot is completely committed to maintaining a safe and secure environment for all students. Accordingly, the school adheres to a strict and uncompromising no-tolerance policy with regard to sexual violence which includes any form of sexual assault, domestic violence, dating violence, stalking or any other form of sexual misconduct. Women's Institute of Torah Seminary also prohibits retaliation against any person who, in good faith, reports or discloses a violation of this policy, files a complaint, and/or participates in an investigation, proceeding, complaint, or hearing under this policy. Once Women's Institute of Torah Seminary becomes aware of an incident of sexual violence, dating violence, domestic violence and stalking or any other form of sexual misconduct, Women's Institute of Torah Seminary will promptly and effectively respond in a manner designed to eliminate the misconduct, prevent its recurrence, and address its effects.

The school official who is responsible for coordinating efforts to prevent sexual violence, dating violence, domestic violence and stalking or any other form of sexual misconduct is Rebbetzin Ettie Rosenbaum, Executive Dean. She can be contacted at Women's Institute of Torah Seminary, Administrative Offices, 6602 Park Heights Ave, Baltimore, MD 21215; 410-358-3144, ebrosenbaum@wits.edu.

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

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

In the event of an assault or incident, it is important for the student to preserve all evidence as proof of a criminal offense. Victims of sexual violence, domestic violence, dating violence, stalking or any other form of sexual misconduct are directed to contact a special culturally-sensitive project called Chana Baltimore ([chanabaltimore.org](http://chanabaltimore.org)). Their confidential hotline is 410-234-0023. Students can also contact Amudim. Their confidential hotline is (646) 517-0222. This is a dedicated hotline and is answered by culturally sensitive social workers and legal staff. Information about their services is available at the following website: [Amudim.org](http://Amudim.org).

Victims of domestic violence may also contact the Chana Baltimore Confidential Hotline at 410-234-0023; or Shalom Taskforce confidential hotline at 718-337-3700.

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

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

### **13) Definitions:**

#### Definition of Consent:

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

- the person is incapacitated due to the use or influence of alcohol or drugs;
- the person is asleep or unconscious;
- the person is under the legal age to provide consent; or

- the person has a disability that prevents such person from having the ability or capacity to give consent.

Definition of Domestic Violence:

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

Definition of Dating Violence:

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

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

Definition of Stalking:

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

- Repeated, unwanted, intrusive, and frightening communications from the perpetrator by phone, mail, and/or email.
- Repeatedly leaving or sending victim unwanted items, presents, or flowers.
- Following or lying in wait for the victim at places such as home, school, work, or recreation place.
- Making direct or indirect threats to harm the victim, the victim's children, relatives, friends, or pets.
- Damaging or threatening to damage the victim's property.
- Harassing victim through the internet.
- Posting information or spreading rumors about the victim on the internet, in a public place, or by word of mouth.
- Obtaining personal information about the victim by accessing public records, using internet search services, hiring private investigators, going through the victim's garbage, following the victim, contacting victim's friends, family work, or neighbors, etc.

**14) Information for Crime Victims about Disciplinary Proceedings** – Upon request, Women's Institute of Torah Seminary will provide the victim with the results of any disciplinary proceeding or actions taken by the school against the perpetrator of such a crime or offense.

If the victim has died as a result of the crime or offense, the information will be provided, upon request, to the closest relative of the victim.

**15) Registered Offenders List** – The following link is provided to enable students and employees of Women's Institute of Torah Seminary to access information about registered sex offenders in the state of MD. The website can be found at <http://www.dpscs.state.md.us/onlineservs/socem/portal.shtml>

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

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

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

F. Drug and Alcohol Policy

The following is the Institutional Drug and Alcohol Policy in effect at Women's Institute of Torah Seminary:

Women's Institute of Torah Seminary is committed to maintaining a drug-free campus. This is for your benefit and protection, as well as for the welfare of your fellow students and employees.

Although drug and alcohol abuse is today common in American society, we want you to be assured that we expect the school to be totally drug-free. The policies listed below were formulated with that in mind, and we are very serious about enforcement of our standards.

Please read the following carefully, and ask for clarification if needed. Our policies are tough, and we expect them to work.

1. Standards of conduct regarding drug and alcohol use:

WITS/Maalot will not tolerate any unlawful use, possession or distribution of illicit drugs on school property, or as part of school activities.

In addition, any student misusing drugs or alcohol off-campus will be subject to the

same reprimands and disciplinary sanctions listed for violation on-campus (see #5 below), up to and including suspension and expulsion.

Responsible use of alcohol on or off premises, by students over 21, while not encouraged, will be allowed under the following circumstances:

- as part of ritual services and celebrations
- as long as the student makes no attempt to use a motor vehicle.

2. Legal sanctions: local, state and federal:

Please remember that local, state and federal laws are constantly changing. As a result, information we distribute about legal issues may not be up-to-date. [If you are interested, you may check with law enforcement offices about current information.]

Note that the trend in legislation, law enforcement and the courts is toward harsher penalties, larger fines and longer periods of incarceration.

Remember, a conviction causes you to have a permanent criminal record.

You can be arrested if you are in the company of friends who are using illegal drugs, even if you are not participating. The present penal system is such that even one night in jail awaiting a court appearance (even if you are not convicted) is not an experience you will relish.

a. Federal penalties

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

b. State penalties

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

c. Local ordinances

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

3. Health risks

Studies have now proven that all illegal (and many prescription) drugs are, to some extent, physically and/or psychologically addictive.

Marijuana, once considered relatively harmless, has been shown to affect

memory and intelligence, most seriously among young people who are at a crucial stage of development. Marijuana may also act as a "gateway" to more dangerous drugs.

In the past, marijuana was often of very weak quality. Potency has increased over the years, and many samples have been found to be adulterated with dangerous hallucinogens and other substances.

There is no safe drug. Many drugs are potentially addictive after only one dose. Many drugs can kill with just the smallest amount of overdose. There is no drug experience that is worth risking your health, and the health of your family, including your unborn children. Remember, you may also be risking your life.

4. Available counseling and treatment

Our institution is committed to helping students deal with life's problems in a mature, sensible manner. The thrust of our institutional counseling effort is directed at prevention, rather than treatment. We take a very positive view on the counseling process. We provide specialists who are at your service on a constant basis. In addition, all faculty members have been trained to be sensitive to the physical and emotional well being of our students and to assist as appropriate.

If you need assistance, we expect you to come to us. We will refer you for counseling. However, if you do not come forward, but we discover that you have a problem, you will be required to seek professional assistance before you can return to school.

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

5. Disciplinary sanctions that the institution will impose on students and employees

As an institution, which is firmly opposed to any drug involvement, we shall deal severely with any student who misuses controlled substances. Please read the following guidelines carefully as it is the only warning you will receive before sanctions are imposed.

- a. Knowledge that another student or employee is involved with drugs or alcohol

Students or employees who become aware of a fellow student or employee, who is misusing drugs or alcohol, are expected to bring the problem to the attention of the Administrator immediately. A student or employee who fails to do so will be held responsible and will be censured.

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

b. First offense - students

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

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

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

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

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

c. Second offense - students

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

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

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

d. First offense - employees

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

Any employee who has concealed a past drug-related conviction will be terminated without notice if such offense comes to our attention.

Any employee who is observed to be misusing drugs/engaging in the unlawful possession or sale of drugs will immediately be terminated and referred to appropriate law enforcement officials.

e. Addiction to prescription drugs/alcohol

As legal substances, prescription drugs and alcohol are unfortunately susceptible to misuse and addiction under the proper circumstances.

The institution is sympathetic to any individual who is inadvertently entrapped in such a situation, and urges that individual to obtain immediate professional and/or self-help group type of assistance in curing the addiction.

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

f. Responsible use of alcohol

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

Preferably, a student who is drinking should turn his car keys over to a friend. We wholeheartedly support the idea of a designated driver. This is an arrangement where one person, who will not drink at all, is selected in advance to drive home.

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

X. PUBLIC RELATIONS MATERIALS

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

**CODES OF CONDUCT**

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

### I. GUIDELINES FOR APPROPRIATE DRESS

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. COPYRIGHT INFRINGEMENT

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

### IV. 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. Furthermore, the student 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, George Washington University, Goucher College, Grand Canyon University, Hofstra University, Howard University, Johns Hopkins University, Kean College, Long Island University, Loyola University- Maryland, Loyola University- Illinois, McDaniel College, New York University, New York School of Interior Design, Nova Southeastern University, Rutgers University, Salisbury University, St. John's University, SUNY-Downstate Medical Center, Temple University, Touro College, Towson University, University of Baltimore, University of Chicago, University of Pennsylvania, University of Maryland, University of South Carolina, Wayne State University, Western Governor's University, Western Kentucky University, Widener University, Yeshiva University, and Xavier College, among others.

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

### 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

**Rebbetzin Bracha Goldberger**

**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

**Mr. Vincent Bonina**

Master of Science, Physics; Bachelor of Science, Physics

**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. Rochel 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

**Dr. Camelia Fawzy**

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

**Mr. Elazar Feigenbaum**

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

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

**Rabbi Joseph Greenfield**

Master of Arts, Economics, University of Rhode Island; Bachelor of Science, Economics, Xavier University

**Mr. Jonatan Grinberg**

Master's in Music, Chicago College of Performing Arts; Bachelor's in Music, Jerusalem Academy

**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

**Dr. Michal Milrod**

Doctor of Philosophy, Molecular Biology and Genetics, Johns Hopkins University School of Medicine; Bachelor of Arts, Biology, Barnard College, Columbia 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

**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: Principles of Accounting I

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

#### **ECO 111 Macroeconomics (3)**

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

#### **ECO 112 Microeconomics (3)**

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

#### **FIN 331 Fundamentals of Financial Management (3)**

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

#### **LAW 201 Business Law (3)**

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

#### **MAR 301 Introduction to Marketing (3)**

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

**MGT 301 Principles of Management and Organizational Behavior (3)**

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

**MGT 331 Human Resource Management (3)**

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

**ART and DESIGN**

**ART 101 Fundamentals of Design I (3)**

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

**ART 103 Drawing I (3)**

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

**ART 104 Drawing II (3)**

Explores advanced drawing theories.

Pre-requisite: Drawing I

**ART 110 Two-Dimensional Design (3)**

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

**ART 112 Fundamentals of Painting (3)**

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

**ART 205 Fundamentals of Web Design (3)**

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

**ART 221 Color Theory (3)**

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

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

**ART 284 Calligraphy (3)**

Introduces techniques in calligraphy. Topics include: Use of material, sculpting, letter spacing, layout,

illustration/ decoration design and color theory.

**ART 291      Typography I (3)**

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

Pre-requisite: Two-Dimensional Design or equivalent

**ART 292      Typography II (3)**

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

Pre-requisite: Typography I or equivalent

**ART 294      Digital Photography I (3)**

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

**ART 298      Digital Illustration (3)**

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

**ART 394      Digital Image Manipulation (3)**

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

**ART 396      Publication Design (3)**

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

**ART 398      Electronic Production Procedures (3)**

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

Pre-requisite: Digital Illustration

**ART 410      Design and Layout (3)**

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

Pre-requisite: Digital Illustration and Digital Image Manipulation

Co-requisite: Publication Design OR permission of instructor

**ART 411      Advanced Web Design (3)**

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

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

**ART 491 Computer Animation for Multimedia and Web (3)**

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

Pre-requisite: Digital Illustration or equivalent

**ART 495 Graphic Communication (3)**

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

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

**ART 496 Advanced Graphic Communication (3)**

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

Pre-requisites: Permission of the instructor

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

**BIBLICAL LITERATURE**

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.

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

**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.  
Credit given for BIB 395 or PSY 395

**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.  
Credit given for BIB 400 or PSY 400

**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: English Composition 1

**CLINICAL OBSERVATION**

**COB 201      Clinical Observation in Pediatric Therapies (3)**

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

**COMPUTER AND INFORMATION SCIENCE**

**CIS 101      Computer Concepts and Applications (3)**

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

**CIS 102      Introduction to Computer Science (3)**

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

**CIS 191      Programming in Visual Basic (3)**

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

**CIS 204          Programming in Python (3)**

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

**CIS 213          Computer Programming I (3)**

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

**CIS 231          Assembly Language (3)**

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

**CIS 241          Data Structures (3)**

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

Pre-requisite: Computer Programming I

**CIS 283          UNIX (3)**

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

**CIS 311          Database Management Systems (3)**

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

**CIS 315          Computer Programming II (3)**

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

Pre-requisite: Computer Programming I

**CIS 317          File Structure and Design (3)**

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

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

**CIS 330          Computer Systems Architecture (3)**

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

Co-requisite: one programming language

**CIS 342      Advanced Data Structures (3)**

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

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

**CIS 351      Programming Languages (3)**

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

Pre-requisite: Computer Programming I

**CIS 352      Operating Systems (3)**

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

Pre-requisites: Introduction to Computer Science and Data Structures

**CIS 360      Client Server Internet Programming (3)**

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

**CIS 365      Web Programming (3)**

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

Pre-requisites: Computer Programming II OR permission of instructor

**CIS 370      Internet Foundations (3)**

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

**EDUCATION**

**EDU 101      Foundations of Teaching and Learning (3)**

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

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

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

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

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

Pre- or Co-requisites: two courses in education

**EDU 360      Classroom Techniques and Management (3)**

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

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

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

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

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

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

Pre- requisites: two courses in special education

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

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

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

**EDU 415/PSY 381      Differentiated Instruction (3)**

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

Credit given for EDU 415 or PSY 381

Pre- or Co-requisite: Survey of Exceptional Children

**EDU 420      Instructional Design I (3)**

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

curriculum planning is discussed. Techniques of communicating the curriculum to parents, support systems and the learning community are explored.

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

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

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

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

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

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

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

**EDU 498 Internship in Education (3)**

**EDU 499 Internship in Special Education (3)**

**ENGLISH AND COMMUNICATION**

**COM 101 Fundamentals of Communication (3)**

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

**ENG 101 English Composition I (3)**

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

**ENG 102 English Composition II (3)**

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

Pre-requisite: English Composition I

**ENG 250 Survey of World Literature (3)**

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

## HEALTH SCIENCES

**HES 499 Internship in Health Sciences (3)**

## HISTORY

**HIS 318 Modern Jewish History (3)**

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

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

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

**HIS 340 Women in Jewish History (3)**

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

**HIS 350 Food and Culture (3)**

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

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

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

## INDEPENDENT STUDY

**JST 491 Independent Study (1)**

Independent research project mentored by faculty member, with the permission of the *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.

**JEWISH LAW**

**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 331 Jewish Law: Dietary Law (3)**

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

**RAB 332 Jewish Law: Blessings (3)**

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

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

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

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

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

**JST 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 390      Ethical Interpersonal Communication (3)**

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

**JST 395      Writings of Rav Dessler (3)**

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

**JST 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 11<sup>th</sup> 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.

**LIBERAL STUDIES**

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

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

This course is a requirement for the Liberal Studies major.

Pre-requisite: English Composition

**MATHEMATICS**

**MAT 121 College Algebra (3)**

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

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

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

Pre-requisite: College Algebra or equivalent

**MAT 231 Calculus I (3)**

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

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

**MAT 232      Calculus II (3)**

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

Pre-requisite: Calculus I

**MAT 320      Linear Algebra (3)**

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

Pre- or Co-requisite: Calculus I

**STA 201      Introduction to Statistics (3)**

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

**MUSIC**

**MUS 150      Survey of World Music (3)**

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

**MUS 201      Dimensions of Music (3)**

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

**PHYSICAL EDUCATION**

**PED 220      Mindfulness and Spirituality (1)**

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

**PSYCHOLOGY**

**PSY 101      Introduction to Psychology (3)**

Delivers a comprehensive introduction to the science of psychology. Topics addressed include historical perspectives, research methods, biological bases to behavior, sensation and perception, learning, memory,

motivation, emotion, language, lifespan development, intelligence, stress and health, personality, social behavior, as well as abnormal behavior and treatment options. Applications of psychology in a culturally diverse world are discussed.

**PSY 211 Developmental Psychology I (3)**

Examines the physical, mental, emotional and social development from conception to middle childhood. Focuses on theories of development and the impact of biological and environmental influences.

Pre- or Co-requisite: Introduction to Psychology

**PSY 212 Developmental Psychology II (3)**

Studies physical, intellectual and emotional development and social behavior from adolescence through adulthood, including life transitions, such as: maturation, career, marriage, family and death.

Pre- or Co- requisite: Introduction to Psychology

**PSY 230 Psychological Foundations of Education (3)**

Applies psychological concepts to the teaching-learning process. Highlights the importance of how individuals learn in order to develop instruction that is developmentally appropriate.

Pre- or Co- requisite: Introduction to Psychology

**PSY 280 Human Growth and Development (3)**

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

Pre- or Co- requisite: Introduction to Psychology

**PSY 299 Psychology in a Culturally Diverse Society (3)**

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

**PSY 302 Positive Psychology (3)**

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

**PSY 322 Research Methods in Psychology (3)**

This is an introduction to experimental design and inference. Students will learn about the experimental method and its application to recent problems in psychological research. We will also discuss ethics and feasibility of different research designs.

Pre-requisite: Introduction to Psychology

Pre- or Co-requisite: Introduction to Statistics

**PSY 331 Introduction to Counseling (3)**

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

Pre- or Co-requisite (suggested): Introduction to Psychology

**PSY 352 Theories of Personality (3)**

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

Pre- or Co-requisite: Introduction to Psychology

**PSY 360 Abnormal Psychology (3)**

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

Pre-requisite: Introduction to Psychology

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

**PSY 361 Interpersonal Relationships and Psychological Skills (3)**

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

Pre-requisite: Introduction to Psychology

**PSY 363 Industrial/Organizational Psychology (3)**

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

**PSY 370 Social Psychology (3)**

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

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

**PSY 383 Survey of Exceptional Children (3)**

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

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

**PSY 378/BIO 301 Psychobiology (3)**

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

Pre-requisite: Introduction to Psychology

Credit given for PSY 378 or BIO 301

**PSY 381/EDU 415      Differentiated Instruction (3)**

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

Credit given for PSY 381 or EDU 415

Pre- or Co-requisite: Survey of Exceptional Children

**PSY 392              Psychological Testing and Measurement (3)**

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

Pre- requisite: Introduction to Psychology and Introduction to Statistics

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

**PSY 397/SOC 397      Group Dynamics (3)**

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

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

Credit given for PSY 397 or SOC 397

**PSY 490              Senior Thesis in Psychology (3)**

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

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

**PSY 491              Advanced Senior Thesis in Psychology (6)**

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

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

**PSY 497              Internship in Psychology 1 (1)**

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

**SCIENCE**

**BIO 101              Fundamentals of Biology (3)**

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

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

Covers the major biological principles that encompass all living things. Topics include: cell structure and

function, physical and chemical properties of the cell, reproduction of the cell and organism, genetics, biochemistry, properties of energy and energy in chemical reactions, photosynthesis and cellular respiration.

**BIO 110      Biology I: Molecular and Cells (4)**

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

**BIO 220      Anatomy and Physiology I (4)**

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

Pre-requisite: Biology I: Molecular and Cells

**BIO 221      Anatomy and Physiology II (4)**

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

Pre-requisite: Anatomy and Physiology I

**BIO 230      Microbiology (4)**

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

Pre-requisite: Biology I: Molecular and Cells

**BIO 240      Nutrition (3)**

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

Pre-requisite: Anatomy and Physiology I

**BIO 301/PSY 378      Psychobiology (3)**

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

Pre-requisite: Introduction to Psychology

Credit given for BIO 301 or PSY 378

**BIO 499      Internship in Biological Sciences (3)**

**CHE 111      Fundamentals of Chemistry Lecture (3)**

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

**CHE 111L      Fundamentals of Chemistry Lab (1)**

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

Pre- or Co-requisite: Chemistry Lecture

**PHY 101      Fundamentals of Physics (3)**

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

**PHY 101L      Fundamentals of Physics Lab (1)**

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

Pre- or Co-requisite: Fundamentals of Physics

**SOCIOLOGY**

**SOC 101      Introduction to Sociology (3)**

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

**SOC 397/PSY 397      Group Dynamics (3)**

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

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

Credit given for SOC 397 or PSY 397

**SOC 460      Sociology of the Family**

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

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

**SPEECH AND LANGUAGE PATHOLOGY**

**SPL 222 Introduction to Communication Disorders (3)**

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

**SPL 301 Speech and Hearing Science (3)**

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

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 303 Audiology (3)**

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

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

**SPL 315 Normal Speech and Language Development (3)**

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

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 320 Language Disorders (3)**

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

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

**SPL 333 Anatomical and Physiological Bases of Speech (3)**

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

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 399 Aural Rehabilitation (3)**

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

Pre-requisite: Audiology

**SPL 400 Phonetics (3)**

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

Pre- or Co-requisite: Introduction to Communication Disorders

**SPL 402 Disorders of Articulation and Phonology (3)**

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

Pre-requisites: Introduction to Communication Disorders and Phonetics

**SPL 430 Neurological Basis of Communication (3)**

Teaches basic neurological aspects of the anatomy and physiology of speech and hearing development.

Topics include: neuroanatomy, cellular physiology and critical organization of the nervous system responsible for the development and use of verbal and non-verbal language in humans.

Pre- or Co-requisite: Introduction to Communication Disorders

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

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

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