



ACADEMIC CATALOG

2024-2025
תשפ"ה

T 410.358.3144

WWW.WITS.EDU

6602 PARK HEIGHTS AVE | BALTIMORE, MD 21215

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DISCLAIMER

This Academic Catalog is a comprehensive guide to the academic programs, policies, and regulations for Women’s Institute of Torah Seminary & College (WITS). The catalog is the primary resource for academic information and related policies. WITS reserves the right to change any provision, offering, requirement, or fee at any time. WITS further reserves the right to require a student to withdraw from the institution for cause at any time, suspend or expel a student, and/or restrict campus privileges of a student in accordance with institutional policy, Student Code of Conduct, and Student Handbook.

WELCOME

Dear Student,

It is our pleasure to welcome our new and returning students to Women's Institute of Torah Seminary & College (WITS).

WITS combines a beautiful, frum environment with stimulating kodesh and general studies courses. Our dual program has enabled students to expediently and affordably attain their undergraduate degrees and pursue careers in the most sought-after professions. WITS is currently in its third decade, with over 1,000 successful graduates.

Located in the heart of the Baltimore Jewish community, the WITS campus features a beautiful, welcoming, and comfortable learning environment, magnificently designed with ample space for classrooms, science and computer labs, library facilities, administrative offices, and an inviting student lounge.

This Academic Catalog is designed to provide an overview of the WITS experience highlighting our mission while presenting the details of our degree options, graduation requirements, courses, policies, and extracurricular offerings. However, to truly comprehend what it means to earn your degree through WITS you need to factor in other components, including the accessibility, caring, and quality of the faculty and staff; the comradery and caliber of the student body; the long-lasting and life-enhancing impacts of the classes; the inspiring Y'mei Iyun and the motivating, informative professional workshops, such as resume writing, interview skills, and the annual Professional Pathways Seminar. It is not surprising that our students find the WITS program to be of the finest, challenging, and most inspiring academic opportunities they have ever experienced.

The faculty, administrative staff, and academic advisors strive to make themselves available to each student. We look forward to greeting you and helping you become part of the WITS family as we share the upcoming year.

Sincerely,



Rebbetzin Ettie Rosenbaum
Executive Dean/Menacheles



Dr. Leslie G. Klein
Academic Dean

ACADEMIC CALENDAR



Women's Institute of Torah Seminary & College

6602 Park Heights Avenue • Baltimore, Maryland 21215

T 410-358-3144 • F 866-990-1983 • info@wits.edu

2024-2025 ACADEMIC CALENDAR

AUGUST		COMMENTS
20: Tuesday		Deadline to apply for Fall Semester Internships
26: Monday		Late Registration Fee applies after this date
SEPTEMBER		COMMENTS
02: Monday	12:45 pm Registration followed by Lunch and Orientation	Orientation All students are invited and encouraged to attend - NEW students are required to attend
02: Monday		Last date to add/drop Kodesh courses
03: Tuesday		First Day of Fall Semester
09: Monday		Hebrew Language Exam Review Course Registration Deadline
10: Tuesday		Deadline to withdraw from WITS with full tuition refund Deadline to drop courses with full tuition refund - General Studies courses only No fees refunded
15: Sunday	9:15 am - 12:15 pm	Professional Pathways Seminar
17: Tuesday		Constitution Day
17: Tuesday		PELL Recalculation Date Deadline to add a course - General Studies courses only Deadline to withdraw from WITS with 50% tuition refund Deadline to drop courses with 50% tuition refund - General Studies courses only Deadline to drop courses without "W"
19: Thursday	3:30 pm - 4:30 pm	Introduction to Research Seminar
20: Friday	TBA	Hebrew Language Exam Review- Level I (Intermediate); subject to enrollment Hebrew Language Exam Review- Level II (Honors); subject to enrollment
24: Tuesday		Deadline to withdraw from WITS with 25% tuition refund Deadline to drop courses with 25% tuition refund - General Studies courses only No refunds after this date
27: Friday	TBA	Hebrew Language Exam Review- Level I (Intermediate); subject to enrollment Hebrew Language Exam Review- Level II (Honors); subject to enrollment
30: Monday	8:30 am - 2:00 pm	Rosh Hashanah Yom Iyun - Attendance Required Classes resume at 2:30
OCTOBER		COMMENTS
01: Tuesday		Kodesh Classes end at 2:30 pm
02-04: Tuesday-Friday		Rosh Hashanah Break
06: Sunday		Tzom Gedallah General Studies classes as scheduled
09: Wednesday	8:30 am - 2:00 pm	Yom Kippur Yom Iyun - Attendance Required Classes resume at 2:20 pm
10: Thursday		Kodesh classes end at 1:00 pm All General Studies Classes on Zoom
11-17: Friday-Sunday		Yom Kippur - Succos Break
28: Monday		Classes Resume at 2:30 pm
NOVEMBER		COMMENTS
01: Friday	TBA	Hebrew Language Exam Review- Level I (Intermediate); subject to enrollment Hebrew Language Exam Review- Level II (Honors); subject to enrollment
05: Tuesday		Last day to drop a course without "F" - General Studies courses only \$50 drop fee
08: Friday	TBA	Hebrew Language Exam Review- Level I (Intermediate); subject to enrollment Hebrew Language Exam Review- Level II (Honors); subject to enrollment
11: Monday		Deadline to apply for fall graduation
12: Tuesday		Hebrew Language Exam Registration Deadline
12: Tuesday	2:30 pm - 4:00 pm	Interview Seminar
15: Friday	TBA	Hebrew Language Exam Review- Level I (Intermediate); subject to enrollment Hebrew Language Exam Review- Level II (Honors); subject to enrollment
16: Motzoei Shabbos	7:30 pm - 11:00 pm	Hebrew Language Exam
20: Wednesday	2:30 pm - 4:00 pm	Resume Writing Seminar
26: Tuesday		Pass/Fail deadline
DECEMBER		COMMENTS
11-25: Wednesday-Wednesday		Kodesh Finals - Kodesh and General Studies Regular Classes No General Studies Exams or Major Projects due
26-29: Thursday-Sunday		Chanukah Break
30: Monday		Study Day - No Kodesh or General Studies classes
31: Tuesday		Kodesh and General Studies Finals



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JANUARY		COMMENTS
01: Wednesday		Kodesh and General Studies Finals
01: Wednesday	TBA	Chanukah Get-Together
02: Thursday		Deadline to apply for Spring Semester Internships
02-05: Thursday-Sunday		Kodesh and General Studies regular class schedules
06-08: Monday-Wednesday		Kodesh and General Studies Finals
08: Wednesday		Last Day of Fall Semester
09: Thursday		Final Exam Make-Up Day
09-22: Thursday-Wednesday		Winter Break
12: Sunday		Fall Graduation
16: Thursday		Late Registration Fee applies after this date
23: Thursday		First Day of Spring Semester
30: Thursday		Deadline to withdraw from WITS with full tuition refund Deadline to drop courses with full tuition refund - General Studies courses only No fees refunded
FEBRUARY		COMMENTS
06: Thursday		Deadline to add a course Deadline to withdraw from WITS with 50% tuition refund Deadline to drop courses with 50% tuition refund - General Studies courses only Deadline to drop courses without "W"
06: Thursday		PELL Recalculation Date
11: Tuesday		Hebrew Language Exam Registration Deadline
13: Thursday	TBA	Tu B'Shevat Yom Iyun
13: Thursday		Deadline to withdraw from WITS with 25% tuition refund Deadline to drop courses with 25% tuition refund - General Studies courses only No refunds after this date
15: Motzoel Shabbos	8:00 pm - 11:30 pm	Hebrew Language Exam
MARCH		COMMENTS
06: Thursday		Last day to drop a course without "F" - General Studies courses only \$50 drop fee
10: Monday	TBA	Purim Get-Together
13-14: Thursday-Friday		Purim Break
19: Wednesday	TBA	Women in the Workplace
27: Thursday		Pass/Fail deadline
31: Monday		NO Kodesh Classes General Studies Classes on Zoom
31: Monday		Deadline to apply for spring graduation
APRIL		COMMENTS
01-21: Tuesday-Monday		Pesach Break
22: Tuesday		Classes Resume at 2:30 pm
MAY		COMMENTS
11-23: Sunday-Friday		Kodesh Finals - Kodesh and General Studies Regular Classes No General Studies Exams or Major Projects due
25-30: Sunday-Friday		Kodesh and General Studies Finals No Regular Scheduled Classes
29: Thursday	TBA	END OF YEAR BANQUET
29: Thursday		Last Day of Spring Semester
30: Friday		Spring Graduation

OVERVIEW OF THE INSTITUTION

History

The vision for Women's Institute of Torah Seminary & College (WITS) began in the mid-1990s with a desire to create a learning environment to fulfill the educational and professional needs of the region's Orthodox Jewish women. The founders recognized a need to provide young women with a sophisticated and inspiring limudei kodesh (Jewish studies) program accompanied by a comprehensive, secular studies curriculum.

The formation of WITS stemmed from the founders' deep understanding of the complex reality of issues and responsibilities facing contemporary Orthodox Jewish women. While being the mainstay of the Jewish home, these women also strive to be active participants in the workforce and contributors to the community. Thus, WITS was created to provide a foundation and space for the women to grow in Torah, acquire the education and skills to become accomplished professionals, learn the importance of contributing to the community, and thrive amongst a population that shares and respects Jewish traditions and faith.

In 1998, WITS was formally established as a non-profit, tax-exempt 501(c) organization within the state of Maryland and welcomed its first students. The first degrees were awarded in 2006. To date, over 500 women have graduated with degrees from WITS, and over 1000 WITS students have graduated with regionally accredited degrees from other institutions offered in conjunction with WITS. WITS graduates have pursued advanced study at some the most prestigious graduate programs in their fields and gone on to achieve considerable success in the education and professional world.

Institutional Mission and Vision

All WITS programs and initiatives are designed to support and advance the institutional mission and vision. The institutional mission and vision are as follows:

Mission

The mission of Women's Institute of Torah Seminary & College (WITS) is to provide Orthodox Jewish women with an in-depth, values-centered, academic experience, in both Judaic and general studies.

Vision

WITS is a premier institution for Orthodox Jewish women that offers rigorous study of classical and contemporary Jewish schools of thought and in-depth analysis of text and literature. WITS provides an intellectual foundation in core subject areas, including arts, English language and composition, humanities, natural and social sciences, and mathematics, as well as pre-professional coursework. A WITS education enables graduates to enter professions in numerous fields or pursue further study in graduate schools. Via a distinctive values-centered approach to learning, academic programs

promote traditional Jewish standards and prepare graduates for professional and Torah life.

Institutional Learning Goals

WITS adheres to a set of overarching institutional learning goals that are reflective of the mission. The institutional learning goals are as follows:

Upon completion of a degree from Women's Institute of Torah Seminary & College, a graduate will be able to demonstrate achievement of the following goals:

- Jewish Knowledge and Values – Exercise Jewish law, tradition, and wisdom in personal and professional decision-making and leadership practices.*
- Ethical Behavior – Make informed choices that reflect personal and professional ethics and respect for diverse views.*
- Critical and Creative Thinking – Evaluate information based on skills of reasoning, problem solving, and analysis.*
- Written and Oral Communication – Convey ideas effectively across diverse audiences and settings.*
- Information and Technology Literacy – Utilize appropriate technology and research skills to locate and critically evaluate information from a variety of sources.*
- Professional/General Skills and Knowledge – Apply understanding of the major conceptual, theoretical, and methodological foundations related to general education and the professional field.*

Institutional Strategic Goals

To continue institutional success, WITS recognizes the need to articulate long-term strategic goals to guide the institution into the future. The strategic goals 2020-2025 are as follows:

- Academic Excellence and Student Success - WITS will sustain an academically-rigorous and student-centered learning environment that advances knowledge of Orthodox Jewish culture and which is informed by reliable assessment of effectiveness.*
- Fiscal Sustainability and Resources - WITS will build a financial foundation that strengthens and sustains institutional vitality through diverse sources of revenue.*
- Reputation and Influence - WITS will grow in awareness and reputation as a respected provider of quality undergraduate education for Orthodox Jewish women.*

- *Collaboration and Relationships - WITS will strengthen the sense of community through improved connections with stakeholders.*

Accreditation and Licensure

WITS is a candidate institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org. WITS' accreditation status is Candidate. The Commission's most recent action on the institution's accreditation status on March 9, 2023 was to grant Candidate for Accreditation status. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). WITS' institution page can be found at <https://www.msche.org/institution/9274/>.

WITS is nationally accredited by the Association of Institutions of Jewish Studies (AIJS). AIJS, an accrediting agency recognized by the US Department of Education, is located at 500 W. Kennedy Boulevard, Lakewood, NJ 08701 (732-363-7330).

WITS is approved as a degree-granting institution by the Maryland Higher Education Commission (MHEC) to offer Bachelor of Arts and Bachelor of Science degrees.

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

Non-Discrimination Policy

WITS prohibits discrimination in educational policies, employment, campus services, and activities on the basis of age, color, creed, disability, gender identity, national/ethnic origin, race, religion, sex, sexual orientation, veteran/uniform status, and all other classifications protected by law.

With respect to admission, WITS admits qualified women of the Orthodox Jewish faith without regard to age, color, creed, disability, national/ethnic origin, race, religion, sexual orientation, or veteran/uniform status.

A complaint concerning discrimination is to be submitted to:

Office for Civil Rights
Philadelphia Office US Department of Education
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: 215-656-8541

Diversity Statement

Consonant with the institutional mission, the WITS student body is composed of a community of women learners committed to the Orthodox Jewish faith. While these commonalities form the

core identity, the institution embraces individual differences and respects diversity of thought, ideologies, beliefs, and backgrounds.

WITS is committed to creating an inclusive institutional culture that embodies and demonstrates the unifying power of Torah study. This commitment is illustrated by the following guiding principles:

- The learning experience at WITS prepares students to live and work in a diverse and global society. Academic discourse is expected to raise awareness of bias and promote practices that foster kavod ha'briyos of all persons and groups.
- Faculty and staff create a welcoming and accepting academic experience. Hiring practices aim to reflect an intentional and inclusive work and learning environment.
- In all interactions, WITS expects faculty, staff, and students to model behaviors and attitudes that value mutual respect, fairness, and acceptance of characteristics different from one's self.

Campus and Facilities

WITS' recently renovated campus, 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 learning experience.

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

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

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

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

The campus is handicap accessible. Fire escape maps are clearly displayed in classrooms and offices.

Alumnae

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

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

- Maintain contact with faculty and continue to benefit from the relationships formed;
- Establish an up-to-date alumnae database;
- Plan and execute fundraising events;
- Serve as a medium for public relations;
- Contribute to the WITS newsletter highlighting alumnae activities and achievements; and
- Provide lecture-based events to promote and continue lifetime learning and social networking.

WITS takes great pride in the successes of 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 fields, such as accounting, computer science, education (including early childhood education, special education, reading, curriculum and instruction, and supervision and administration), negotiation and conflict management, occupational therapy, physical therapy, physician assistant, psychology, public policy, speech-language pathology, social work, and tax law. Others have continued in specialized fields, including nursing, clinical nurse leadership, corporate communications, culinary arts, court recording, graphic arts, interior design, esthetics, and sonography.

Misrepresentation Policy

WITS pledges that the institution does not provide false, erroneous, or misleading statements concerning the institution or nature of programs and services, including: types of courses offered;

nature and extent of 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; requirements for completing a course of study or program; conditions that would constitute grounds for termination of student enrollment; whether courses are endorsed by governmental officials or others; size, location, facilities, or equipment of the facility; availability of courses; number, accessibility, and qualifications of the faculty or other personnel; 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 a course of study; and whether a degree that the institution provides is authorized by the appropriate state educational agency.

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

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

ADMISSION REQUIREMENTS AND PROCEDURES

WITS is an academically challenging institution that seeks applicants interested in pursuing a liberal arts education with an Orthodox Jewish foundation. The educational experience at WITS focuses on 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 are designed to cultivate social awareness, build professional knowledge and career skills, and enhance spiritual growth and development.

General Admission Requirements

Acceptance to WITS demonstrates the institution's confidence in an applicant's readiness to maximize her personal and academic growth. Applications are accepted throughout the year and evaluated on a rolling basis. The application form is available on the institutional website. Requirements for admission are as follows:

1. An applicant must demonstrate commitment to Orthodox Jewish lifestyle and practices.
2. An applicant must be a high school graduate and provide evidence of high school graduation or equivalent. Recognized equivalents of high school graduation are as follows:
 - Successful completion General Educational Development (GED); or
 - Successful completion of an associate degree; or
 - Successful completion of at least 60 semester or trimester credits or 72 quarter credits that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a baccalaureate degree at any institution; or
 - Enrollment in a baccalaureate degree program where at least 60 semester or trimester credits or 72 quarter credits have been successfully completed, including credits transferred into a baccalaureate degree program; or
 - Completion of a homeschooling program as per the requirements of the state of residence.
3. An applicant must have extensive knowledge of the Hebrew language.
4. An applicant must demonstrate the potential for academic success in college-level coursework in Jewish studies and general studies.
5. An applicant may be required to schedule a personal interview with the Executive Dean/Menacheles.

Verification of High School Graduation Documentation

Completion of a legitimate high school program is a pre-requisite for admission as a regular student to WITS and for eligibility for federal financial aid.

To comply with these requirements Women's Institute of Torah Seminary and College staff review the students' high school documentation on file (generally a transcript or diploma) 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.

Women's Institute of Torah Seminary and College utilizes the following procedure to verify the high school information:

1. Is the high school well known to Women's Institute of Torah Seminary and College staff as a legitimate institution? (Faculty and staff are familiar with the majority of high schools that students who apply to Women's Institute of Torah Seminary and College 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.

Application procedures and other requirements are dependent upon the selected enrollment status according to the following:

Degree-Seeking Students

Degree-seeking students may apply for admission as follows:

- Submit an online application, which includes the following:
 - \$150 non-refundable application fee
 - Recent photograph
 - Personal statement
- Submit two letters of reference
- Provide official high school transcript (with degree date) or equivalent
- Provide official transcripts from seminary and study abroad programs, if applicable

- Provide official transcripts from all previously attended colleges/universities, if applicable
- Provide official SAT Score Report (Code 5491) and/or ACT Score Report (Code 7796) or request a waiver

High school graduates attending a college-level seminary program during their freshman year may earn up to 30 credits as part of the Israel Study Abroad Program (ISAP). Requirements for participation in ISAP are as follows:

- Acceptance as a WITS student; and
- Acceptance to a WITS-approved seminary program; and
- Commitment to attend WITS following completion of the first year of the WITS-approved seminary program

Certificate-Seeking Students

Certificate-seeking students may apply for admission as follows:

- Submit an online application, which includes the following:
 - Recent photograph
 - Personal statement
- Submit two letters of reference
- Provide official transcript documenting highest degree earned (high school or college)

Non-Degree Seeking Students (Non-Matriculating Student)

Applicants seeking to enroll in coursework without earning a degree may apply for admission as follows:

- Submit an online application, which includes the following:
 - Recent photograph
 - Submit names of two references

International Applicants

WITS welcomes international applicants. International applicants should begin the admission process at least six months in advance of the intended semester of enrollment. In addition to the general admissions requirements for all students, international students requiring I-20 or IAP-66 forms for student visas must also submit the following:

- Proof of English proficiency; and
- Written documentation showing sufficient financial support and resources to cover educational, living, and miscellaneous expenses.

Student Health Insurance

WITS does not provide health insurance or medical care. Costs of health insurance and medical expenses are the sole responsibility of each student. Upon acceptance, all students must provide proof of health insurance.

TUITION, FEES, AND FINANCIAL AID

Current Tuition and Fees

Tuition is billed on a per-credit basis. Information about associated fees, paying the deposit and tuition collection details is provided below. Tuition and fees are billed through the Bursar's Office.

TUITION AND FEES FOR ACADEMIC YEAR 2024-2025	
TUITION	
Courses on Per Credit Basis (includes degree processing fee)	Tuition Per Credit: \$395
FEES	
Application Fee for degree-seeking students (One-time non-refundable fee)	\$150
Program Fee (ISAP Students only)	\$1,600-\$1900, based on enrollment date. (Includes a \$500 tuition credit applied to first fall or spring semester of enrollment at the WITS campus in Baltimore)
Registration Fee	\$100 per semester
Technology Fee	\$50 per semester
Lab/Materials Fee (when applicable)	\$85 per course (All courses with prefix ART, CIS, CSD, and lab sciences)
Mekoros Book/Manual Fee (when applicable)	\$35-\$65
ADDITIONAL FEES (when applicable)	
Late Registration Fee	\$25
Late Drop Fee	\$50
Transcript Fees	\$12 Gratz \$10 WITS
GRADUATION FEE	
Gratz Graduation Fee (One-time only)	\$125
NOTES:	
<ul style="list-style-type: none"> • Tuition/fees are subject to change. • Courses may require purchase of textbooks and other supplies. • The total cost of the degree varies from student to student. • For most students, the estimated cost of tuition and fees over the course of the degree ranges between \$20,000 and \$25,000. This does not include ISAP tuition or other study abroad expenses 	

Deposit

Upon acceptance to WITS, a student must submit a non-refundable deposit of \$750, which is credited toward tuition.

Financial Aid and Scholarship Opportunities

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

Financial aid resources and options include the following:

- Federal Student Aid (FSA) – WITS is recognized by the US Department of Education as a Title IV institution. To receive federal Pell Grants, a student must complete and submit the Free Application for Federal Student Aid (FAFSA) by the published deadline. A student must reapply for financial aid each academic year. The WITS school code is 042652. WITS does not participate in federal loan programs.
- WITS Scholarship – WITS awards partial scholarships based on financial need. Once accepted, a student may request an Application for Institutional Scholarship Form.
- Lola Singer Memorial Award – Lola Singer, late mother of Dean Emerita Judy Gross, valued the benefits of a formal education to enhance the growth and development necessary for personal success and advancement. In view of these values, this memorial award is offered to eligible WITS students during their last semester of study. Three grants of \$1000 each are awarded each year to eligible and selected students. The grant is awarded based upon the following:
 - Academic excellence
 - Record of class performance
 - Evidence of success in terms of personal effort and purpose
 - Completion of degree by the end of the current summer semester
 - Financial need (i.e., where this award would ease the final financial expenses towards completing the degree)
- Maryland State Scholarships and Aid – The state of Maryland offers need-based and academic scholarships, grants, and awards. March 1 is the deadline for filing FAFSA in order to be considered for state of Maryland financial aid for the following academic year. The WITS school code is 042652. Information about Maryland state scholarships is available at <http://mhec.maryland.gov/preparing/Pages/FinancialAid/index.aspx>. Legislative awards have a separate application process. Interested students should contact their state senators and delegates. More information is available at <https://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx>.

More detailed information about financial aid options and procedures are provided in the Financial Aid Handbook, which is accessible at wits.edu/financial-aid.

Housing Policy

WITS does not offer On Campus housing. The housing status for students enrolled in the WITS Israel Study Abroad Program (ISAP) is Off Campus. Housing for these students is provided by and charged by the school abroad. The housing status for students from outside Baltimore/Maryland enrolled at the WITS Baltimore campus and who are living on their own, not with parents, is also Off Campus. The housing status for students enrolled at WITS living with their parents is With Parents.

Refunds and Withdrawals Policy

Notification of Withdrawal

Any student who must withdraw from school during the academic year should inform the Registrar in writing. The Request to Withdraw Form is available on the institutional website. The official date of withdrawal is the date that the student indicates on the Request to Withdraw Form, or the date she notifies the registrar, whichever is earlier.

Unofficial Withdrawal

Over the course of the semester, an enrollment confirmation roster is completed by faculty to indicate that all registered students have been in attendance for 60% of the semester. A student who is not in attendance at that 60% point is determined to have withdrawn as of the midpoint of the semester.

A careful inquiry will be made for any student who fails to complete all coursework for a semester and receives all non-passing grades to determine if she withdrew from all classes or if she earned any of the failed grades.

Return to Title IV (R2T4)

For all students who withdraw during the semester, including unofficial withdrawals, the institution performs an R2T4 calculation using 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 notice, the date of withdrawal is the date that the student indicates in her Request to Withdraw Form or the date she notifies the registrar, whichever is earlier.

Generally, if a student officially withdraws before 60% of the semester has passed, the student will be able to retain a pro-rated portion of the awarded financial aid. If a student withdraws after 60% of the semester has passed, the student will be able to retain all the awarded financial aid. The institution 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 R2T4 calculation results in a refund to Title IV programs, funds will be returned in the following order:

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

Any funds that need to be returned to a lender will be returned by the institution on the student's behalf.

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

1. Federal Pell Grants
2. Federal Supplemental Educational Opportunity Grant (FSEOG)

Refunds and returns of Title IV funds will be made within 45 days of the date of determination that a student has withdrawn. The withdrawing student may be responsible for paying any institutional charges previously paid with FSA funds.

Returning Unearned Aid

Within 30 days of determining that a student who withdrew must repay all or part of a Title IV grant, the school will notify the student that she must repay the overpayment or make satisfactory arrangements to repay it. The student may sign a repayment agreement with the school or with the US Department of Education or pay the overpayment to the school. If a student fails to pay or sign a repayment agreement with the school or with the US Department of Education, the school will report the overpayment to NSLDS and refer it to the Default Resolution Group for collection.

Post Withdrawal Disbursements

Students who withdraw in the middle of the semester will have an R2T4 calculation performed to determine if they earned more funds than funds that had already been disbursed at the time of withdrawal. If a student earned more funds than funds disbursed at the time of withdrawal, she qualifies for a post withdrawal disbursement and may be offered those funds.

A post withdrawal disbursement of Title IV funds may be credited to a student's account for current allowable charges such as tuition, fees, room and board, up to the outstanding amount of these charges. The school will obtain a student's authorization to credit a student's account with Title IV grant funds for charges other than the current year charges.

Any amount of the post withdrawal disbursement that is in excess of the balance of allowable charges will be disbursed to the student as soon as possible, but no later than forty-five days after the date of determination of withdrawal.

Credit Balance Procedures

If the R2T4 calculation results in a Title IV credit balance on the student’s account, the amount of the credit will be disbursed to the student within fourteen days of the date of the R2T4 calculation.

Tuition Refund and Adjustment Schedule

The schedule for refunding tuition and adjustments is provided in the following table.

Tuition Refund Schedule for Academic Year 2024-2025	
Fall 2024	
September 10, 2024	Deadline to withdraw from WITS with full tuition refund; No fees refunded
September 17, 2024	Deadline to withdraw from WITS with 50% tuition refund; No fees refunded
September 24, 2024	Deadline to withdraw from WITS with 25% tuition refund; No refunds after this date
Spring 2025	
January 30, 2025	Deadline to withdraw from WITS with full tuition refund; No fees refunded
February 6, 2025	Deadline to withdraw from WITS with 50% tuition refund; No fees refunded
February 13, 2025	Deadline to withdraw from WITS with 25% tuition refund; No refunds after this date
Tuition Adjustment and Course Withdrawal Schedule for Academic Year 2024-2025	
Fall 2024 Individual Courses	
September 10, 2024	Deadline to drop courses registered on per credit basis with full tuition refund; No fees refunded
September 17, 2024	Deadline to drop courses registered on per credit basis with 50% tuition refund; Deadline to drop courses without earning a W
September 24, 2024	Deadline to drop courses registered on per credit basis with 25% tuition refund; No refunds after this date
November 5, 2024	Last day to drop general studies courses without earning an F grade; \$50 drop fee
Spring 2025 Individual Courses	
January 30, 2025	Deadline to drop courses registered on per credit basis with full tuition refund; No fees refunded
February 6, 2025	Deadline to drop courses registered on per credit basis with 50% tuition refund; Deadline to drop courses without earning a W
February 13, 2025	Deadline to drop courses registered on per credit basis with 25% tuition refund; No refunds after this date
March 6, 2025	Last day to drop general studies courses without earning an F grade; \$50 drop fee

Pell Recalculation Policy

WITS has set the Pell Recalculation Date to be two weeks after the semester begins (refer to Academic Calendar for specific dates for each semester). If a student adds or drops courses before the Pell Recalculation Date and there was an initial calculation of the

student's Pell Grant based on the student's enrollment status at the start of the semester, the Pell Grant will be recalculated based on the student's enrollment status as of the Pell Recalculation Date.

Readmittance Policy

If a student withdraws from WITS and decides that she wants to reenroll with degree-seeking status, the process is as follows:

- A. If the student petitions for readmission within one academic year from her withdrawal date, the student is not required to complete a new application for admission. The student must request readmittance in writing. This letter should be attached to the original admissions application, which will then undergo review by the admissions committee.
- B. If the student petitions for readmission after one calendar year from her withdrawal date, the student is required to complete a new application for admission.

Tuition Collection

Students must set up a payment plan in Populi once notified of an outstanding invoice. This is generally within a week of registration of the given semester. If payments are to be made outside of Populi, financial arrangements need to be communicated and agreed upon with the Bursar. Communication should be in writing (email acceptable) and saved by the Bursar for documentation purposes.

If no payment plan/communication has been completed by:

Fall Semester: October 1

Spring Semester: February 15

Summer Semester: June 30

The Bursar will send an email to the parent and student with the Chief Financial Officer cc'd on the communication. The email will state that if there is no response to the satisfaction of the Bursar, the student will no longer be allowed into class after one week from the date of the email.

Assuming one week passes without action taken by the student or parent, Bursar will notify the Director of Admissions and Student Services to inform the student's instructors to send the student to the administrative office at the start of the class. The Director of Admissions and Student Services will inform the student that she cannot attend classes until the Bursar is contacted and payment arrangements are made. Classes missed as a result of delinquent payment will be considered an absence.

TRANSFER OF CREDIT

Transfer of Credit Policy

Courses taken at another higher education institution may be approved and accepted for transfer credit toward a degree or certification at WITS. Transfer credits are not included in the calculation of grade point average. However, credits accepted in transfer are counted toward the number of credits attempted and earned by a student.

WITS will accept up to 30 credits from Shana Alef (first year) seminary programs and up to 21 credits from Shana Bet (second year) seminary programs.

Official transcripts from each institution where college-level courses were taken must be submitted. Course descriptions and/or syllabi are also required. Courses earning a grade of “C” and higher are transferable. Courses taken over five years ago may expire and may not be applied to the degree, if the course content is out-of-date, as determined by the Academic Dean.

WITS accepts credit from the following:

- Regionally accredited institutions
- AIJS accredited institutions
- Courses taken at nationally accredited institutions on a case-by-case basis. WITS does not accept tests for credit from nationally accredited institutions
- Coursework approved by American Council on Education (ACE) on a case-by-case basis.
- Coursework approved by National College Credit Recommendation Service (NCCRS) on a case-by-case basis. WITS does not accept tests for credit from NCCRS
- Foreign credit evaluations that have been evaluated by a service, such as WES, ECE, AACRO, SILNY
- Select post-secondary Jewish studies seminaries
- Credit by exam
 - Advanced Placement (AP) – Minimum score of 4 is required
 - College Level Examination Program (CLEP) – May earn up to 12 credits; May be combined with foreign language exams and/or Connecticut Credit Assessment Program (CCAP) credits for a cap of 30 credits; CLEP credit may not be accepted for courses in the major or minor; CLEP credit may not be granted for courses offered that semester
 - New York University (NYU) Foreign Language Exam
 - CompTIA certifications for credit

Inter-Institution Contracted Credits

WITS has partnered with certain institutions to offer courses. Enrollment in courses delivered via any partnership agreement requires a separate registration process. Furthermore, in addition to fulfillment of academic and institutional policies of WITS, students enrolled in courses delivered by an institution must also abide by the established policies of the partnering institution. These

courses fulfill WITS residency requirements and grades are calculated into the cumulative institutional grade point average (GPA). Courses earning a grade of “D” and above earn credit. Guidelines related to specific partnerships are as follows:

Gratz College

WITS has an inter-institutional agreement with Gratz College whereby WITS students who complete stipulated Gratz College degree requirements can earn a regionally accredited degree from Gratz College in addition to earning a degree from WITS. A student interested in this partnership must indicate such interest at the time of application to WITS. Academic Advisors will assist a student with fulfillment of Gratz registration requirements.

Community College of Baltimore County (CCBC)

WITS has an inter-institutional agreement with CCBC whereby CCBC offers selected courses for WITS students. A student may register for additional CCBC courses offered on the CCBC campus. Permission from the Academic Dean to register for additional courses is required. The student must be concurrently enrolled at WITS. All changes to CCBC registration, including add/drop changes, must be processed through the WITS Registrar.

Stevenson University

WITS has an agreement with Stevenson University where students are dually enrolled at both institutions and earn degrees from both institutions simultaneously. WITS considers courses taken at Stevenson University to be inter-institutional courses. For students who are not dually enrolled at Stevenson University, permission from the Academic Dean is required to register for Stevenson University courses.

Approval for Courses Taken at Other Institutions

Once a student is enrolled at WITS, all courses must be taken at WITS unless written permission is obtained in advance. Any student who wishes to take a course at an institution other than WITS (including any partnering institution) must fill out the Authorization to Take a Course at Another Undergraduate Institution Form. The form must be completed online and approved by the Academic Dean. The request is not confirmed until the student receives notice of approval via their Populi Activity Feed. The Authorization to Take a Course at Another Undergraduate Institution Form must be submitted before the start of the semester in which the course will be taken. The form is available on the WITS website under Current Students.

WITS does not guarantee credit will be granted for any course taken at another institution that has not received pre-approval. To earn credit, students must achieve a grade of “C” or higher in the course and submit an official transcript.

For approved courses taken at a partnering institution and registered through WITS as Inter-Institution Contracted Credits, students do not need to submit a transcript and students must achieve a grade of “D” or higher to earn credit.

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

ACADEMIC RECORDS

Confidentiality and Notice of FERPA Rights

WITS adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), also referred to as the Buckley Amendment. This act is designed to protect the privacy of education records and establish the rights of eligible students to inspect their records, correct inaccurate data, and file complaints with the FERPA office, of the US 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. The rights under this policy include the following:

- The right to inspect and review one’s education records within 45 days after the day WITS receives a request for access. A student must submit to the Registrar, Executive Dean/Menacheles, Academic Dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The institutional 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 institutional official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request amendment to one’s education records that a student believes information contained therein is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the institution to amend an education record must request such in writing to the institutional official responsible for the record. The written request must clearly identify the part of the record the student wants changed and specify why the information should be changed.

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

- The right to provide written consent before the institution 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 institutional officials with legitimate educational interests. An institutional official typically includes a person employed by WITS 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 Directors; or a person serving on an official committee. An institutional official may also include a volunteer or contractor outside of WITS who performs an institutional service or function for which the institution

would otherwise use its own employees and who is under the direct control of the institution 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 institutional official in performing his or her tasks. An institutional 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 institution.

- The right to file a complaint with the US 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 as follows:

Family Policy Compliance Office
US 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 institutional 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 as follows:

- To other institutional officials, including faculty, within WITS whom the institution has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the institution has outsourced institutional services or functions, provided that the conditions listed in FERPA regulation §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1)).
- To officials of another institution 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)(2)).
- To authorized representatives of the US Comptroller General, US Attorney General, US Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the institution'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 institution, 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 institution has designated as “directory information” under §99.37. (§99.31(a)(11), such as student name, status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, photos, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information. Note: Students have the right to restrict the sharing of directory information. Students who wish to make such a request must contact the Office of the Registrar and submit the request in writing within 90 days from the beginning of the semester. Once a student requests that the institution 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 institution 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 institution’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 institution, governing the use or possession of alcohol or a controlled substance if the institution determines the student committed a disciplinary violation and the student is under the age of 21 (§99.31(a)(15).

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

Review of Academic Records

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

A digital academic folder is maintained for each student, and includes the Personal 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 a student's file is confidential.

Review of Transcripts

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

Students may request an official WITS transcript to be sent to a designated recipient. This request must be submitted online with the required transcript fee. The link to request a transcript is available on the institutional website. Students should allow two weeks from the date of submission of the transcript request for processing. Telephone requests cannot be honored. Students may receive unofficial copies of their transcript at no charge.

Change of Name or Address

Currently enrolled students who wish to have their names changed on Populi or in any academic record may do so by submitting a Change of Name form, found on the institutional website, attesting to a legal name change, including legal documentation of the name change (e.g., marriage certificate).

Prior to graduation, students may indicate what name they would like to appear on their diploma.

Transcripts will be provided for maiden name only unless a change of name request was submitted. With a legal name change, the graduate may request which name appears on the transcript.

Record Retention Policy

WITS is committed to retaining data and records to preserve history, meet legal standards, ensure privacy, and optimize storage efficiency. Pell grant records are retained for 7 years in accordance with federal regulations. Student information including grades and transcripts are kept indefinitely.

All other student records are held for a minimum of 3 years. Student records are digitized and stored and backed up on a secure server. Student information including grades, transcripts, registration, faculty-student communication, and financial data are stored in a password-protected Student Information System (SIS) and/or in the Institution's Sharepoint. This approach enhances data security, supports compliance, and facilitates efficient access to information.

DEGREE REQUIREMENTS

All WITS degree programs require successful completion of 120 credits. Degree requirements encompass coursework across general education (general studies), the chosen degree program (major), Jewish studies, and free electives.

A broad summary of degree requirements is provided in this section. Specific details and requirements for each individual degree program (or major) are provided in the section titled Major Areas of Study.

Students are required to maintain an overall grade point average of 2.0 or higher. Academic progress is monitored. Counseling, advisement, and tutorial referrals are available.

General Education Requirements

A general education program serves as the foundation and core of all degree programs. The goals of the general education core are as follows:

Upon completion of the general education requirements, students will demonstrate the following:

- English Composition and Rhetoric – Communicate effectively in standard English, both verbally and in writing.
- Mathematics – Employ quantitative reasoning skills necessary for informed judgement and decision-making.
- Diversity – Describe the contributions of diverse groups to culture, society, and understanding of the world.
- Technology – Utilize technology to share information and solve problems.
- Natural Science – Apply broad understanding of the principles of the natural world and scientific reasoning to personal and professional lives.
- Social Sciences – Utilize social science and historical concepts in understanding human behavior, events, and differences.
- Humanities – Describe the impact and relevance of literature, arts, culture, religion, and philosophy on the development of global and Jewish society.

Regardless of the chosen degree program, all students must complete the 60-credit general education program as follows:

General Education Area	Specifications	Required Credits
English Composition/ Rhetoric	<ul style="list-style-type: none"> - All students are required to take ENG 101. Students will be exempt from ENG 101 only if they have official documentation of successful completion of an equivalent course or an AP score of at least 4. Other exams for credit, including CLEP, will not fulfill the ENG 101 requirement. - The remaining 3 credits in English Composition/Rhetoric can be satisfied with an additional course in English composition (e.g., ENG 102), COM 101, or an equivalent. - For all degree programs, a minimum grade of C in each course is required to fulfill the English Composition/Rhetoric requirement. 	6 credits
Humanities	<ul style="list-style-type: none"> - For all degree programs, the Humanities credit must include coursework from at least two different subject areas. 	12 credits
Social Sciences	<ul style="list-style-type: none"> - For all degree programs, the Social Sciences credit must include coursework from at least two different subject areas. 	6 credits
Mathematics	<ul style="list-style-type: none"> - For all degree programs, the Mathematics requirement may be fulfilled with any math or accounting course. 	3 credits
Natural Sciences	<ul style="list-style-type: none"> - For all degree programs, the Natural Sciences credit may be fulfilled with any natural sciences course. 	3 credits
Technology	<ul style="list-style-type: none"> - For all degree programs, the Technology credit may be fulfilled with any technology course. 	3 credits
Diversity	<ul style="list-style-type: none"> - For all degree programs, students must select 3 credits from a list of approved Diversity electives. The list of approved Diversity electives is available from an Academic Advisor. 	3 credits
Electives	<ul style="list-style-type: none"> - Elective credit should be selected to align with professional and career goals. 	24 credits

Major Requirements

All degree programs require successful completion of 36 credits in the major area of study as follows:

- Bachelor of Arts in Judaic Studies – Requires 36 credits in Jewish studies. A maximum of 6 credits in Hebrew Language may be applied to the major.
- Bachelor of Science in Jewish Education – Requires 21 credits in education and 15 credits in Jewish studies. Two courses (PSY 280 and COM 101) must be taken as part of the general education requirements.
- Bachelor of Arts in Communication Sciences and Disorders – Requires 33 credits in communication sciences and disorders and 3 credits in physics. STA 201 must be taken to fulfill the math requirement.
- Bachelor of Arts in Computer Science – Requires 27 credits in computer science and 9 credits in advanced mathematics. STA 201 must be taken to fulfill the math requirement.
- Bachelor of Arts in Psychology – Requires 33 credits in psychology and 3 credits in ethics. STA 201 must be taken to fulfill the math requirement.
- Bachelor of Arts in Jewish Culture and Professional Studies – Requires 18 credits in Jewish studies and 18 credits in an area of concentration.

For all degree programs, a minimum of 30 credits, of which 15 credits must be 300/400 level (upper level), must be taken at WITS to establish residency.

Courses in the major must carry a cumulative grade point average of at least 2.5. Courses taken over five years ago may expire and may not be applied to the degree, if the course content is out-of-date as determined by the Academic Dean. This is particularly relevant for technology-based courses.

Jewish Studies Requirements

All WITS degree programs, with the exception of the Bachelor of Arts in Jewish Culture and Professional Studies, require successful completion of 36 credits of Jewish studies. Students may complete the 36 credits in Jewish studies in combination with the completion of requirements across the general core requirements, major requirements, and free elective requirements.

Free Electives Requirements

All WITS degree programs require successful completion of 24 credits in free electives. Free elective credit should be selected to align with professional and career goals.

MAJOR AREAS OF STUDY

Bachelor of Arts in Judaic Studies

The Bachelor of Arts in Judaic Studies is designed to prepare students to become successful, Jewishly informed professionals. Students engage in high level studies of Jewish texts, thought and culture, that is designed to build critical and analytic thinking skills and foundation of Jewish ethics and values. The coursework trains women to become effective professional leaders within the Jewish communal world or greater professional world, and contributors to their communities. The Bachelor of Arts in Judaic Studies provides a solid foundation in Jewish studies along with a liberal arts education and elective courses where students can pursue additional professional interests.

Program Goals

Upon completion of the Bachelor of Arts in Judaic Studies, graduates will demonstrate the ability to:

- Utilize effective oral and written communication, quantitative, technology, and research skills in the study of Jewish texts, thought and culture, and in professional studies.
- Employ critical and analytical thinking to analyze and apply principles of Jewish and general studies to professional and religious life.
- Exhibit a level of Jewish literacy necessary to serve as an effective contributor across diverse communities.
- Utilize Jewish ethics and values as a guide in personal and professional endeavors.

Program of Study

The program of study for the Bachelor of Arts in Judaic Studies consists of 120 credits as follows:

General Education Requirements 60 credits

Major Requirements 36 credits

- Requires a minimum of 3 credits in Bible from the following: BIB 102, BIB 325, BIB 360, BIB 373, BIB 375, BIB 395, BIB 400, BIB 410, BIB 412, BIB 415, BIB 420 or other appropriate course as approved by the Menahelas

- Requires a minimum of 3 credits in Jewish law from the following: JLW 331, JLW 332, JLW 337, JLW 390, JLW 415, JLW 466
- Requires a minimum of 3 credits in Jewish studies from the following: Any ETH, JED, JLT, JPH, or JST course; or HIS 315, HIS 337, or HIS 340
- Requires a minimum of 27 credits from the following subject areas: BIB, ETH, JED, JLW, JLT, JPH, JST, HIS (Jewish history only), and up to a maximum of 6 credits in Hebrew language.

Free Electives

24 credits

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

A minor in another discipline may be completed in conjunction with the Bachelor of Arts in Judaic Studies.

Bachelor of Science in Jewish Education

The Bachelor of Science in Jewish Education is designed to prepare students to become established, professional educators across the Jewish educational spectrum. The program is focused on equipping Orthodox Jewish women with the pedagogic, curriculum development, classroom management, Jewish content, and leadership skills necessary to be successful in the field. The coursework trains women to become effective Jewish educational leaders who successfully serve, perpetuate, and enrich the Jewish community. The Bachelor of Science in Jewish Education provides a solid foundation in education along with a liberal arts education and high-level Jewish studies coursework.

Program Goals

Upon completion of the Bachelor of Science in Jewish Education, graduates will demonstrate the ability to:

- Utilize effective oral and written communication, quantitative, technology, and research skills in the classroom and broader school community.
- Apply research-based teaching strategies, instructional techniques, and curriculum design in ways that strengthen the learning and religious development of Jewish students.
- Employ critical and analytical thinking in addressing the diverse needs of learners in Jewish educational and communal settings.

- Exhibit a level of Jewish literacy required to serve as teachers in a Jewish education setting.
- Utilize Jewish ethics and values to serve as a role model and mentor for students.
- Serve as an educator, professional, and leader in ways that strengthen and enrich students, families, communities, and society.

Program of Study

The program of study for the Bachelor of Science in Jewish Education consists of 120 credits as follows:

General Education Requirements 60 credits

- Requires completion of COM 101 and PSY 280 within the general education requirements

Major Requirements 36 credits

- Requires 18 credits in education from the following: EDU 101, EDU 320, EDU 360, EDU 490, PSY 230, PSY 383
- Requires 6 credits in education electives from the following: EDU 265, EDU 270, EDU 322
- Requires 12 credits in Jewish studies that include the following:
 - JED 330
 - A minimum of 3 credits in Bible from the following: BIB 102, BIB 325, BIB 360, BIB 373, BIB 375, BIB 395, BIB 400, BIB 410, BIB 412, BIB 415, BIB 420 or other appropriate course as approved by the Menacheles
 - A minimum of 3 credits in Jewish law from the following: JLW 331, JLW 332, JLW 337, JLW 390, JLW 415, JLW 466
 - A minimum of 3 credits in Jewish studies from the following: Any JST, ETH, JLT, or JPH course; or HIS 315, HIS 337, or HIS 340

Free Electives

24 credits

The Bachelor of Science in Jewish Education requires a total of 36 credits in Jewish studies. The 24 credits in Jewish studies not completed within the major requirements may be completed as part of the humanities, general education elective or free elective requirements.

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

A minor in another discipline may be completed in conjunction with the Bachelor of Science in Jewish Education.

Bachelor of Arts in Communication Sciences and Disorders

The Bachelor of Arts in Communication Sciences and Disorders (CSD) provides a foundation for students wishing to secure positions in speech–language pathology, audiology, and other related fields including education and healthcare. The program offers the courses required for admission to graduate programs in speech-language pathology and audiology, as well as courses required for American Speech-Language-Hearing Association (ASHA) certification. Further, graduates will receive a strong foundation in Jewish studies and ethics that will help them succeed in their future personal and professional lives and enable them to bring the richness of Jewish tradition into their work.

Program Goals

Upon completion of the Bachelor of Arts in Communication Sciences and Disorders, graduates will demonstrate the ability to:

- Describe and compare fundamental knowledge of human communication, communication development, and the nature of communication disorders across the lifespan.
- Apply ethical and critical thinking skills, including cultural competence for diverse populations within and beyond the Jewish community, as related to communication disorders and differences.
- Employ effective skills of all forms of expressive communication including written, spoken, and nonverbal communication, across diverse audiences and settings.
- Explain various methods and modalities for the assessment, analysis, and treatment of communication disorders.
- Apply a broad-based foundation in the sciences and humanities, including quantitative analysis, technology, and research, through the lens of CSD research and clinical practice.

- Evaluate clinical research and evidence-based practice in the area of CSD and related disciplines.
- Explain interprofessional collaboration and its role in CSD research and practice.

Program of Study

The program of study for the Bachelor of Arts in Communication Sciences and Disorders consists of 120 credits as follows:

General Education Requirements 60 credits

- Requires completion of STA 201 within the general education requirements
- Requires completion of a biological science (BIO 101, BIO 103, or BIO 110) within the general education requirements

Major Requirements 36 credits

- Requires the following 27 credits in Communication Sciences and Disorders: CSD 222, CSD 300, CSD 301, CSD 303, CSD 315, CSD 320, CSD 333, CSD 400, CSD 402
- Requires 6 credits from the following: CSD 255, CSD 399, CSD 430, CSD 432, PSY 383
- Requires 3 credits from the following: PHY 100, PHY 101

Free Electives 24 credits

The Bachelor of Arts in Communication Sciences and Disorders requires a total of 36 credits in Jewish studies. The required credits in Jewish studies may be completed as part of the humanities, general education elective or free elective requirements.

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

A double major in Judaic Studies or a minor in another discipline may be completed in conjunction with the Bachelor of Arts in Communication Sciences and Disorders.

Bachelor of Arts in Computer Science

The Bachelor of Arts in Computer Science is designed to prepare students for positions as computer science professionals in business, industry, or government, as well as for graduate study in computer science. The program is focused on encouraging and supporting Jewish women as they move into careers in technology where women are a vastly underrepresented population. The Bachelor of Arts in Computer Science provides a liberal arts education and high-level Jewish studies coursework combined with a solid foundation in computer science.

Program Goals

Upon completion of the Bachelor of Arts in Computer Science, graduates will demonstrate the ability to:

- Apply an understanding of major concepts, theoretical perspectives, empirical findings, and historical trends for resolving real computer science problems.
- Apply algorithmic, mathematical, and scientific reasoning to a variety of computational problems.
- Implement software systems that meet specified design and performance requirements.
- Use critical and creative thinking skills to analyze and solve computational problems and address issues in the communal and professional world.
- Work effectively with technical and non-technical team members, clients, and customers, while meeting the social and ethical responsibilities of the computer science profession and the professional world.
- Exhibit intercultural competence and attention to diversity, within and beyond the Jewish community, in addressing civic, social, environmental, and economic issues of the computer science field and communal life.
- Use effective oral and written communication skills to present ideas in the workplace and broader community.

Program of Study

The program of study for the Bachelor of Arts in Computer Science consists of 120 credits as follows:

General Education Requirements	60 credits
– Requires completion of STA 201 within the general education requirements	
Major Requirements	36 credits

- Requires the following 18 credits in computer science: CIS 213, CIS 241, CIS 311, CIS 315, CIS 330, CIS 490
- Requires an additional 9 credits in computer science electives
- Requires 9 credits in advanced mathematics

Free Electives

24 credits

The Bachelor of Arts in Computer Science requires a total of 36 credits in Jewish studies. The required credits in Jewish studies may be completed as part of the humanities, general education elective or free elective requirements.

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

A double major in Judaic Studies or a minor in another discipline may be completed in conjunction with the Bachelor of Arts in Computer Science.

Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology is designed to support the professional growth and success of Orthodox Jewish women wishing to enter fields in Jewish communal service, psychology, and social work. The curriculum combines the rigorous academic study of psychology with additional requirements in Jewish studies and ethics. The program also roots students' study of the human condition in Jewish sources which enables them to bring the richness of Jewish tradition into their work.

Program Goals

Upon completion of the Bachelor of Arts in Psychology, graduates will demonstrate the ability to:

- Apply critical thinking and creative thinking to the analysis and research of topics and issues in the field of psychology.
- Exhibit intercultural competence and attention to diversity, within and beyond the Jewish community, in addressing civic, social, environmental, and economic issues of the psychology field.
- Use effective oral and written communication, technology, and quantitative skills to conduct research and present ideas.

- Apply an understanding of major theories, concepts, and their implications to real-life psychology phenomena.
- Apply ethical principles to the study of psychology and the professional world.
- Apply Jewish principles, values, and literacy to practice in the Jewish communal world.

Program of Study

The program of study for the Bachelor of Arts in Psychology consists of 120 credits as follows:

General Education Requirements	60 credits
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- Requires completion of STA 201 within the general education requirements

Major Requirements	36 credits
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- Requires the following 18 credits in psychology:
PSY 101, PSY 280, PSY 322, PSY 331, PSY 360, PSY 490
- Requires 3 credits in psychology from the following: PSY 290, PSY 370, PSY 397
- Requires an additional 12 credits in psychology electives
- Requires 3 credits in ethics

Free Electives	24 credits
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The Bachelor of Arts in Psychology requires a total of 36 credits in Jewish studies. The required credits in Jewish studies may be completed as part of the humanities, general education elective or free elective requirements.

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

A double major in Judaic Studies or a minor in another discipline may be completed in conjunction with the Bachelor of Arts in Psychology.

Bachelor of Arts in Jewish Culture and Professional Studies

The Bachelor of Arts in Jewish Culture and Professional Studies provides a foundation for students wishing to enter fields in Jewish communal service and across the professional world. This program is designed for non-traditional and degree completion students who are looking to complete their degrees expediently and embark on careers. The program is structured to allow students maximum flexibility in designing a program that meets their educational and professional goals and allows them to transfer previously earned college credit.

In addition to their Jewish studies coursework, students can choose from coursework in the following tracks. Students can focus on one track, or design a program that is a combination of multiple tracks as per her personal educational and professional goals:

- a. Business
- b. Communication Sciences and Disorders
- c. Computer Science
- d. Education
- e. Graphic Design
- f. Pre-Health Sciences
- g. Psychology

Program Goals

Upon completion of the Bachelor of Arts in Jewish Culture and Professional Studies, graduates will demonstrate the ability to:

- Utilize effective oral and written communication skills across diverse audiences and settings.
- Utilize quantitative, technology, and research skills in the study of Jewish culture and in professional studies.
- Employ critical and analytical thinking to analyze and apply principles of Jewish and general studies to professional and religious life
- Exhibit a level of Jewish cultural competence and literacy necessary to serve as an effective contributor in Jewish communal and professional settings.
- Utilize Jewish ethics and values as a guide in personal and professional endeavors.

Program of Study

The program of study for the Bachelor of Arts in Jewish Culture and Professional Studies consists of 120 credits as follows:

General Education Requirements	60 credits
Major Requirements	36 credits

- Requires 15 credits from the following subject areas/courses: BIB, ETH, JLT, JLW, JPH, JST, HIS 310, HIS 315, HIS 337, HIS 340, HIS 350 or other appropriate course as approved by the Menahelas or Academic Dean
- Requires 3 credits in JST 495 Judaic Studies Capstone
- Requires 18 credits in one of the following areas of concentration: business/accounting, communication sciences and disorders, computer science, education, graphic design, pre-health sciences, psychology or student can design an interdisciplinary program

Free Electives

24 credits

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

A minor in another discipline may be completed in conjunction with the Bachelor of Arts in Jewish Culture and Professional Studies.

Minor Areas of Study

WITS currently offers the following minor areas of study:

- Minor in Business
- Minor in Communication Sciences and Disorders
- Minor in Computer Science
- Minor in Education
- Minor in Jewish Studies
- Minor in Pre-Health Sciences
- Minor in Psychology

All minors, with the exception of Pre-Health Sciences, require a minimum of 6 credits at the 300/400 course level.

A student may not CLEP any minor requirements. A student may not elect the pass/fail option for any courses in a chosen minor.

Requirements for all minors are provided in the following chart.

Minor Area	Required Courses
Business Requires 21 credits	<ul style="list-style-type: none"> - ACC 101 - ACC 102 - ECO 112 - LAW 201 - MAR 301 - MGT 301 - ETH 337 or JST 415/JLW 415
Communication Sciences and Disorders Requires 21 credits	<ul style="list-style-type: none"> - CSD 222 - STA 201 - Additional 15 credits in CSD electives
Computer Science Requires 18 credits	<ul style="list-style-type: none"> - CIS 213 - CIS 241 - CIS 315 - Additional 9 credits in CIS electives
Education Requires 21 credits	<ul style="list-style-type: none"> - COM 101 - EDU 101 - EDU 265 - EDU 320 - EDU 360 - Two of the following: EDU 322, EDU 490, JED 330, PSY 230 or PSY 383 (can only use one PSY)
Jewish Studies Requires 18 credits	<ul style="list-style-type: none"> - 18 credits in at least two subject areas from the following: BIB, ETH, HIS (Jewish history only), JED, JLT, JLW, JPH, JST
Pre-Health Sciences Requires 21 credits	<ul style="list-style-type: none"> - BIO 110 - BIO 220 - BIO 221 - Additional science course - ETH 466/JLW 466 - One of the following: BIO 115, BIO 265, BIO 301, PSY 280, PSY 360, STA 201
Psychology Requires 24 credits	<ul style="list-style-type: none"> - PSY 101 - PSY 322 - STA 201 - One of the following: ETH 315, ETH 325, ETH 337, ETH 358, ETH 390 or ETH 466 - Additional 12 credits in PSY electives (cannot use PSY 390 or PSY 499)

Certificate in Graphic Design

The Certificate in Graphic Design provides a foundation for students wishing to enter creative design positions, such as graphic artist, web designer, or art director. Students gain fluency in the fundamental tools of visual communication design, including typography, color, and layout.

They develop a sophisticated approach to creative problem solving and hone skills in branding, image generation, corporate identity, web design, and information graphics. They learn to apply advanced skills with the Adobe workflow and produce a portfolio consisting of cutting-edge graphic design.

Program Goals

Upon completion of the Certificate in Graphic Design, graduates will demonstrate the ability to:

- Utilize the core Adobe design programs to create cutting-edge work, including use of Photoshop, Illustrator, and InDesign.
- Apply principles of color, composition, hierarchy, and typography as they relate to the design of digital and print media.
- Apply principles of visual communication in creating designs for diverse audiences and a global society.
- Analyze designs in the environment and society in order to apply them to current trends.
- Apply the design process, design thinking, and professional standards and practices to real world tasks and professional projects.
- Exhibit intercultural competence and attention to diversity, within and beyond the Jewish community, in addressing civic, social, environmental, and economic issues of the graphic design field and professional world.
- Use effective oral and written communication skills to present ideas and communicate effectively.

Program of Study

The program of study for the Certificate in Graphic Design consists of 25 credits:

- 12 credits in prerequisite courses: ART 115/115B or ART 120, ART 150, ART 220, ART 230
- 13 credits in required courses: ART 320, ART 330, ART 425, ART 440 and ART 466

Certificate in Jewish Education and Leadership

The Certificate in Jewish Education and Leadership supports Orthodox Jewish women as they seek to become established, professional educators across the Jewish educational spectrum and within Jewish organizations. The certificate program equips educators with skills of effective leadership and training necessary to become effective Jewish educational leaders who

successfully serve, perpetuate, and enrich the Jewish community. The certificate program is designed for those currently working in Jewish education and seeking a first credential in the field of Jewish education.

Program Goals

Upon completion of the Certificate in Jewish Education and Leadership, graduates will demonstrate the ability to:

- Apply ethical principles of effective leadership that are reflective of Jewish traditions and contemporary leadership theory.
- Serve as a leader, educator, and professional in ways that strengthen and enrich individuals, families, communities, and society.
- Exhibit an understanding of basic teaching strategies, instructional techniques, and curriculum design that draws from Jewish traditions and culture.
- Apply instructional techniques and skills in order to strengthen the learning and religious development of Jewish students.

Program of Study

The program of study for the Certificate in Jewish Education and Leadership requires 18 credits as follows:

- 6 credits in education methodology from the following: EDU 101, EDU 265, EDU 270, EDU 360, or other appropriate course preapproved by the Academic Dean.
- 6 credits in education practicum: EDU 450, EDU 451
- 3 credits in Jewish studies from the following: BIB 102, BIB 395, BIB 410, BIB 412, BIB 415, BIB 420, JST 420, JST 478 or other appropriate course preapproved by the Academic Dean.
- PSY 331

ACADEMIC POLICIES AND PROCEDURES

Academic Honesty Policy

Academic dishonesty is a very serious offense and is k'neged halacha. WITS students are expected to bear individual responsibility for their work, understand the practice of academic integrity, and maintain honesty and independence in all academic work. The expectation of academic honesty applies to all academic-related tasks, including take-home tests, comprehensive examinations, papers, and projects.

Definitions of Dishonest Activity

WITS considers cheating, plagiarism, collusion, copyright infringement, or any related activities to be acts of dishonesty that undermine the integrity of the academic process and which contradict the mission of the institution and the values of Orthodox Jewish faith. Certain acts of dishonesty are defined as follows:

Cheating is defined as the improper use of information to gain an academic advantage or credit, including the attempted or unauthorized use of materials, information, notes, study aids, devices, or communication in relation to the completion of an academic exercise. Examples of cheating include, but are not limited to, the following:

- a. Copying from another student during an exam or allowing another student to copy;
- b. Using, attempting to use, or improperly possessing unauthorized aids during any exam, such as notes, texts, web sources, etc.;
- c. Engaging in unauthorized collaboration on an open book or take-home assignment or exam;
- d. Taking an exam or completing an assignment for another student;
- e. Submitting an assignment or substantial portions of an assignment for more than one class without permission of the faculty member;
- f. Obtaining and/or using copies of exams in order to gain academic advantage;
- g. Allowing others to complete assignments/papers, including the use of commercial writing services;
- h. Practicing any form of deceit related to academic performance;
- i. Falsifying information on an official academic record or document, such as a grade report, letter of permission, or institutional forms; and/or
- j. Using AI and content generators without disclosing use and without explicit instructor permission and guidance.

Plagiarism is defined as the act of presenting ideas, data, illustrations, research, or statements of another as one's own. Examples of plagiarism include, but are not limited to, the following:

- a. Copying another person's actual words without the use of quotation marks and footnotes;
- b. Using an image or illustration without attribution;
- c. Presenting another person's ideas or theories as one's own without acknowledgement;

- d. Failing to acknowledge collaborators on assignments; and/or
- e. Submitting papers from "paper mills," internet vendor sites, or other sources.

Collusion is defined as collaborating with another person in an unauthorized fashion in relation to the completion of an academic exercise. Examples of collusion include, but are not limited to, the following:

- a. Allowing another student to look at or copy work;
- b. Preparing an assignment for another student to submit as their own;
- c. Allowing another person to do one's own work;
- d. Communicating exam content to members of other sections of the course; and/or
- e. Assisting others in any form of academic misconduct.

Copyright Infringement Policy

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.

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, please see the website of the U.S. Copyright Office at <https://copyright.gov>.

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

- Purchasing the material in a legal manner
- Securing permission for use from the copyright owner
- Linking directly to materials on other sites, rather than copying and pasting
- Sourcing materials from the public domain
- Lawfully using protected materials after a fair use analysis

Students are reminded that using free content is not always copyright infringement, and purchased content can contain copyrighted work. Be sure that any content you purchase is from a legal and trustworthy source.

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by WITS. The filter policies in place on the WITS network are designed to block illegal websites, including illegal file-sharing websites.

Obligation to Report Academic Dishonesty

If a student observes any act(s) of academic dishonesty or has reliable information of another who has engaged in activity for the purpose of gaining an academic advantage, the student is obligated to report the occurrence(s) to the Academic Dean. Reports of such observations will be held in confidence.

Sanctions

Any student who attempts to compromise or devalue the academic process will be sanctioned. Alleged cases of academic dishonesty will be subject to due process. If misconduct or violations are proven, sanctions will occur in accordance with the following:

- First Offense – The offender will receive a warning, both orally and in writing, that describes the violation. The warning will specify the impact of the incidence on the assignment or course grade and indicate that any repeated occurrence of misconduct will result in more severe disciplinary action. Documentation of the violation will become a part of the permanent record of the student. If the first offense is deemed particularly egregious, the incident may be submitted to the Conduct Board for review and determination of disciplinary action.
- Second Offense – The offender will be removed from the impacted course and receive a grade of F for the course. The failing grade will be factored into the grade point average. The student may also be declined certain privileges or excluded from activities for an identified period of time as defined in writing. Documentation of the violation will become a part of the permanent record of the student. If the second offense is deemed particularly egregious, the incident may be submitted to the Conduct Board for review and determination of disciplinary action.
- Third Offense – The pattern of offenses will be submitted to the Conduct Board for review and disciplinary action hearing. The student will be permitted to be present at the hearing. The Conduct Board will render a decision. Documentation of the violation will become a part of the permanent record of the student.

Conduct Board

A hearing of the Conduct Board will proceed with the following responsibilities:

- Determine whether the allegations of academic dishonesty are warranted;

- Determine whether the party(ies) acted in violation of the Academic Honesty Policy; and
- Determine the disciplinary action, if warranted;
- Prepare written notification of the decision and resulting disciplinary action, if applicable.

In determining any disciplinary action, the Conduct Board may consider actions that include, but are not limited to, the following:

- Clearing the student(s) or wrongdoing;
- Issuing a written warning without additional penalty;
- Requiring participation in academic counseling or ethics training;
- Requiring completion of a task related to academic integrity or ethics;
- Denying access to experiences, such as internships or independent studies;
- Revoking scholarship support;
- Withholding honors or awards;
- Placing the student on probation;
- Suspending the student for one or more semesters; and/or
- Expelling the student from the institution.

Decisions of the Conduct Board involving suspension or expulsion require consultation and approval of the Executive Dean/Menacheles and Academic Dean. If readmission will be permitted, the conditions of readmission must be stated in writing in the decision letter of the Conduct Board.

Appeal Process

To appeal any decision of the Conduct Board, a student may submit a written request for an appeal hearing with the committee within 14 business days of the decision letter. The Academic Dean will schedule the appeal hearing within seven business days after receiving the student's written request. Any decision stemming from the appeal hearing will be final.

Academic Honors

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

Upon degree conferral, the following Latin designations will be noted on the final transcript and on the diploma:

- Cum Laude (With Honor) – Cumulative GPA 3.5 – 3.69
- Magna Cum Laude (With High Honor) – Cumulative GPA 3.7 – 3.89
- Summa Cum Laude (With Highest Honor) – Cumulative GPA 3.9 and higher

Academic and Intellectual Freedom of Expression

Academic freedom is defined as an individual's right to engage in intellectual debate, research, speech, or written or electronic correspondence, on and off campus, without fear of censorship, retaliation, or sanction. In research endeavors and creative activities, WITS faculty, staff, and students are free to cultivate a spirit of inquiry and scholarly criticism and examine ideas in an atmosphere of freedom and confidence. Faculty, staff, and students are free to study a full spectrum of ideas, opinions, and beliefs in acquiring maturity for analysis and judgment. Such ideas, opinions, and beliefs must be presented objectively and skillfully.

Academic freedom does not involve expressions that substantially impair the rights of others or the imposition of political, religious, or philosophical beliefs on individuals of the WITS community. WITS may prohibit expression that violates the law, defames specific individuals, constitutes a genuine threat or harassment, or articulates ideas, opinions, beliefs, or values deemed contradictory to the mission and values of the institution.

Add/Drop Policy

Students may add or drop courses on Populi throughout the initial registration period. After the initial registration period, a student who wishes to drop a course must complete a Drop Form available on the institutional website. Fall and spring deadlines for submitting the Drop Forms are provided on the Academic Calendar. Late registration and drop forms will be charged a \$50 late fee, when applicable, as per the fee schedule. The following specific provisions apply for adding and dropping courses.

Adding Courses

- Kodesh courses may be added via a Request to Add a Kodesh Course form until the Add/Drop deadline designated on the Academic Calendar.
- General studies courses may be added on Populi until the Add/Drop deadline designated on the Academic Calendar.
- A student who joins a course late is responsible for making up all missed work. Missed classes will be considered absences.

Dropping Courses

- Kodesh courses may not be dropped after the start of a semester without written approval of the Executive Dean/Menahel.
- Once registration is locked on Populi (Kodesh courses are locked the day before the semester starts; general studies courses are locked the day after the add/drop deadline noted on the Academic Calendar), a Request to Drop a General Studies Course form must be submitted.
- Courses dropped before the deadline to drop without a W as designated on the Academic Calendar will not show on transcripts.

- Courses dropped before the deadline to drop without an F as designated on the Academic Calendar will show as a W on transcripts.
- After that final drop deadline designated on the Academic Calendar, a student must complete the course or receive a grade of F.
- Dropping a course due to health reasons requires documentation and must be approved by the Executive Dean/Menacheles and/or 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.
- For courses being completed under partnership agreements with other institutions, a student must follow the add/drop policies of the other institution, as well as complete the appropriate paperwork with the Registrar. A student may not add or drop such courses directly through the partner institution.

Applying for Graduation

A student who has successfully completed all requirements for the chosen degree is eligible to graduate. The student must submit the Application to Graduate Form two months before the end of her last semester at WITS. The Application to Graduate Form is accessible via the WITS website (under Current Students).

Degrees are granted upon successful completion of all academic and program requirements. Diplomas are mailed in the fall of every year for all students who graduated during the previous 12 months. All financial obligations must be met for a diploma to be issued.

Attendance

Class attendance is considered a critical element of student success. Students are expected to attend all class and laboratory sessions. Participation in class discussions and activities is also expected. Attendance is factored into course grades. Specific grading and attendance guidelines are found in the syllabus of each course.

Auditing a Course

Students who wish to attend a course but not receive credit can choose to audit the course. Permission from the Executive Dean/Menacheles (kodesh courses) or the Academic Dean (general studies courses) is required in order to audit courses. Students should register for such courses as “auditing” students.

Audited courses do not receive college credit. Auditing students are not required to complete exams and papers. Auditing students are expected to attend all sessions of the course. Students who exceed the number of absences indicated in the course syllabus may be asked to leave the course. A student cannot change from audit to credit or credit to audit after the add/drop deadline.

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

Calculation of Grade Point Average

The grade point average is calculated by (1) multiplying the credits by the grade value which determines quality points; (2) adding the total number of quality points; (3) adding the total number of credits; (4) dividing the quality points by the quality hours. Transfer courses are not calculated in the grade point average; inter-institution courses are included.

Definition of Credit Hour

WITS offers courses over 15-week spring and fall semesters and two overlapping 8-week summer semesters (Summer Session I and Summer Session II). A student who enrolls in a minimum of 12 credits per a fall or spring semester is considered a full-time student. For the summer semester, full-time status is determined by adding the total number of credits taken in Summer Session I and Summer Session II. A student who enrolls in a minimum of 12 credits per summer semester is considered a full-time student.

WITS defines one credit hour as an amount of work that approximates the following:

1. Not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for 15 weeks or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work (as required in paragraph 1) in courses and academic activities where direct instruction is not the primary mode of learning, such as laboratory work, independent study, distance learning, internships, practica, or other academic work leading to the award of credit.

English Composition Requirement

Students must take English 101 in their first year on campus.

General Studies Course Overload Policy

Students may take up to five general studies courses per semester in the fall and spring semesters and up to four in the summer semester. Any student who wishes to take an additional course must submit the General Studies Course Overload Form before the start of the semester in which the additional course will be taken. The form must be completed online and approved by the Academic Dean. The request is not confirmed, and the student may not register for the additional course, until the student receives notice of approval via the Populi activity feed. The form is available on the WITS website under Current Students.

Grading Scale

WITS uses the following grading scale to determine course and assignment grades:

A	100-93%	Excellent Work
A-	92-90%	Nearly Excellent Work
B+	89-87%	Very Good Work
B	86-83%	Good Work
B-	82-80%	Mostly Good Work
C+	79-77%	Above Average Work
C	76-73%	Average Work
C-	72-70%	Mostly Average Work
D	69-60%	Poor Work
F	Below 60%	Failing Work

Independent Study and Directed Study

Under certain circumstances, a student may be eligible to receive credit for a course not offered as part of the curriculum or not scheduled in a given semester. Such courses are considered either independent study or directed study as defined below.

Independent Study

The purpose of an independent study is to provide upper-level enrichment opportunities beyond the formal curriculum. In order to be considered for an independent study, the following procedure must be followed:

- A student must submit a written proposal to the faculty member with whom the student wishes to undertake the independent study. The proposal must be submitted to the faculty member at least 6 weeks prior to the start of the intended semester.
- Once approved by the faculty member, a student must submit the proposal for independent study to the Academic Dean for consideration and approval. The proposal must be submitted to the Academic Dean at least 4 weeks prior to the start of the intended semester.
- The Academic Dean will make a determination and inform the student of the decision at least 3 weeks prior to the start of the intended semester.

To be considered for approval of an independent study, a student must have a cumulative grade point average of at least 3.0 in the major. In addition, a student is eligible for a maximum of 6 credits of independent study over the course of the degree.

WITS offers no assurance that every independent study proposal will be approved.

Directed Study

The purpose of a directed study is to accommodate a student in the final year of study who requires an unscheduled course for timely completion of the degree. Reasons for requesting a

directed study are expected to be one or more of the following: a) the schedule time(s) of the course conflicts with another required course; b) the course will not be offered in the current or subsequent semester; or c) other extenuating circumstances that interfere with timely graduation.

To be considered for a directed study, a student must make a request for a directed study to the Academic Advisor as soon as the need for a modified schedule is known. The Academic Advisor and Academic Dean will review the situation and make a determination.

Jewish Studies Residency Requirement

Degree-seeking students have a requirement to take 21 credits of Jewish studies in residency at the Baltimore campus (ISAP credits do not fulfill this requirement). A minimum of 15 Jewish studies credits must be completed in a student's first year at the Baltimore campus. The remaining 6 can be completed over the course of the degree. A maximum of 3 Jewish studies credits taken in summer semesters can be applied towards the Jewish studies residency requirement. However, students who attended WITS on the Baltimore campus for their freshman year may apply up to 6 credits of Jewish studies from summer semesters toward their Jewish studies residency requirement. If a student is graduating at the end of the summer semester, the Jewish studies residency requirement must be completed before the start of that final summer semester.

Except for the summer semester, all Jewish studies courses are yearlong. A student who registers for a specific Jewish studies course for the fall semester must register for the same course for the spring semester.

Non-traditional degree-seeking students, such as degree-completion students or students who have completed two years post-secondary seminary study, can request a waiver of the Jewish studies residency requirement. The form is available on the WITS website under Current Students.

All full-time students (enrolled in at least 12 credits) are required to take at least one Judaic studies course each semester or three credits over the course of the fall and spring semesters.

Leave of Absence Policy

Under certain specialized circumstances, a student may be granted an approved leave of absence. In order to be granted a leave of absence, a student must follow the following procedures.

A student must request the leave of absence in writing to the Executive Dean/Menacheles. The request must be signed and dated and must include the reason for which the student is requesting a leave of absence. A leave of absence will not be granted if the reason for the request is not included. The Executive Dean/Menacheles will review the request for a leave of absence within 10 days of submission. If approved, the request will be forwarded to the Office of the Registrar and the decision will be placed in the official academic record. Notification will be sent to the Office of Financial Aid.

A student must submit the request for a leave of absence and must receive the approval prior to beginning the leave of absence. The exception would be for unusual circumstances when it is impossible for the student to do so, i.e. if the student was in an accident or other experienced an unforeseen emergency/disaster.

A student will only be granted a leave of absence if it can be expected that she will return from the leave of absence on time. If it appears that the student may not return after the leave of absence, an approval will not be granted.

The maximum time for an approved leave of absence is 180 days.

A student on an approved leave of absence will not be considered withdrawn from the institution and no refund calculations will be made for Title IV financial aid received. A student who fails to return to school after an approved leave of absence will be considered withdrawn from the institution as of the date of the start of the leave of absence and refunds will be calculated accordingly.

Maintenance of Matriculation Policy

All students must register each semester to be in continuous attendance at WITS. Students in good standing who are not registering for classes in a specific semester, regardless of the reason, must submit a Maintenance of Matriculation form to maintain matriculation status for that semester. The Maintenance of Matriculation form can be found on the WITS website under current students. Students must notify their academic advisor and the registrar of their intent to maintain matriculation prior to the last day of add/drop for a given semester. Maintenance of matriculation is not required for the summer semester unless the students are obtaining their degrees in that semester. Students must be either registered or on maintenance of matriculation in the semester they obtain their degree. There is a fee of \$25 per semester for maintaining matriculation.

Students are permitted to maintain matriculation for a maximum of six semesters, as long as all degree requirements are completed within six calendar years of matriculation (first term of entry). Any student who does not register either for regularly scheduled classes or for maintaining matriculation will be withdrawn from the program.

Missed Exams and Late Work Policy

WITS' policy on missed exams and late work is designed to promote a consistent and fair procedure for administering exams, quizzes, and related forms of learning assessment.

- All students are expected to take exams and submit assignments as scheduled.
- A student requiring an extension or accommodation must receive approval from the faculty member prior to the day of the exam or assignment due date. In the case of emergency, a student should contact the faculty member at the earliest possible

time. Informing the faculty demonstrates the derech erez expected of WITS students.

- Students with permission to reschedule an exam should complete the Make-Up Exam Scheduling Form - Kodesh Courses or Make-Up Exam Scheduling Form – General Studies Courses (<https://www.wits.edu/forms>). Students will receive confirmation and details via their Populi Activity Feed. All rescheduled exams must be completed in the WITS Testing Center. Faculty do not administer make-up exams and students do not submit late exams directly to faculty. There is a proctor fee of \$10 for make-up exams taken within a week of the scheduled time, and \$25 for exams taken after one week.
- There are special guidelines for final exams. Students who cannot take a final exam as scheduled, must submit a Request to Reschedule a Final Exam Form (<https://www.wits.edu/forms>) and provide explanation of extenuating circumstances. Students should not consider their request approved until they receive approval via their Populi Activity Feed. A rescheduled final exam must be taken during the designated make-up exam slot. The proctor fee for final exams is \$35. Students applying to graduate school and requiring expedited transcripts must be aware that rescheduling a final exam may delay transcripts.
- Faculty have the right to deduct points or otherwise penalize students for missed exams and late assignments, with the exception of true medical emergencies. Any late work will have five points deducted from the grade. After one week past the due date, an additional 5 points will be deducted. For each additional week past the due date, another five points will be deducted. Faculty may have additional policies regarding late work which will appear in the course syllabus.
- If a student arrives late to any exam without a valid excuse, the exam must be completed in the remainder of the allotted time.
- Students may not negotiate with faculty for a different way to make-up a missed exam, e.g. substitute a paper.

Final Exam Schedule

Final exams are scheduled Sunday through Friday and must be taken as scheduled. Work schedules or other commitments must be adjusted to conform to the final exam schedule.

Pass/Fail Policy

Students may select the pass/fail option for up to 3 credits per academic year (fall, spring, and summer semesters) for a total of 6 credits over the course of the degree. The pass/fail option must be selected by the deadline indicated on the academic calendar. If a student wishes to pass/fail a Kodesh course that meets fall and spring, she must complete the pass/fail form before

the deadline for each semester. Filling out the pass/fail form for the fall does not make the course pass/fail in the spring. No changes will be accepted after this date. Courses cannot be changed back to a grade once selected as pass/fail. The Pass/Fail Form is available on the institutional website.

A student cannot select the pass/fail option for any of the following courses:

- General education requirements
- BIB 410 (Unsung Heroines)
- BIB 412 (Biblical Women: Women of the Household of Dovid HaMelech)
- Courses in the major; or
- Courses in the minor

It is not recommended to select the pass/fail option for graduate school prerequisites as grades are preferred on transcripts.

Satisfactory Academic Progress (SAP) Policy

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

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

At the end of each semester, a report is generated which indicates whether or not each student is meeting SAP requirements. Students who fail to meet SAP are notified in writing via email. If a student is readmitted to the school the student's academic file is evaluated to determine if the student is meeting satisfactory academic progress requirements.

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. Each student is evaluated at the end of each semester and is expected to maintain a minimum cumulative grade point average of 2.0. The following table shows grade and grade point allocations according to the earned course average score.

Grade	Grade Value	Percentage
A	4.00	93-100
A-	3.70	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79

C	2.00	73 -76
C-	1.67	70-72
D	1.00	60-69
F	0	59 and below (Failure)
P	N/A	Pass
W	N/A	Withdrawal
I	N/A	Incomplete

The GPA is calculated by (1) multiplying the credits by the grade value which determines quality points; (2) adding the total number of quality points; (3) adding the total number of credits; (4) dividing the quality points by the quality hours.

All courses given at WITS require a grade of D or higher to receive credit. Although no credit is given for failing grades, all grades, except for pass (P), withdraw (W) and incomplete (I), are recorded and calculated as part of the grade point average. Transfer courses are not calculated in the grade point average.

When there are just a few pass/fail courses in the overall program, such courses are not included in the qualitative/grades SAP component, but they are counted in the quantitative/pace of completion component.

Quantitative Standard

Maximum Time Frame – Students must make sufficient progress through the academic program to complete the program with a maximum attempted credit ceiling equivalent to 150% of the published length of the program in credit hours.

Pace of Completion – Students must successfully complete 67% of their cumulative attempted credits. The student’s cumulative earned credits are divided by the student’s cumulative attempted credits to determine if the student is progressing through the 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, she is determined to be meeting the quantitative standard.

At the end of each semester, a student’s academic files are evaluated to determine if the student is achieving satisfactory academic progress. As part of the evaluation, the student’s earned credits are divided by attempted credits to determine if the student is progressing through the academic program at a pace sufficient to complete the program. If the number of credits earned divided by the number of credits attempted is 67% or greater the student is determined to be making satisfactory academic progress.

SAP Warning

If a student falls below the SAP standards, she will be notified via email that she is being given a warning period which will last one semester. The student will also be notified that she has the option of appealing her lack of satisfactory academic progress at any point.

During the warning period, the Academic Dean may counsel the student and assist the student to improve her performance. The student may be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance. If, after this warning period SAP standards are still not met, she will be subject to academic discipline which may include expulsion or suspension from the institution.

Federal Financial Aid Warning and Academic Probation

For continued eligibility for federal financial aid programs: if a student falls below the satisfactory progress standards, the student will be given a period of financial aid warning during which time the student maintains federal financial aid eligibility. The warning period will last for one semester.

During the federal financial aid warning period, the student will receive the counseling described above. If, after this federal financial aid warning period, satisfactory progress standards are still not met, the student will be notified via email that she will no longer be eligible for financial aid. The student will also be notified via email of the option of appealing the lack of satisfactory academic progress in order to be granted a probationary period. Procedures for filing an appeal are described below. If the student successfully appeals the lack of satisfactory academic progress after the financial aid warning, the student will be placed on academic probation for one semester.

Appeals Process and Mitigating Circumstances

A student may appeal the institution's determination that she is not making satisfactory academic progress. Basis for appeal include the death of a relative, an injury or illness of the student, or other special circumstances. The student must submit the appeal in writing to the administrative office. In the appeal, the student must describe why she failed to make satisfactory academic progress, and what has changed in her situation that will allow her to demonstrate satisfactory academic progress at the next evaluation. The Academic Dean will consider all information provided by the student and will consult with faculty members, as appropriate. If it is determined that the appeal should be accepted, then the Academic Dean will determine whether or not the student will be able to meet the standard SAP requirements of the institution by the end of a one semester probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, the student will be placed on academic probation as described below. If it is determined that the student will be able to meet the standard SAP requirements of the institution by the end of the probationary period with a customized study plan, then the student will be placed on academic probation with a study plan, as described below.

If the appeal is accepted, the student will be granted a semester of academic probation or academic probation with a study plan, as described below. If the appeal is not accepted, the student will be subject to academic discipline, which may include expulsion or suspension from the institution. She will also be ineligible for federal financial aid until she reestablishes eligibility as described below in the section entitled "Reinstatement." The final decision

(denial of appeal, academic probation, or academic probation with a study plan) will be conveyed to the student in writing.

Academic Probation

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation. The period of academic probation is one semester during which the student has the opportunity to attempt to meet the SAP standards of the institution. The student can request counseling to assist her to improve her performance. In addition, the student may request to be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance.

Academic Probation with a Study Plan

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will not be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation with a study plan. For a student on academic probation with a study plan, the Academic Dean will develop a study plan in conjunction with the student and other faculty, as needed. The study plan will include a customized plan for the SAP standards (as well as other academic provisions to assist the student in meeting those standards) that ensures that the student is able to meet the school's satisfactory progress standards by a specific time, though an academic plan could take the student all the way through successful program completion.

Reevaluation After a Probationary Period

At the end of the probationary period, the student's satisfactory academic progress will be reevaluated. If the student is now meeting the standard SAP requirements of the institution or is meeting the SAP standards of her study plan, she will be considered as meeting satisfactory academic progress. If, after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, or the provisions of her study plan, she will be subject to academic discipline which may include expulsion or suspension from the institution, and she will be ineligible to receive Title IV federal financial aid.

Reinstatement for Federal Financial Aid

A student who became ineligible for federal financial aid because she was not meeting satisfactory academic progress standards, has the opportunity to reestablish eligibility. Eligibility is reestablished by meeting institutional SAP standards. The Office of Financial Aid will receive notification of each student's status at the start of each semester, and the student will be notified via email that she may once again receive aid from the Title IV programs.

Incomplete Grades

If a student has not completed all required course work but has completed at least 50%, the student may request an incomplete in the course. Granting an incomplete is at the discretion of the faculty member and the Executive Dean/Menacheles (kodesh courses) or the Academic Dean (general studies courses). The course grade is marked as incomplete. A course in which a student receives a grade of incomplete is not included in the GPA as long as the Incomplete remains on the transcript. A course marked incomplete is included in the student's number of credits attempted but not credits completed.

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

If granted an incomplete, a student will have until that semester's deadline to complete their missing coursework. Beyond that point, a student must petition in writing to the Executive Dean/Menacheles (kodesh courses) or the Academic Dean (general studies courses) for a further extension. Faculty are not authorized to grant individual extensions beyond the deadline. If no written request is submitted by the deadline, a student who has not completed the required coursework will receive a grade of zero for the missing coursework. The deadline for Fall semester courses is May 15. The deadline for Spring and Summer semester courses is December 1.

Withdrawn Courses

Courses that a student withdraws from before the first drop deadline will not appear on the student's transcript and will not be included in the number of credits attempted. From that point until the second drop deadline, a student dropping a course will receive a grade of W (Withdrawal) for the course and the credits will be included in the number of credits attempted. After the second drop deadline, the student must complete the course or receive a grade of F (Failure). While a W (Withdrawal) does not factor into the GPA, an F (Failure) does. Dropping a course due to health reasons requires documentation from a medical professional and approval from the Executive Dean/Menacheles (kodesh courses) or the Academic Dean (general studies courses). There are no academic or financial penalties. All drop deadlines are noted on the Academic Calendar.

Transfer Credits

Transfer credits are not included in the calculation of the grade point average. However, the credits accepted are counted toward the number of credits attempted and earned by the student.

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 grade point average nor the overall grade point average.

All repeated courses are counted in the number of the student's attempted credits. For determination of a student's enrollment status, if a student is repeating a course in which she received a passing grade, for the purpose of grade improvement, it is counted towards her enrollment status only the first time the course is retaken. If a student is repeating a course in which she received a failing grade, it is counted towards her enrollment status for as many times as she is repeating that course in an attempt to pass.

A student repeating a course must remain within the time frame required for satisfactory academic progress standards.

Change of Major

All credits attempted are included in making a student's SAP determination, regardless of any subsequent changes in major, if applicable.

ESL/Noncredit Remedial Courses

WITS does not offer any ESL or non-credit remedial courses.

Student Grievance Procedure

WITS seeks to foster the values of respect, fairness, integrity, and transparency among faculty, staff, and students. When a conflict arises that requires resolution, students are expected to attempt to resolve the matter directly with the relevant party(ies). In cases where direct communication proves unsuccessful or unsatisfactory, a student has the right to file a formal grievance without fear of coercion or reprisal under the following procedures:

- **Informal Dispute Resolution** – WITS makes available an Ombudsman who offers a safe opportunity where faculty, staff, and students may discuss problems or issues. The Ombudsman provides confidential, neutral, and informal assistance in navigating options for solving problems, conflicts, and/or disputes that arise across the institution. The Ombudsman is an objective third party who acts as a resource with respect to navigating institutional rules, regulations, policies, procedures, and academic issues. The Ombudsman is dedicated to developing and implementing fair and equitable resolutions to individual or organizational concerns. The Ombudsman reports directly to the Executive Dean/Menacheles and receives support from the Office of Administrative Affairs. Requests for assistance from the Ombudsman are received at ombudsman@wits.edu.
- **Formal Written Complaint for Academic Grievance** – If a student has an academic grievance, such as a grade appeal or allegation of unfair grading practices, the student should confer with the respective faculty and administrator (Executive Dean/Menacheles for kodesh courses; Academic Dean for general studies) regarding the specific issue(s). If the student remains dissatisfied after consultation with the faculty and administrator, the student should submit a

formal written grievance via an Academic Grievance Form. The Academic Grievance Form is available in the Office of Administrative Affairs and accessible on the WITS website. The Academic Grievance Form provides instructions on preparation of the written grievance.

The student (grievant) shall submit the Academic Grievance Form to the Office of Administrative Affairs. If the grievant is uncomfortable submitting the form personally, the grievant may submit the completed form to the Ombudsman, who shall forward the complaint to the Office of Administrative Affairs.

The Office of Administrative Affairs shall forward the complaint to the Grievance Committee who will investigate the details of the complaint/grievance.

The Academic Grievance Form shall be reviewed by the Grievance Committee who will investigate the details of the grievance. The Grievance Committee is comprised of the following members: a) Executive Dean/Menacheles, b) Academic Dean, c) Member of the Board of Directors, and d) One faculty member. If any of the individuals on the Grievance Committee is a party to the grievance, he or she will recuse himself/herself from the process.

A response to the grievance shall be provided to the grievant within two weeks of the formal request for consideration, unless more time for investigation is needed. Any decision of the Grievance Committee is deemed final.

- Formal Written Complaint for Non-Academic Grievance – If a student has a non-academic grievance, such as an allegation of physical abuse or lack of accommodations for a physical disability, the student should seek clarification and resolution, where appropriate, with the relevant faculty or staff member regarding the specific issue(s). The student should also consult with the Executive Dean/Menacheles and/or Academic Dean. If the student remains dissatisfied or does not feel comfortable approaching the faculty or staff member directly, the student should submit a formal written grievance via a Non-Academic Grievance Form. The Non-Academic Grievance Form is available in the Office of Administrative Affairs and accessible on the WITS website. The Non-Academic Grievance Form provides instructions on preparation of the written grievance.

The student (grievant) shall submit the Non-Academic Grievance Form to the Office of Administrative Affairs. If the grievant is uncomfortable submitting the form personally, the grievant may submit the completed form to the Ombudsman, who shall forward the complaint to the Office of Administrative Affairs.

The Office of Administrative Affairs shall forward the complaint to the Grievance Committee who will investigate the details of the complaint/grievance. The Grievance Committee is comprised of the following members: a) Executive Dean/Menacheles, b) Academic Dean, c) Member of the Board of Directors, and d) One faculty member. If any of the individuals on the Grievance Committee is a party to the grievance, he or she will recuse himself/herself from the process.

A response to the grievance shall be provided to the grievant within two weeks of the formal request for consideration, unless more time for investigation is needed. Any decision of the Grievance Committee is deemed final.

- Complaints Pertaining to Institutional Licensure or State Approval

A complaint pertaining to occupational licensure requirements is to be submitted to the appropriate licensing board or entity. WITS is approved by the Maryland Higher Education Commission (MHEC). For a complaint involving a college or university, MHEC requires that a student must first exhaust the complaint/grievance procedures established by the institution. Complaints can be filed with MHEC using the following procedures shown in the following table.

MHEC Complaint Process

A student or faculty personnel may submit a complaint in writing to MHEC when it involves an alleged violation of the Education Article, COMAR, or college or university policy, but only after the student or faculty member has first exhausted the complaint/grievance procedures established by the institution. Should the opinion of the complainant be that the complaint has not been resolved appropriately by the institution, the complainant may submit an official complaint to the Maryland Higher Education Commission (MHEC) in writing; students should use the College and University Student Complaint Form and faculty personnel should use the College and University Faculty Complaint Form. The Faculty Complaint Form is not used to make a complaint against a professor or faculty personnel.

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

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

College and University Student & Faculty Complaint Forms can also be retrieved at: https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx. 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 institutional policy.

A copy of the complaint and supporting documents will be provided to the College or university President. MHEC will require the President to look into the matter and provide a written report back to MHEC within 30 business days of receipt of MHEC notification. MHEC staff may interview the institution employees, students, or the student complainant as part of its investigation.

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

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

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.

- Complaints Pertaining to Institutional Accreditation

A complaint concerning compliance with the standards of accreditation is to be submitted to the institution's accrediting body. WITS is accredited by the Association of Institutions of Jewish Studies (AIJS). Complaints can be filed with AIJS using the following procedures shown in the following table.

AIJS Complaint Process

Complaints regarding accreditation should be submitted to:

Association of Institutions of Jewish Studies
500 W. Kennedy Boulevard
Lakewood, NJ 08701-2620
Phone: 732-363-7330; Fax: 732-415-8198
Email: info@theaijs.com

Complaints that are received by AIJS concerning an AIJS-accredited institution will be handled according to the following procedures. Within 10 days of receipt by AIJS, the complaint is screened to see if it has any face validity and if it is relevant to AIJS' role in accrediting and overseeing the institution. This generally means that the complainant has to address an institutional issue that bears on compliance with AIJS's Standards for Accreditation.

If AIJS determines that the complaint does not fit into AIJS's responsibilities, the complaint will be acknowledged and replied to as not being within the purview of AIJS. As a courtesy, a copy of the complaint will be forwarded to the institution, and the case will be closed. If AIJS determines that the complaint is relevant to its accreditation Standards or policies, or if it falls within AIJS' oversight responsibilities, AIJS will contact the institution and forward the complaint to the institution. AIJS will then allow 30 days for the institution to respond to AIJS that it has reviewed the matter and either resolved the complaint to the complainant's satisfaction or otherwise dealt with the issue in accordance with the institution's published Grievance Policy. An explanation of its actions is required, as well as a statement that the institution certifies that it followed its own published Grievance Policy. AIJS will then review the institution's response and Grievance Policy.

If the institution informs AIJS in its response that the complainant did not follow the complaint policy of the institution, AIJS will instruct the complainant to follow the complaint policy of the institution. If the complainant claims to have followed the institution's published Complaint Policy, and the matter is not resolved to the satisfaction of the complainant, AIJS will make a determination as to whether the complainant did actually follow the institution's complaint policy. If it is determined by AIJS that the institution did in fact follow its published Complaint Policy, and followed through with a proper disposition, the complainant will be so informed, and that case will be closed.

If AIJS determines that the institutions did not in fact follow its own published Complaint Policy, or if the matter involves issues to substantially question the institution's compliance with AIJS Standards or policies, AIJS will launch an inquiry into the issue within 10 days. AIJS will ask for documentation from the complainant, substantiating the complaint, and an explanation of the disposition from the institution (which should document how the institution followed its own Complaint Policy and procedures).

Within 10 days of the receipt of these above materials, the executive director of AIJS, together with the chairman of the Executive Accrediting Council (EAC), will review the complaint file to determine if the institution complied with AIJS standards and policies. AIJS will contact the institution and allow the institution the opportunity (30 days) to review the matter and provide an explanation and/or additional information to AIJS.

If after receipt of the institutional response and a review of any additional documentation, AIJS makes a final determination that the institution is not in compliance with AIJS standards and/or policies, a formal corrective action plan will be required from the institution within 30 days.

If the response is accepted by AIJS, both the complainant and the institution will be so advised, and the case will be closed. If the corrective action plan is not accepted by AIJS, the matter will be placed on the agenda of the EAC to determine if an adverse action, or other sanction should be initiated against the institution for noncompliance with AIJS Standards of Accreditation.

AIJS will make a good faith effort to address anonymous complaints against an accredited institution or against AIJS itself and treat it in a similar manner to a regular complaint. Obviously, there is no mechanism to respond directly to an anonymous complainant. All complaints received by AIJS regarding an accredited institution will be filed and stored in an easy and accessible manner. Site visitors will be given access to the file of an institution that is being reviewed, and any complaints on file in AIJS will be considered in the final decision of the EAC.

- **Complaints Pertaining to Potential Violations of Consumer Protection**

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

Consumer Protection Division – Office of the Attorney General
200 Saint Paul Place
Baltimore, MD 21202
Telephone: 410-528-8662
More information is available at:
<https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx>.

- **Complaints Pertaining to Discrimination**

A complaint concerning discrimination is to be submitted to:

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

Textbooks

Mekoros textbooks are required for specific Jewish studies courses. Mekoros textbooks and other select textbooks are ordered as part of the registration process on Populi.

Students can view required textbooks by checking the course information on Populi before the start of each semester. Students are responsible for acquiring all required textbooks and materials in a timely fashion.

ACADEMIC SUPPORT AND LEARNING RESOURCES

Academic Advisement

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

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

Appointments with Academic Advisors may be scheduled online at <https://go.oncehub.com/wits>.

For prospective students, consultations with Academic Advisors are available to discuss general program information, career interests, and academic expectations.

Accommodating Students with Disabilities

WITS adheres to the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). WITS provides reasonable accommodation(s) for qualified students who disclose and verify disability. Students who wish to discuss reasonable accommodation(s) for verifiable disabilities are responsible for identifying themselves to the Director of Student Services and providing the required verification of disability documents.

To receive reasonable accommodation(s), a student is required to provide documentation from a licensed clinical professional familiar with the history and functional implications of the impairment(s). Faculty will be informed if a student in one of their classes requires accommodation(s). Only students approved through this process should receive accommodation(s).

Documentation must include all of the following information:

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

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, WITS has the discretion to require additional documentation. A diagnosis or test performed by a member of the student's family is not acceptable documentation. Additionally, students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions. All verification of disability documents, including individualized educational plans (IEPs), should be submitted to the Director of Student Services no later than the first week of the student's first semester at WITS.

Availability of Full-Time Employee

WITS has designated Mrs. Cindy Ring, Registrar, as the full-time employee available to assist enrolled or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46. She can be reached in the office during regular business hours, via email at cring@wits.edu, or by calling 410-358-3144, x. 15.

Career Services

WITS provides an annual Professional Pathways Seminar that enables students to explore an array of career choices. Students can meet one-on-one with professionals from many fields. Other career services, such as an annual Resume Writing & Interview Seminar and Women in the Workplace event, provide students with crucial hashkafic and practical information for future professional success.

Clinical Observations and Internships

Clinical observations and internships are valuable opportunities that allow students to gain experience, build resumes, and explore their intended field of interest. A student may register for the clinical observations and internships during the fall, spring, or summer semester, depending on availability. Upon acceptance/approval, a student must then register and pay for the course.

Clinical Observations

WITS has partnered with local therapy and health care centers to offer clinical observation hours to students pursuing careers in occupational therapy, physical therapy, and speech-language pathology. Options for one-, two-, and three-credit clinical observations are available. Academic credit is earned upon successful completion of all course requirements. 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. Applications for clinical observations are available on the institutional website (under Current Students).

Internships

Students may elect to take internships in applied behavior analysis therapy, art and design, biology, business, computer science, education/special education, health sciences, and psychology. Options for one-, two- and three-credit internships are available. Students must secure internships on their own and are required to apply for approval during the registration period before the start of the semester. Internship approval applications are available on the institutional website (under Current Students). The internship must be approved prior to its start. Academic credit for internships is earned upon successful completion of course requirements. The internship in applied behavior analysis therapy has a separate application process as detailed on the institutional website.

Computer Resources

Computers and printers are provided for student use in the student lounge, library, and computer lab (Room 209). Computers and printers are intended to be used for preparing assignments, conducting Internet research, and using email. Use of the computer lab is restricted to when labs are not in use by classes.

All computers are monitored and installed with ‘Kosher Blocks’ (Internet filters). It is expected that the computers and printers will be used in a responsible and productive manner and in accordance with the following guidelines:

- No food or drinks are allowed near computer stations.
- Students must not remove or disconnect computer equipment and/or parts.
- All student files will be deleted at the end of each semester.
- Students may use personal flash drives and/or CDs on the computers.
- Care must be taken to not infect the computers with viruses.

Students should inform the Office of Administrative Affairs of any computer malfunctions.

In using all computers, students must also abide by the Technology Acceptable Usage Policy, which is detailed below.

Library

The Snyderman-Klein Library provides a valuable collection of Judaic studies and secular reference materials. Available resources include Biblical literature, rabbinic literature, commentaries, and historical references. The library also contains Jewish philosophical works; Jewish Code of Law books with accompanying interpretations and commentators; Talmudic and Midrashic sources; and reference guides to Biblical and Talmudic sources. In addition to hardcopies, the library provides a comprehensive, digital collection of Judaic books (Bar Ilan software), as well as a selection of popular Judaic works and novels. Each year the library is expanded with additional texts.

WITS subscribes to the Maryland Digital Library, which utilizes the EBSCO Host Research Databases. The EBSCO Host Research Databases provide access to the following research resources:

- Academic Search Premier
- APA PsycInfo
- Business Source Premier
- CINAHL Database
- ERIC, the Education Resource Information Center
- Funk & Wagnalls New World Encyclopedia
- GreenFILE
- Health Source: Consumer Edition
- Health Source: Nursing/Academic Edition
- Library, Information Science & Technology Abstracts
- MAS Ultra - School Edition
- MasterFILE Premier
- MEDLINE
- Military & Government Collection
- Primary Search
- Regional Business News
- Teacher Reference Center

Additionally, students may access the following outside resources:

- Bnai Jacob Shaarei Zion Library
- Council of Jewish Education (CJE) Library
- Gratz College Library
- Numerous library facilities in Greater Baltimore

The WITS librarian (librarian@wits.edu) is available to assist students with research. General sessions on research are held during the fall semester.

Personal and Mental Health Counseling

Students who desire personal or mental health counseling should contact the Executive Dean/Menacheles for referrals to licensed counselors or email (counseling.services@wits.edu) for confidential referrals. A local rabbinic authority, Rabbi Heber, Rav, Khal Ahavas Yisroel Tzemach Tzedek and WITS faculty member, is also available to meet with students by appointment to answer halachic questions and offer personal guidance. To schedule an appointment, students should contact Rabbi Heber by phone (443-610-7535) or email (rabbi.heber@wits.edu).

Faculty members are also available to provide guidance in personal growth areas. Discussions between faculty members and students are confidential.

Tutoring

WITS offers a subsidized tutorial program to provide assistance in preparation for exams, guidance in writing papers and clarification of Jewish Studies texts. Assistance is also available for resume writing and application essays. Students in need of academic support or assistance with their studies should submit a Request for Tutoring form found on the institutional website.

STUDENT LIFE

Community Services

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

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

Extracurricular Activities

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

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

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. Examples of programs include, but are not limited to the following:

- Y'mei Iyun are held before the Yomim Noraim featuring special guest lecturers. These programs add depth to the learning experience at WITS.
- The Professional Pathways Seminar enables students to explore an array of career choices, meet one-on-one with professionals, and participate in panels in multiple fields.
- Resume Writing and Interview Workshops are delivered by professionals. The workshops give students opportunities to hone their writing and interview skills as they prepare for entrance into graduate school and the job market.

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

Student Organizations

WITS encourages student organizations that support the learning environment and which help prepare students for living and working in a global community. WITS also encourages an active Student Activities Council that provides input and insight into campus life matters.

Students should seek the assistance of the Director of Student Services in exploring possible interest in a proposed new organization. If significant interest exists, students can request that a new organization become recognized. The formal process for an organization to become recognized is as follows:

- Create an organization constitution that includes, at minimum, a statement of purpose, criteria for membership, and rules and procedures.
- Prepare a list of proposed officers.
- Identify an advisor.
- Submit all material to the Executive Dean/Menaheles who will review the request and provide a response.

Student organizations must be open to all students. Active membership must be limited to members of the WITS community (students, faculty, staff, and administration). Organizations may affiliate with external organizations with philosophies and operations that are consistent with the mission and values of WITS. Student organizations may not charge dues.

STUDENT RESPONSIBILITIES AND CONDUCT

Davening

Students are not permitted to daven (pray) during class time nor arrive late to class due to davening.

Digital Board

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

Drugs and Alcohol Policy

WITS is committed to maintaining a drug-, alcohol-, and tobacco-free campus for the benefit and protection of students, faculty, and staff. All policies listed below are strictly enforced.

Standards of Conduct Regarding Drug, Alcohol, and Tobacco Use

- The use of illegal drugs, alcohol, and tobacco on campus is strictly prohibited.
- WITS does not tolerate any unlawful use, possession, manufacture, dispensation or distribution of illicit drugs.
- Any student who has violated a federal drug law must notify the WITS administration within 5 days.
- Any student who violates this policy will be held responsible, and censured severely, up to and including suspension or expulsion.

Health Risks

The use or abuse of alcohol or controlled substances, including prescription drugs and marijuana, can present a threat to the health and safety of an individual and the school community.

Studies have shown that all illegal (and many prescription) drugs are, to some extent, physically and/or psychologically addictive. There are always risks involved when taking illegal drugs. Many drugs are potentially addictive after one dose and can kill with just the smallest amount of overdose. Drugs are unlikely to be “pure,” and there is no way of knowing what they are mixed with. This can easily lead to an accidental overdose.

Some of the many health risks from illegal drug use include liver disease, lung damage, heart attack and brain damage. Drug use can also lead to a coma and death, even after “just” one dose. Excessive use of drugs or alcohol can have immediate effects that increase the risk of many harmful health conditions, including injuries, such as motor vehicle crashes, falls, drowning, and burns.

Drinking large amounts of alcohol in a short span of time can cause alcohol poisoning, which may be dangerous or life threatening. Long term health risks from excessive alcohol consumption include high blood pressure, heart disease, stroke, liver disease, cancers and more.

Substance Abuse Counseling and Treatment

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

If a student needs alcohol, drug, or other addiction-related services, WITS can provide referrals for counseling or other appropriate services. If a problem is discovered, professional intervention will be required before permission is granted to return to campus.

If a student needs drug or alcohol counseling or treatment, they may contact the Executive Dean/Menahelas who will provide referrals to licensed counselors or email counselingservices@wits.edu for confidential referrals.

These additional resources are also available:

Chayeinu Baltimore

www.chayeinubaltimore.org

410-881-2600

Email: ChayeinuBaltimore@gmail.com

CounterForce

www.counterforce.services

813 Quentin Rd.

Brooklyn NY 11223-2251

Tel. 718-787-4412

Fax 718-787-4418

Email: info@cntrfrc.org

Amudim

www.amudin.org

11 Broadway, Suite 1076, New York, NY 10004

646-517-0222

646-517-0221

Email: info@amudin.org

These are confidential resource centers that provide meaningful assistance, enduring support, and direct referrals for individuals and families impacted by addiction, and other crisis-related matters.

Legal Sanctions (Local, State, and Federal)

- Local, state and federal laws are constantly changing. Every effort is made to distribute current information.
- Being in the company of others who are using illegal drugs, even if not participating, may result in arrest.
- State of Maryland statutes provide penalties for a person found to have acted as an organizer, supervisor, manager, or financier of a scheme distributing illegal drugs, and provide that such conduct is a first-degree crime punishable by imprisonment and fines.
- Local ordinances may range from fines for driving with an open container of an alcoholic beverage in the car, regardless of whether the driver has consumed any alcohol, to more severe penalties.
- Although marijuana is legal in Maryland, it is illegal under federal law. Therefore, the possession, use or distribution of marijuana on a campus that receives Title IV funding is prohibited.

Disciplinary Sanctions

As an institution firmly opposed to any drug involvement, WITS will deal severely with any student who violates the drug and alcohol policy. 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 Executive Dean/Menacheles immediately. Any student or employee who fails to do so will be held responsible and will be censured.

- First Offense – Students

A student who is reported to have misused drugs or alcohol will be called to the Office of the Executive Dean/Menacheles. The Executive Dean/Menacheles will interview any witnesses and make a determination of the student's culpability. If found at fault, the student will receive a reprimand and the offense will be noted in the permanent record.

At the discretion of the Executive Dean/Menacheles, the student will be suspended.

If the Executive Dean/Menacheles is fully satisfied that this was a unique occurrence and that the student is sincerely regretful and can be trusted to refrain from any future involvement with drugs or alcohol, the student may be allowed to return to campus.

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

- Second Offense – Students

Any student who is guilty of a second offense as determined by investigation by a faculty board of inquiry will immediately be expelled from the institution. Reinstatement may be considered only after a prolonged period of professional counseling and compliance testing and at the discretion of the Executive Dean/Menacheles.

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

– First Offense – Employees

In general, no job applicant who has been convicted of a drug-related offense will be hired as an employee of WITS, although extenuating circumstances may be considered. Any employee who has concealed a past drug-related conviction will be terminated without notice if such offense is discovered. Any employee who is observed to be misusing drugs or engaging in the unlawful possession or sale of drugs will immediately be terminated and referred to appropriate law enforcement officials.

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If a student needs alcohol, drug, or other addiction-related services, WITS can provide referrals for counseling or other appropriate services. If a problem is discovered, professional intervention will be required before permission is granted to return to campus.

If a student needs drug or alcohol counseling or treatment, they may contact the Executive Dean/Menacheles who will provide referrals to licensed counselors or email counselingservices@wits.edu for confidential referrals.

These additional resources are also available:

Chayeinu Baltimore
www.chayeinubaltimore.org
410-881-2600
Email: ChayeinuBaltimore@gmail.com

CounterForce
www.counterforce.services
813 Quentin Rd.
Brooklyn NY 11223-2251
Tel. 718-787-4412
Fax 718-787-4418
Email: info@cntrfrc.org

Amudim
www.amudin.org
11 Broadway, Suite 1076, New York, NY 10004
646-517-0222
646-517-0221
Email: info@amudin.org

These are confidential resource centers that provide meaningful assistance, enduring support, and direct referrals for individuals and families impacted by addiction, and other crisis-related matters.

Email Accounts

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

Student Code of Conduct

WITS is committed to the creation and maintenance of a learning environment that fosters the intellectual, personal, social, and ethical development of students. In addition to meeting academic challenges, students are expected to develop maturity, self-sufficiency, responsibility, and respect for others.

Enrollment at WITS is construed as acceptance of the policies of the institution and agreement of a student to abide by high standards of personal conduct, which include the following:

- *Model Orthodox Jewish Values and Culture* – Students are expected to demonstrate derech erez (respect) for the Orthodox faith and teachings through behavior, interactions, dialogue, and dress.
- *Respect Others* – Students are expected to treat others with courtesy, respect, and dignity, and exhibit tolerance and openness for diverse opinions and perspectives.
- *Model Academic Honesty* – Students are expected to fulfill their academic obligations through honest and independent effort.
- *Refrain from Disruptive Behavior* – Students are expected to conduct themselves in a manner that ensures an environment conducive to learning and collaboration and which does not infringe on the rights of others.

- *Maintain Safety and Well-being of Self and Others* – Students are expected to refrain from behavior that intentionally or recklessly endangers, threatens, or causes physical or emotional harm to any person.
- *Avoid Possession of Alcohol, Tobacco, Illegal Substances, and Weapons* – Students are expected to adhere to policies and laws that prohibit the possession, consumption, and/or distribution of alcohol, tobacco, illegal substances, and weapons.
- *Respect Institutional Property* – Students are expected to demonstrate respect for institutional property and use institutional technology in an appropriate and ethical manner.
- *Comply with Local, State, or Federal Laws, or Other Rules and Policies* – Students are expected to comply with all institutional rules, regulations, and policies, as well as local, state, or federal law or rule.

The Student Code of Conduct applies to conduct and behavior that occurs on campus premises, as well as conduct and behavior that occurs in the following contexts:

- Via electronic means, including within online classes, via phone/texting, and on social media;
- At designated learning sites, including internships, clinical placements, and field trips;
- At WITS-sponsored events, such as community service trips; and/or
- While utilizing institutional computing or network services.

WITS reserves the right to take any necessary and appropriate steps to protect the safety and well-being of students, faculty, and staff. Any member of the WITS community may submit a report regarding inappropriate or concerning student behavior following the Student Grievance Procedure. Any student found to be in violation of the Student Code of Conduct will be subject to disciplinary sanctions.

Disciplinary Consequences

Serious violations of misconduct or patterns of behavior contradictory to the Student Code of Conduct and institutional mission will be submitted to the Conduct Board for review. The Conduct Board is comprised of four individuals (the Executive Dean/Menacheles (chair), one additional member of the Senior Leadership Team and two faculty). The Conduct Board is charged with addressing matters of student misconduct and determining disciplinary action, where warranted. In determining any disciplinary action, the Conduct Board may consider actions up to and including expulsion.

Due Process

Students have the right of due process and may appeal a decision of the Conduct Board. To appeal a decision, a student must submit a written request to the Executive Dean/Menacheles for an appeal hearing with the Conduct Board. The request must be submitted within seven business days of receipt of the decision letter. The Executive Dean/Menacheles will schedule the appeal

hearing within seven business days after receiving the written request. **The appeal hearing will be held with the Executive Dean/Menahelas, the Ombudsman, and the student.** Any decision stemming from the appeal hearing will be final.

Student Dress Code

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

Proper respect for the institutions of WITS and Bnai Jacob Shaarei Zion is expected. Adherence to the following guidelines is required:

- Appropriate skirt lengths
- Socks or stockings must be worn at all times
- Elbows should be covered
- Acceptable necklines
- No slits in skirts
- No tight-fitting tops or skirts
- No denim
- No leggings

Student Handbook

At the beginning of the academic year, each student receives a Student Handbook. The Student Handbook clarifies institutional policies and elaborates on student responsibilities. Students are responsible for reviewing and following all policies and practices outlined in the Student Handbook and the Academic Catalog.

Student Records and Personal Program Plans

Students are responsible to check records in all institutions where college credit has been earned including WITS contracted courses and college-level courses taken in high school and/or summer school or through sponsored Israel programs. Students are also responsible for reviewing Personal Program Plans for accuracy and taking the required courses and exams necessary for graduation.

Technology Acceptable Usage

WITS provides students, faculty, and staff with technological resources for the purposes of teaching, research, educational, and administrative support. Access to such resources, including computers, software, printers, email, and network access, is considered a privilege and the responsibility for proper and ethical use lies with individual users.

Upon accessing or using any WITS-owned technological resource, an individual agrees to comply with the following acceptable use guidelines:

- WITS-owned computers or personally-owned computers connected to the WITS network may not be used to violate others' right to privacy. WITS specifically prohibits reading or attempting to read another person's email, accessing another person's files, accessing electronic records containing information concerning another person, using another person's email account, and using another person's password.
- Users of WITS-owned computers may not participate in technology-based unethical or illegal activities, including, but not limited to, the following:
 - Privacy violation;
 - Copyright violation;
 - Harassment or intimidation;
 - Fraud or misrepresentation;
 - Theft, including theft of data;
 - Creation, possession, distribution, or accessing of provocative or offensive material; and
 - Creation or dissemination of electronic content or communication that promotes hate, violence, or defames/demeans on the basis of age, disability, gender, nationality, race, religion, sexual orientation, or any other basis protected by law.
- WITS-owned computers may not be used to store personal files, videos, music, software, documents, or photographs.
- Users may not interfere with or alter the integrity of WITS-owned equipment or software.
- Users must adhere to any WITS-acquired licensing agreements and avoid illegal duplication of any WITS-owned software.
- Users are expected to observe basic technology courtesies, including, but not limited to, refraining from excessive use of paper, refraining from using WITS-owned computers for personal monetary gain, and being considerate and fair in use of all resources.
- All WITS-assigned email accounts are the property of WITS. Email is intended to be used in a manner consistent with the standards of academic integrity and ethical business conduct. WITS reserves the right to assign, monitor, and revoke email privileges at any time.

The guidelines prescribed in this policy are not intended to be all-inclusive. Any behavior that is considered an unethical use of technological resources or deemed contrary to the institutional mission will be subject to disciplinary action and financial reimbursement of any damages. Any information or observations regarding the misuse of WITS-owned technological resources should be immediately reported to the Executive Dean/Menahels.

Title IX Policy (Sexual Violence and Sexual Misconduct Policy)

WITS does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX including in employment.

Inquiries about the application of Title IX may be referred to WITS's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

WITS's Title IX Coordinator

Name: Dr. Katherine Endy

Office Address: 6602 Park Heights Avenue Baltimore, Maryland 21215

Email Address: kendy@wits.edu

Telephone Number: 410-358-3144 ext. 35

Office for Civil Rights

Phone: 800-421-3481

TDD: 800-877-8339

FAX: 202-453-6012

Email: OCR@ed.gov

Website: <https://www.hhs.gov/civil-rights/index.html>

WITS's Title IX Non-Discrimination Policy and Grievance Procedures can be located at: www.wits.edu/title-ix

To report information about conduct that may constitute sex discrimination under Title IX or to make a complaint of sex discrimination, you may contact WITS's Title IX coordinator or the OCR, using the contact information listed above.

Grievance Process

WITS will adhere to an articulated process when responding to any complaint of sexual violence or harassment. Key participants of the grievance process are defined as follows:

- Complainant – individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- Title IX Coordinator – The institutional employee who receives the initial complaint and oversees the grievance process.
- Investigators – Institutional employee(s) who investigate(s) the complaint and produce(s) evidence regarding the alleged incident(s).
- Advocates – Third parties who represent the complainant and respondent in a live hearing.
- Decision Maker – Institutional employee(s) who review(s) evidence, listen(s) to the arguments of the advocates at a live hearing, and determine innocence or guilt.

All Title IX personnel, including the Title IX Coordinator, Investigators, and Decision Makers, must be free from conflict of interest or bias for or against either party. All personnel will receive training on:

- Definition of sexual harassment as per the current federal rules;
- Scope of activities covered (i.e. the institution's education programs, activities, and campus facilities);
- Processes for conducting investigations of grievances and complaints, including hearings, appeals, and informal resolution processes; and
- How to serve impartially, including the avoidance of prejudgment of facts, conflict(s) of interest, and bias.

To begin the process, a document known as a Formal Complaint, which alleges an incident of sexual harassment must be filed by the Complainant and signed by the Title IX Coordinator. Formal Complaints must be filed in writing and may be submitted in-person, by mail, or email. If the allegations in the Formal Complaint are behaviors that do not meet the definition of sexual harassment as defined by Title IX, or the allegations took place outside of the WITS educational program or activity, or were against a person outside of the United States, the Formal Complaint will be dismissed as not being in the jurisdiction of the institution, and the complainant will be referred to other resources, including law enforcement and supportive resources.

If at any point, the Complainant informs the Title IX Coordinator in writing that he/she requests a dismissal, the complaint will be dismissed. If all parties are willing, they may meet with a mediator to try to reach an informal resolution. If all parties are satisfied with the resolution, the complaint may be dismissed. If at any point either party chooses to discontinue mediation, the grievance process will continue. All parties will be notified, in writing, of a dismissal.

If the allegations are behaviors that meet the definition of sexual harassment as defined by Title IX and took place within the WITS educational program or activity against a person inside the United States, the Title IX Coordinator will send the Complainant and Respondent written notice of the complaint and allegations and will proceed to initiate an investigation. The assigned Investigator(s) will be responsible to research the incident and gather evidence. WITS, and not the parties, will bear the primary burden of gathering evidence. To protect the privacy of all parties, and in accordance with HIPPA, WITS will not access or disclose any party's medical, psychological, or treatment records without voluntary written consent. All parties retain the right to gather evidence independently and discuss the allegations directly with the assigned Investigator(s).

Both the Complainant and Respondent have the right to select an advisor of their choice who may be, but need not be, an attorney. If a party does not have an advisor present at the live hearing, WITS will provide, without fee or charge to that party, an advisor of the institution's choice who is acceptable to that party. This may be, but is not required to be, an attorney. The advisor will be empowered to conduct cross examination during the hearing on behalf of the party they represent.

WITS will provide written advance notice of any investigative interviews, meetings, or hearings. WITS will provide the parties and their advisors a summary of the evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence before a formal hearing.

WITS will schedule a live hearing with the right of cross-examination. At the live hearing, the institutional Decision Maker(s) will allow each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Live hearings may be conducted with all parties physically present in the same geographic location; or at the Complainant's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually (e.g. video, Zoom, etc.). WITS will create a recording or transcript of any live hearing for the record. The Decision Maker(s) will receive proper training on any technology that will be used at the live hearing. The Decision Maker will issue a written determination with conclusions. The determination will employ a clear and convincing standard of evidence regarding culpability. The written determination will detail findings of fact as to whether the alleged conduct occurred, and the rationale for findings as to each allegation. The written determination will describe any disciplinary sanctions imposed on the Respondent and identify whether other specific remedies will be provided to the Complainant. The written determination will be sent to both parties simultaneously, along with information about how to file an appeal.

All parties will have the right to file an appeal on the following basis:

- Procedural irregularity that affected the outcome of the matter;
- Newly discovered evidence that could affect the outcome of the matter and investigation; and/or
- An assertion that institutional Title IX personnel had a conflict of interest or bias that affected the outcome of the matter and investigation.

Supportive Resources

WITS will inform the Complainant of the following national and regional supportive resources and WILL assist the Complainant in accessing these resources:

National Domestic Violence Hotline (<https://www.thehotline.org>)
800-799-7233

National Sexual Violence Resource Center (<https://www.nsvrc.org>)
800-656-4673

RAINN National Sexual Assault Hotline (<https://www.rainn.org/resources>)
800-656-4673

Title IX.com (<https://www.titleix.com/campuses/>)
admin@titleIX.com

Department of Education – Know Your Rights
<https://www2.ed.gov/about/offices/list/ocr/docs/know-rights-201404-title-ix.pdf>

Maryland Coalition Against Sexual Assault (<https://mcasa.org/>)

WITS will inform the Complainant of the following additional resources that are bilingual and culturally sensitive to the needs of the Orthodox Jewish community:

Chana (<https://chanabaltimore.org>)
410-234-0030 (confidential hotline)

These supportive resources have been determined to be non-punitive, non-disciplinary, and not unreasonably burdensome to the Respondent, while also committed to providing equal access, protecting safety, and deterring sexual harassment. Supportive resources may be advised regardless of whether the Complainant files a Formal Complaint and before the Respondent is found to be responsible.

Remedies

Remedies will be enforced only after the grievance process is completed and once a Respondent is found to be culpable. Remedies will be designed to maintain the Complainant's equal access to education and may include the same individualized services identified as supportive resources. Remedies may be punitive, disciplinary, and burdensome for the respondent. Remedies will be implemented based on what is reasonable under the circumstances.

SAFETY PROCEDURES AND SECURITY

Campus Closure and Class Cancellation/Dismissal

In cases of inclement weather or other circumstances where safety could potentially be compromised, the campus may be closed and, accordingly, classes at WITS may be delayed, dismissed, or cancelled. Any decision regarding any campus closure, including delays to opening, or early closure will apply to all administrative offices, events, and classes. In some instances, essential personnel may be required to report for duty.

Students will be notified of any dismissal, cancellation, or delay via their wits.edu email address, text message, and/or phone. Notices will also be posted on the digital board. It is the student's responsibility to check for these important updates. If there are severe weather conditions outdoors, students should remain inside the building and await further instructions.

Campus Security and Crime Prevention

WITS is concerned with the safety and security of students, faculty, and staff at all times, both on-campus and off-campus. Surveillance cameras are installed across the campus and the Northwest Citizens Patrol (NWCP) is on patrol at late hour dismissal times. Security-related procedures and protocols are as follows:

- **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 individual will provide immediate notification to all students and employees as to precautions to take while avoiding panic. All crimes will be brought to the attention of the Executive Dean/Menacheles, 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.
- **Access to Facilities** – Access to the campus building is restricted to approved students and employees, as well as authorized visitors. Entry to the building is securely locked at all times. The campus building is secured by electronic door locks and a key fob is used to control the locking mechanism. Key fobs are assigned to employees and students and are non-transferrable. Key fobs cannot be borrowed or loaned and should be kept safely. The loss of a key fob must be immediately reported to the Office of Administrative Affairs, at which time the key fob will be deactivated.
- **Campus Law Enforcement** – WITS maintains no security department of its own. Students and employees must always be mindful of their responsibility for the welfare of themselves, as well as their peers and others. Any student or employee who is witness to a dangerous or suspect situation is expected to immediately communicate with a law enforcement agency.

- Counseling and Mental Health Services for Crime Victims – Students who wish to seek counseling or mental health services may contact the Executive Dean/Menacheles who will provide referrals to licensed counselors. Students may also submit confidential requests for counseling or mental health services by emailing counseling.services@wits.edu. The counseling email is monitored by a licensed professional who will confidentially work with a student to provide referrals to appropriate services.
- Monitoring of Crime at Off-Campus Organizations – WITS does not authorize off-campus organizations.
- Programs to Educate Students and Employees about Campus Security Procedures and Crime Prevention – Students and employees are expected to review all security materials carefully and strictly adhere to all policies. Students and employees are expected to observe rudimentary safety precautions, such as traveling in groups after dark and in high crime areas. At the beginning of each academic year, security policies and procedures are presented and discussed at the student orientation session. All security policies are also detailed within the Student Handbook.
- Annual Disclosure of Crime Statistics – WITS annually discloses required crime statistics to the Federal Government. Statistics are available to the public at wits.edu/consumer-information.
- Statistics for Most Recent Calendar Year (and last two as available) of Crimes Reported to Police – Statistics are available to the public at wits.edu/consumer-information.
- Statistics on Liquor, Drug and Weapons Abuses – Statistics are available to the public at wits.edu/consumer-information.

Emergency Procedures, Evacuation, and Contacts

In the event of a fire or other emergency, the fire alarm will sound throughout the building. If this alarm sounds or there is a verbal warning, all individuals 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 the designated evacuation areas.
- Remain in the designated evacuation areas until there is an all-clear signal or report.

Testing of the alarm system and practice drills are periodically performed to assure compliance with safety regulations.

All emergency contact information is as follows:

In a medical emergency:

- Call Hatzalah at 410-358-0000 or call 911
- Notify the WITS main office in person or call 410-358-3144

If someone is the victim of a crime or abuse:

- Call 911
- Call the Executive Dean/Menacheles and/or Chana helpline at 410-234-0023

If someone sees something suspicious or criminal on campus:

- Call 911
- Call Shomrim at 410-358-9999
- Notify the WITS main office in person or call 410-358-3144

If someone is in need of counseling:

- Contact the Executive Dean/Menacheles who will provide referrals to licensed counselors or email counseling.services@wits.edu for confidential referrals

If the WITS main office is closed or in cases of all other emergencies:

- Call Rebbetzin Rosenbaum at 443-955-1463
- Call Dr. Klein at 347-262-8000
- Call Mrs. Glazer at 443-844-7709
- Call Mrs. Esti Taragin at 410-258-9928

Firearms and Weapons Policy

No firearms or ammunition are permitted on campus or in outdoor areas of the campus or in conjunction with any WITS-sponsored activity.

For the purpose of this policy, BB guns, illegal knives, blowguns, swords, slingshots, bows and arrows, crossbows, and similar devices are considered dangerous weapons, and their possession and use are prohibited. Explosives of any type, including fireworks, firecrackers, cherry bombs, bottle rockets, and similar devices are prohibited at all times. Items such as airsoft guns, paint guns, paintballs, darts, knives, mace, pepper spray, or other realistic toys or replicas used inappropriately, or in contexts for which they are not intended, will be treated as dangerous weapons.

All firearms, explosives, and dangerous weapons will be confiscated. The only exception to this policy is the legal possession of firearms or weapons by law enforcement or security officers in the course of their duty.

Hazing and Bullying

Hazing and bullying of members or prospective members of the WITS community shall not be tolerated. Hazing and bullying activities are defined as any action(s) taken or situation(s) intentionally created, whether off or on campus, including online, to produce mental or physical

discomfort, embarrassment, harassment, or ridicule to others. Violations are subject to the Student Conduct policy and consequences can include suspension and expulsion.

Violations of the Hazing and Bullying Policy should be immediately reported to the Executive Dean/Menacheles.

Missing Student Notification

Should a student, employee, or any individual become aware of a student missing for 24 hours, he/she must immediately notify the Executive Dean/Menacheles, who will then contact the local police.

If the student is a minor under 18 years of age, the institution will notify the parent or guardian.

If the student is over 18 years of age, the institution will notify the student's emergency contact not later than 24 hours after it is determined that the student is missing.

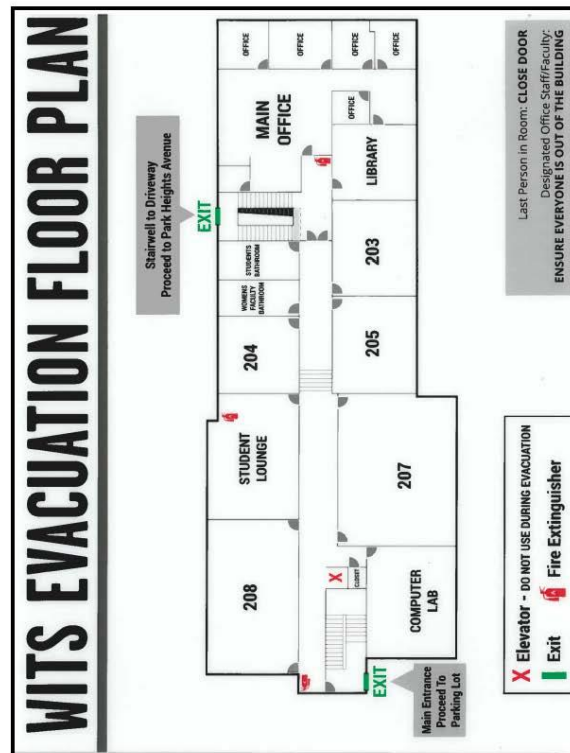
Upon registration, students are requested to identify a contact person whom the school shall notify. All contact information is registered confidentially and will only be accessible to authorized institutional officials, and will not be disclosed, except to law enforcement personnel in furtherance of the investigation.

CAMPUS EVACUATION INFORMATION

WITS CAMPUS SECURITY

- Before reading the information below, please understand these security measures have been put in place to help ensure the safety of our staff, faculty and students while on campus.
- WITS has contracted with an outside security firm for guards to patrol the parking lot and entrance areas during evening hours.
- Classroom doors will be on an unlock/lock schedule, i.e., classroom doors will unlock at 8:00 am and lock at 10:30 pm.
IF YOUR CLASS IS THE LAST ONE OF THE DAY, PLEASE CLOSE THE CLASSROOM DOOR(S) WHEN LEAVING THE ROOM.
- If a classroom is locked, your fob is programmed to unlock it. Just swipe your fob in front of the black box (with red light at top right) located outside each classroom door. Push the door open.
- Panic buttons have been installed inside each classroom near the classroom door. In Rooms 207 and 208 the panic button is near the classroom door closest to the teacher's desk. It is a small white box with a red push button on each side. In order to activate the panic button, both red buttons need to be pressed at the same time. **THIS IS ONLY TO BE USED IN CASE OF A BREACH IN SECURITY. IT WILL LOCK DOWN THE ENTIRE CAMPUS. THE POLICE, REBBETZIN ROSENBAUM, DR. KLEIN AND MRS. GLAZER WILL BE NOTIFIED IMMEDIATELY. THE SYSTEM WILL NEED TO BE MANUALLY RESET.**
- Bolt locks have been installed on each classroom door. These locks can only be locked/unlocked from inside the classroom. This is an added security measure.
- Egress plans (evacuation floor plans) have been placed on the back of each classroom door as well as in the file holders near the doors.

- Please see below a sample of the WITS Evacuation Floor Plan which located in every room on the Second Floor Campus and in the Science Labs.



WITS EMERGENCY EVACUATION SECOND FLOOR CAMPUS

INCIDENT MANAGEMENT TEAM:

Mrs. Glazer, 443-844-7709 ● Rebbetzin Rosenbaum, 443-955-1463
Dr. Klein, 347-262-8000

- Exit floor plans are located in the office, Library, Student Lounge, classrooms, and bathrooms for easy reference. **Familiarize yourself with exit plans and where fire extinguishers are located.**
- Exit via the closest and safest way out. Use secondary route if the primary route is blocked. Go to designated assembly area.
- **EXIT USING THE MAIN STAIRWELL TO BACK PARKING LOT:**
Student Lounge - Room 207 - Room 208 - Computer Lab
- **EXIT USING THE STAIRWELL NEAR MAIN OFFICE TO PARK HEIGHTS AVENUE:** Main office - Library - Room 203 - Room 204 - Room 205 - Both bathrooms
- Assist guest, visitors, those needing special assistance.
- Do not stop for personal belongings.
- If you are the last one leaving a room, close the door. (For bomb threats-leave the door open.)
- Do not use the elevator.

IN CASE OF FIRE OR SMOKE:

- Proceed to a fire pull station (located next to building exits - main floor of building). Pull the alarm.
- Fire extinguishers are located outside the Main Office, Student Lounge and at end of hallway near entrance stairwell.
- **Notify main office or call one of the Management Team.**
- **NOTE:** Before opening doors, feel the door first to see if it is hot. If the door is not hot, open it slowly and proceed. If the smoke is too heavy, do NOT enter the hallway. Attempt to locate an alternate exit point.
- Exit the campus and report to designated assembly area.

WITS EMERGENCY EVACUATION SCIENCE LABS

INCIDENT MANAGEMENT TEAM:

Mrs. Glazer, 443-844-7709 ● Rebbetzin Rosenbaum, 443-955-1463
Dr. Klein, 347-262-8000 ● Dr. Salhanick, 203-988-0430

- **Familiarize yourself where the emergency exits are located.**
- Exit via the closest and safest way out. Use secondary route if the primary route is blocked.
- Go to designated assembly area.

● Lab 1 - Dry Lab

Use stairwell to evacuate to driveway and then down to Park Heights Avenue.

● Lab 2 - Wet Lab

Evacuate through emergency exit to Park Heights Avenue.

- Assist guest, visitors, those needing special assistance.
- Do not stop for personal belongings.
- If you are the last one leaving a room, close the door. (For bomb threats-leave the door open.)

IN CASE OF FIRE OR SMOKE:

- Proceed to a fire pull station (located next to building exits). Pull the alarm.
- Fire extinguishers are located in each Lab, Prep Room, and hallway.
- **Notify main office or call one of the Management Team.**
- **NOTE:** Before opening doors, feel the door first to see if it is hot. If the door is not hot, open it slowly and proceed. If the smoke is too heavy, do NOT enter the hallway. Attempt to locate an alternate exit point.
- Exit the campus and report to designated assembly area.

COURSE DESCRIPTIONS

Prerequisite and Corequisite Requirements: *Prerequisite and corequisite courses are courses that need to be successfully completed before (prerequisite) or taken concurrently with (corequisite) the course of interest. A grade of “C” or higher is required for the course to fulfill the pre/corequisite requirement. Prerequisites and corequisites for some courses may be waived with permission of the Academic Dean and faculty.*

Note: WITS does not offer any ESL or non-credit remedial courses.

BIBLICAL LITERATURE (BIB)

BIB 102 Textual Studies in Bible (3 credits)

Focuses on building Jewish studies text analysis skills. Utilizes the chavrusa method of study, where students work in pairs and use guided study sheets to decode texts and generate questions. Explores the text thematically, using relevant commentaries in search of answers to textual and philosophical difficulties. Discusses an analysis of the text’s relevance to contemporary Jewish life. May be offered as two courses of 1.5 credit hour each (BIB 102A and BIB 102B).

Prerequisite(s): None

BIB 130 Survey of Biblical Themes I (2 credits)

BIB 131 Survey of Biblical Themes I (1.5 credits)

Introduces students to various themes found in the Bible. Explores various approaches offered by classical and modern commentaries, as well as books of Jewish thought. Provides students with a comprehensive understanding of the richness and depth of the Chumash. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

BIB 135 Topics in Bible I (3 credits)

BIB 136 Topics in Bible I (1.5 credits)

Provides an in-depth study of a section of the Bible with classical and modern commentaries. Discusses both peshat and derash approaches to the text, fostering a deeper appreciation for the wisdom of Torah. Includes rigorous study, critical analysis, and discussions to uncover the multifaceted layers of meaning present in the selected section of the Chumash. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

BIB 140 Topics in Prophets I (2 credits)

BIB 141 Topics in Prophets I (1.5 credits)

Explores the study of the Prophets with the varied approaches of Metzudat Dovid, Radak, Rashi, Malbim and other commentators. Discusses the historical and philosophical themes in the text, and their relevance to modern times. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

BIB 145 Topics in Ketuvim I (2 credits)

BIB 146 Topics in Ketuvim I (1.5 credits)

Explores the study of the Ketuvim with classical and modern commentaries. Discusses the theological and philosophical themes in the text, offering insights into various human experiences, emotions, and spirituality. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

BIB 148 Topics in Tanach I (2 credits)

BIB 150 Topics in Tanach I (1.5 credits)

Focuses on specific books within Tanach. Discusses the major themes of that text and its place within the greater structure of Tanach. Provides a comprehensive understanding of the various themes, historical contexts, and theological insights present within the biblical text. Studies the content and context of the book of Tanach and its relevance to contemporary life.

Prerequisite(s): None

BIB 230 Survey of Biblical Themes II (2 credits)

BIB 231 Survey of Biblical Themes II (1.5 credits)

Further explores philosophic and theological motifs that appear in the Biblical text. Uses the approaches of commentators to compare and contrast places in the Bible where the same themes appear, providing a broader understanding of the Chumash and its wisdom. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): BIB 130 or BIB 131

BIB 235 Topics in Bible II (3 credits)

BIB 236 Topics in Bible II (1.5 credits)

Provides a comprehensive study of a section of the Bible with classical and modern commentaries. Compares and contrasts the approaches of various commentators to peshat, derash and textual analysis. Examines complex themes, linguistic nuances, and theological dimensions to gain a deeper understanding of the enduring significance of these texts. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): BIB 135 or BIB 136

BIB 240 Topics in Prophets II (2 credits)

BIB 241 Topics in Prophets II (1.5 credits)

Further explores the study of the Prophets with classical and modern commentaries. Explores difficult topics in the text and provides approaches to addressing them. Provides an understanding of the Navis' historical context, theological insights, and the perennial relevance of their messages. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): BIB 140 or BIB 141

BIB 245 Topics in Ketuvim II (2 credits)

BIB 246 Topics in Ketuvim II (1.5 credits)

Further explores the study of the Ketuvim with classical and modern commentaries. Includes critical thinking, textual analysis, and thoughtful reflection on the timeless wisdom and insights present within the Ketuvim. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): BIB 145 or BIB 146

BIB 248 Topics in Tanach II (2 credits)

BIB 250 Topics in Tanach II (1.5 credits)

Focuses on specific books within Tanach. Further explores and analyzes the major themes of that text. Provides students with valuable tools to engage with Tanach thoughtfully and gain a deeper appreciation of its significance throughout Jewish history and into the present. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): BIB 148 or BIB 150

BIB 325 Living Tehillim in Challenging Times (3 credits)

Discusses the various songs of Tehillim and explores the psychological, theological, and historical elements that are found in each individual psalm/song. Explores how to connect to the diversity of raw emotions portrayed in the text and discover the therapeutic function and tools in the psalm. Discusses the psychological and theological elements of each song and how to integrate them into one's personal and professional life. Delves into the mystical Hebrew alphabet to see the significance of King David's alphabetizing the verses of his longest psalm, #119.

Credit given for PSY 225 or BIB 325

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

BIB 360 Megillas Shir HaShirim (3 credits)

Explores the literal meaning and the metaphorical interpretations of the Megillah. Focuses largely on the commentary of the Alshich, who views the Megillah as essential to appreciating the relationship between Hashem and the Jewish people. May be offered as two courses of 1.5 credit hour each (BIB 360A and BIB 360B).

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

BIB 373 Megillas Eicha (Lamentations): Illuminating the Darkness (3 credits)

Explores Megillas Eicha in terms of linguistic and poetic structure as well as the historical context. Analyzes the purpose and practical implication of the Megillah through the lens of classical mefarshim (commentary) and contemporary baalei musar (Jewish philosophy). Discusses suffering and punishment from a Jewish theological viewpoint. Highlights the primacy of the city of Jerusalem in Jewish religious observance. Presents the messages of nechama (comfort) and teshuva (religious rehabilitation) and their applications to today.

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

BIB 375 Megillas Esther (3 credits)

Explores Megillas Esther through the lens of Gemaros, Midrashim, classical meforshim, and contemporary Baalei Mussar. Emphasizes analysis of Megilas Esther as the “Handbook of Galus” for Klal Yisroel. Connects the Halachos of Purim to the text of the Megilla. May be offered as two courses of 1.5 credit hour each (BIB 375A and BIB 375B).

Prerequisite(s): None

BIB 395 Women in the Bible I (3 credits)

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

Prerequisite(s): None

BIB 400 Women in the Bible II (3 credits)

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.

Prerequisite(s): None

BIB 410 Unsung Heroines (3 credits)

Focuses on lesser known women in Tanach. Uses text analysis to explore all the תנ"ך in סוגיות (topics in the Bible) in which these women are found. Analyzes the lives of the women through classical and contemporary מפרשים to gain a deeper understanding of the פנימיות (essence) of these women. Evaluates how their נסיונות (trials) and achievements impacted their own lives and the future of כלל ישראל (the Jewish people). May be offered as two courses of 1.5 credit hour each (BIB 410A and BIB 410B).

Formerly BIB 410 (Unique Women in Tanach)

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

BIB 412 Biblical Women: Women of the Household of Dovid HaMelech (3 credits)

Focuses on the prominent women in the house of Dovid HaMelech. Examines their contributions to the development of Malchus Bais Doviid, from its inception through the future Geulah (redemption). Uses text analysis to explore all the Sugiyos (sections) in Tanach (topics in the Bible) in which these women are found. Analyzes the lives of the women through classical and contemporary Meforshim (commentaries) to gain a deeper understanding of the Penimiyos (essence) of these women. Evaluates how their Nisyonos (trials) and achievements impacted their own lives, the life of Dovid HaMelech, and the future of Klal Yisroel (the Jewish people). May be offered as two courses of 1.5 credit hour each (BIB 412A and BIB 412B).

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

BIB 415 Roots of the Mitzvos (3 credits)

Uncovers the depth and meaning behind various mitzvos through the lens of Chazal, Rishonim and Achronim. Studies the roots of the mitzvos to enhance our relationship with and performance of the mitzvos. Uses text analysis uncover rich themes, develop textual skills, and consider new ways of viewing familiar and unfamiliar mitzvos. Requires students to be active participants by asking questions, offering suggestions and utilizing the text to support their understanding. Course

will be taught through class discussion, small group work and interactive activities. May be offered as two courses of 1.5 credit hour each (BIB 415A and BIB 415B).

Prerequisite(s): None

BIB 420 Exile to Redemption: History of the Jews at the End of the First Temple Era (3 credits)

Examines chapters in Sefer Yechezkel pre-Churban and post-Churban. Investigates numerous sources in Tanach, Torah Sh'baal Peh, Rishonim, and Achronim to illuminate the historical and social context of each nevuah. Emphasizes relevance to contemporary life.

May be offered as two courses of 1.5 credit hour each (BIB 420A and BIB 420B).

Credit given for BIB 420 or HIS 420

Prerequisite(s): None

BUSINESS (ACC, BUS, ECO, FIN, LAW, MAR, MGT)

ACC 101 Principles of Accounting I (3 credits)

Introduces basic accounting principles and preparation of financial statements. Focuses on understanding financial journals, ledgers, receivables, payables, inventory valuation, deferrals, accruals, plant assets, and debit/credit system. Explores internal controls, accounting ethics, and methods for evaluating financial information.

Prerequisite(s): None

ACC 102 Principles of Accounting II (3 credits)

Extends the application of basic accounting principles to partnership and corporate entities with an emphasis on the structure of corporate financial statements. Provides an overview of managerial accounting and the use of financial information in making decisions. Focuses on cost behavior, budgeting, performance evaluation, and the preparation and analysis of statements of cash flow and other advanced financial documents. Explores uses of technology and various software in the accounting process.

Prerequisite(s): ACC 101 (Principles of Accounting I)

BUS 342 Entrepreneurship (3 credits)

Explores the entrepreneurial process, including opportunity recognition, market research, business model development, and financing strategies. Introduces the principles of starting and managing a new venture, from idea generation to business planning and execution. Covered topics including entrepreneurial mindset and innovation, risk assessment, marketing strategies for startups, and the legal aspects of starting a business. Examines the role of entrepreneurship in economic development and social impact, fostering a broader understanding of how new ventures can drive change in society.

Prerequisite(s): None

BUS 406 Independent Study in Business (3 credits)

Provides an opportunity to develop advanced knowledge in the field of business and examine an area of interest related to business and/or business management. May involve the completion of independent research or an in-depth project related to the field of business. Enrollment requires

development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the Business minor; minimum cumulative grade point average of 3.0 in the minor

BUS 499 Internship in Business (1-3 credits)

Provides an opportunity for exploration of the field of business in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of a business professional. Requires a special application.

Prerequisite(s) or Corequisite(s): 6 credits in related field

Prerequisite(s) or Corequisite(s): 6 credits in related field

ECO 112 Microeconomics (3 credits)

Overviews output and price theories of utility and demand, including production analysis and marginal product, and marginal costs, and pricing input factors, such as land, resources, wages, salaries, and the labor market. Also focuses on 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.

Prerequisite(s): None

ECO 232 Health Care in the United States (3 credits)

Provides a comprehensive overview of the American healthcare system including both the financial funding mechanisms and social impacts. Discusses the role of federal and state policy (with special attention to Maryland's HSCRC) along with a review of the broad payor landscape, value-based care, population health and managed care. Studies the impacts of the Affordable Care Act, biological pharmaceuticals and the emergence of private equity investment.

Credit given for ECO 232 or HES 232

Prerequisite(s): None

FIN 111 Personal Finance (1 credit)

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

Prerequisite(s): None

FIN 331 Fundamentals of Financial Management (3 credits)

Provides an understanding of the financial accounting in an abbreviated format. Provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business, as well as an introduction to the debt and equity instruments used in financing business.

Prerequisite(s): None

LAW 201 Business Law (3 credits)

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

Prerequisite(s): None

MAR 301 Introduction to Marketing (3 credits)

Surveys the general concepts of marketing. Provides the basic knowledge to understand consumer behavior, target markets, web-based marketing, and the “4 P’s” of marketing. Introduces decision-making tools for integrating product, price, distribution, and communication decisions and processes into an organization competing in a global environment. Reinforces the applications of marketing terms to contemporary issues.

Prerequisite(s): None

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

Provides a comprehensive analysis of individual and group behavior in organizations. Offers an understanding of how organizations can be managed more effectively while enhancing the quality of employees’ work-life. Covers topics including motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, culture, decision making, communication and organizational change and development. Explores international organizational cultures and global perspectives of management.

Credit given for MGT 301 or PSY 301

Prerequisite(s): None

COMMUNICATION SCIENCES AND DISORDERS (CSD)

CSD 222 Introduction to Communication Disorders (3 credits)

Introduces human communication disorders with a focus on the neuroanatomic, acoustic, biological, psychological, developmental, and linguistic principles underlying human communication disorders. Provides an overview of the field of speech-language pathology and audiology with an emphasis on the scientific aspects of clinical assessment and rehabilitation of clients.

Prerequisite(s): None

CSD 255 Clinical Observation in Pediatric SLP Therapies (1-3 credits)

Offers an opportunity for students to explore the field of speech-language pathology by observing speech-language therapists working with children. Allows students to integrate theory and practice and engage in a team-based work environment. Involves students assisting the therapist with maintaining the therapy room and preparing materials for therapy while gaining exposure to the intended field of interest. Course allows for variable credit hours dependent upon clinical assignment and observation schedule. Requires a special application.

Prerequisite(s) or Corequisite(s): Students must be enrolled in coursework in Communication Sciences and Disorders.

CSD 300 Clinical Methods and Observation in Speech-Language Pathology and Audiology (3 credits)

Develops students’ professional clinical skills while exploring the fields of communication sciences and disorders. Requires students to observe speech-language pathologists and audiologists providing clinical services to patients. Provides familiarity with various methods of

clinical assessment and treatment, with an in-depth understanding of selection, treatment and maintenance of target behaviors. Build professional technical writing skills including health care writing topics and use of American Psychological Association Style. Explores professional journal articles and evidence-based practice. Discusses ASHA code of ethics and professional issues.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communications Disorders)

CSD 301 Speech and Hearing Science (3 credits)

Discusses acoustics, psychoacoustics, and instrumentation used in hearing and speech science and elements of speech production and perception. Includes anatomy and physiology relevant to understanding the speech and hearing mechanisms.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communication Disorders)

CSD 303 Audiology (3 credits)

Explores clinical audiology, along with the pathologies, etiologies, evaluation, and remediation of hearing impairment and loss. Discusses assessment and diagnosis of disorders, as well as current assistive and rehabilitative technology.

Prerequisite(s): CSD 301 (Speech and Hearing Science)

CSD 310 Clinical Practicum in Speech-Language Pathology (1 or 2 credits)

Offers students an opportunity to engage in a speech-language pathology field practicum, immersing themselves in the field of speech-language pathology. Students will gain practical experience by working with providers in the field. Through a 15-week clinic placement students gain hands-on experience in a professional work environment. By earning 2 credit hours in CSD 310, students complete a minimum of 75 clinical practicum hours.

Pre/Corequisite(s): CSD 222 (Introduction to Communication Disorders)

CSD 315 Normal Speech and Language Development (3 credits)

Examines theories of language development. Discusses language milestones, cognitive and sociological bases for development of language, and bilingualism. Covers language development from birth through adulthood and school-age literacy development.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communication Disorders)

CSD 320 Language Disorders (3 credits)

Explores various language disorders in children from the pre-linguistic level through grade 12. Examines assessment strategies and procedures used to identify language disorders. Covers evidence-based intervention techniques, service delivery models, and interprofessional practice commonly used with pediatric language-disordered populations.

Prerequisite(s): CSD 315 (Normal Speech and Language Development)

CSD 333 Anatomical and Physiological Bases of Speech (3 credits)

Introduces the anatomical and physiological bases of communication. Focuses on the respiratory, phonatory, articulatory, resonatory, and nervous systems, and the contributions of each system to spoken communication. Discusses anatomical structures involved in linguistic communication within the context of all the body systems involved in speech production.

Prerequisite(s): CSD 301 (Speech and Hearing Science)

CSD 399 Aural Rehabilitation (3 credits)

Studies the management of adults and children who are deaf/hard of hearing with emphasis on psychosocial issues, counseling, amplification and assistive technology options, intervention and communication strategies.

Prerequisite(s): CSD 303 (Audiology)

CSD 400 Phonetics (3 credits)

Examines how to perceive, describe, categorize, and transcribe the speech sounds in American English. Prepares students to transcribe consonants and vowels, connected speech, and the spoken language of individuals with speech sound disorders. Explores variations in production including dialect and other differences.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communication Disorders)

CSD 402 Speech Sound Disorders (3 credits)

Covers disorders of speech sound production. Discusses biological, cognitive, linguistic, and ethnocultural systems influencing speech production, as well as contributing/causal factors, theories of acquisition, assessment, and treatment issues.

Formerly Disorders of Articulation and Phonology

Prerequisite(s): CSD 400 (Phonetics)

CSD 406 Independent Study in Communication Sciences and Disorders (3 credits)

Provides an opportunity to develop advanced knowledge in the field of communication sciences and disorders and examine an area of interest related to communication sciences and disorders and/or professional and client services in the field of communication sciences and disorders. May involve the completion of independent research or an in-depth project related to the field of communication sciences and disorders. Enrollment requires development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the Communication Sciences and Disorders minor; minimum cumulative grade point average of 3.0 in the minor

CSD 430 Neurological Bases of Communication (3 credits)

Covers basic neurological aspects of the anatomy and physiology of speech, language, swallowing, and hearing development. Explores neuroanatomy, cellular physiology, and critical organization of the nervous system.

Prerequisite(s): CSD 333 (Anatomical and Physiological Bases of Speech)

CSD 432 Introduction to Assessment in Communication Disorders (3 credits)

Introduces key assessment principles and concepts in the field of communication disorders as it applies across the age and disorder spectrum. Specific assessment tools and tests are discussed and practiced.

Prerequisite(s): CSD 303 (Audiology), CSD 320 (Language Disorders), CSD 402 (Speech Sound Disorders)

COMPUTER AND INFORMATION SCIENCE (CIS)

CIS 101 Computer Concepts and Applications (3 credits)

Surveys the basic components of a computer system, terminology used in the computer world today, and the role of technology in the professional and academic world. Introduces basic computer skills using Microsoft Office software with focus on the use of Word, Excel, Power Point, and Access. Explores computer security, the Internet, information literacy, and cloud technologies.

Prerequisite(s): None

CIS 201 Seminar in Applied Computer Science Skills (1 credit)

Bridges the gap between theoretical knowledge gained in calculus, linear algebra, and computer science theory courses, and its practical application in the field. Focuses on hands-on preparation for job interviews, including both interview techniques and coding challenges commonly administered during job application processes. Reviews challenging topics and skills encountered in computer science courses and provides guidance on transferring these skills to real-world workplaces.

Prerequisite(s): None

CIS 204 Programming in Python (3 credits)

Covers programming and problem-solving using Python. Emphasizes principles of software development, creating algorithms, and testing. Focuses on procedures and functions, iteration, lists, dictionaries, strings, and function calls.

Prerequisite(s): None

CIS 210 Data, Computer Systems and Networks (3 credits)

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

Prerequisite(s): None

CIS 213 Computer Programming I (3 credits)

Introduces programming concepts using the Java SE programming language. Focuses on strategies for approaching programming problems and designing elegant, object-oriented software solutions.

Prerequisite(s): None

CIS 241 Data Structures (3 credits)

Explores the important data structures, both within programs and external to programs. Introduces the students to both the logical data structures as well as alternative physical implementations of those structures. Explores structures including linked lists, stacks, queues,

trees, graphs, and relational databases, and structures for storing databases on external media. Discusses the analysis of algorithms that utilize data structures.
Prerequisite(s): CIS 213 (Computer Programming I)

CIS 274 Introduction to Program Development (3 credits)

CIS 311 Database Management Systems (3 credits)

Focuses on relational database architecture and concepts associated with the design and construction of databases. Examines business requirements and the resulting design of effective relational database solution. Introduces common workplace SQL tasks, such as creating databases, tables, forms, reports, and queries. Covers the logical organization of a database, database design, relational model, relational languages (SQL), database architecture, data normalization, data modeling, database integrity, entity-relationship theory, and the client/server environment.

Prerequisite(s): None

CIS 315 Computer Programming II (3 credits)

Focuses on object-oriented programming concepts using the Java Standard Edition and Java Enterprise Edition programming language and demonstrates how to approach problems and design elegant, object-oriented software solutions. Introduces programming for the World Wide Web using HTML/CSS and Java Enterprise Edition technologies.

Prerequisite(s): CIS 213 (Computer Programming I)

CIS 330 Computer Systems Architecture (3 credits)

Provides a fundamental understanding of computer architecture that is key for programming, compilers, operating systems, and higher-level languages. Introduces the basic principles and hardware structures of a modern programmable computer. Covers the major architectural components of the computer, computer arithmetic, basic logical circuit design, interrupts, and the role of the operating system. Utilizes assembly language programming for the Intel 80x86 processors to provide a concrete example of how theory works in practice.

Prerequisite(s) or Corequisite(s): One programming language course

CIS 351 Programming Languages (3 credits)

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

Prerequisite(s) or Corequisite(s): CIS 315 (Computer Programming II)

CIS 355 Computer Systems, Networks, and Information Technology (3 credits)

Provides a general overview of information technologies that enable the student to fully engage as a knowledge worker that uses and interacts with computer systems, networks, and information technologies that are used in today's business environment. Topics include digital information systems, hardware and software, operating systems, the Internet, data communications, systems development life cycle, and information security. Aims to help students achieve a level of

technological fluency essential for information professionals across a variety of specific career interests.

Prerequisite(s): None

CIS 365 Web Programming (3 credits)

Offers an in-depth exploration of web architecture, standards, protocols, tools, and technologies. Focuses on git and gitHub, HTML/HTML5, CSS, and Javascript. Covers advanced topics such as AJAX XML, JSON, front side and server-side programming using React and Node.js, and database technologies. Also introduces advanced web programming architecture, web security protocols, and cloud computing. Prerequisite(s): CIS 315 (Computer Programming II) or faculty permission

CIS 406 Independent Study in Computer Science (3 credits)

Provides an opportunity to develop advanced knowledge in the field of computer science and examine an area of interest related to computer science. May involve the completion of independent research or an in-depth project related to the field of computer science. Enrollment requires development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the Computer Science major or minor; minimum cumulative grade point average of 3.0 in the major or minor

CIS 425 Cloud Computing (3 credits)

Offers an in-depth introduction to the fundamental concepts, principles, and technologies in the field of cloud computing and software development as well as practical experience developing applications for public cloud infrastructures. Covers the topics of cloud infrastructures, virtualization, networks, storage, and security. Students will study current solutions for cloud computing such as those offered by Google, Amazon, Microsoft Azure, and others and the costs associated with these platforms.

Prerequisite(s): CIS 315 (Computer Programming II)

CIS 490 Senior Seminar in Computer Science (3 credits)

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

Prerequisite(s): Senior standing as a computer science major or faculty permission; ENG 101 (English Composition I)

CIS 499 Internship in Computer Science (1-3 credits)

Provides an opportunity for exploration of the computer science field in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of a computer science professional. Requires a special application.

Prerequisite(s) or Corequisite(s): 6 credits in related field

EDUCATION (EDU)/ JEWISH EDUCATION (JED)

EDU 101 Foundations of Teaching and Learning (3 credits)

Introduces the teaching profession and the important elements of effective teaching. Explores historical foundations and contemporary trends in education, educational philosophy. Covers concepts such as curricular methods and patterns, and educational theories such as multiple intelligences (Armstrong), brain-based learning (Caine and Caine), and dimensions of learning (Marzano). Presents required components of effective lesson planning, including the development of effective learning objectives and selection of instructional strategies. Discusses contemporary challenges in education and expectations with regards to professionalism and the role of the teacher. Requires participation and observation of an actual classroom.

Prerequisite(s): None

EDU 265 Integrating Technology in the Classroom (3 credits)

Introduces the theories and techniques of educational technology. Discusses use of technology to improve learning, motivation, engagement, assessment, self-assessment, and classroom management in traditional classrooms, hybrid classrooms, and distance learning environments.

Prerequisite(s) or Corequisite(s): EDU 101 (Foundations of Teaching and Learning)

EDU 270 Education: Theory and Practice (3 credits)

Surveys the basic theories of learning and teaching and the application of theory to educational environments. Examines the adaptation of the concepts of behavioral, cognitive, and constructivist learning theories to teaching and managing an effective learning environment. Emphasizes the principles of motivation, classroom management, and assessment of student performance.

Prerequisite(s): None

EDU 320 Instructional Design (3 credits)

Emphasizes the use of formative, summative, and non-traditional assessments in the classroom. Introduces the principles of curriculum design that align learning objectives, instructional strategies, and assessment strategies. Focuses on the use of authentic assessment to evaluate student mastery. Topics also include assuring inclusion of special needs students in curriculum planning and using effective communication techniques with parents, support systems, and the learning community.

Prerequisite(s): EDU 101 (Foundations of Teaching and Learning)

EDU 320 Teaching Reading and Writing (3 credits)

Prerequisite(s): EDU 101 (Foundations of Teaching and Learning)

EDU 345 Topics in Jewish Education (3 credits)

Discusses how to teach students to understand and analyze Biblical and Rabbinic literature and concepts. Explores how educators can use text study to teach values, critical thinking, and moral and personal development. Introduces experiential tools that can be used by educators with their students to apply course content to their personal lives. Presents important elements of effective

teaching of Biblical, Rabbinic and Judaic content. Discusses contemporary challenges in Jewish education and expectations with regards to professionalism and the role of the teacher.

May be offered as two courses of 1.5 credit hour each (EDU 345A and EDU 345B). May be taken multiple times for credits as topics covered varies by course offering.

Prerequisite(s): None

EDU 355 Teaching Women in Literature (3 credits)

Provides a literary, historical and sociological context for the study and teaching of Women's Literature. Requires students critically reading, thinking, discuss, and write about literary works. Surveys literature by women from the nineteenth century through the present. Examines a number of writers, issues, genres, styles, and themes. Presents literature in an historical context as a way of better understanding it within the socio-political climate in which it was written. Discusses how to teach literature and diversity topics effectively in the classroom.

Credit given for EDU 355 or ENG 355

Prerequisite(s): None

EDU 360 Classroom Techniques and Management (3 credits)

Introduces strategies for developing and maintaining effective classroom management. Focuses on the essential components of classroom management, including classroom structure, limit-setting, responsibility training, and back-up systems. Intended for students interested in teaching.

Prerequisite(s): None

EDU 390 Field Experience in Education (3 credits)

Provides a classroom-based experience in the educational process for six to eight hours per week. Students work with children in the classroom in a variety of ways including classroom observations, small group teaching, co-teaching and co-planning, and independent teaching. Techniques and problems of classroom instruction and classroom management are experienced in a realistic setting. Requires a 15-week school placement where students apply knowledge and skills in a K-12 learning environment.

Pre/Corequisite(s): EDU 101 (Foundations of Teaching and Learning) and EDU 360 (Classroom Techniques and Management)

EDU 406 Independent Study in Education (3 credits)

Provides an opportunity to develop advanced knowledge in the field of education and examine an area of interest related to education and/or delivery of educational programs. May involve the completion of independent research or an in-depth project related to the field of education.

Enrollment requires development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the Education major or minor; minimum cumulative grade point average of 3.0 in the major or minor

EDU 415 Differentiated Instruction (3 credits)

Introduces the principles of differentiated instruction, including reading across the curriculum, implementation of individualized education plans (IEPs) in the general education classroom, and teaching through different modalities. Focuses on effective co-teaching, universal design for

learning, formative and summative assessment, and response to intervention/multi-tiered systems of support. Credit given for PSY 381 or EDU 415

Prerequisite(s): PSY 383 (Survey of Exceptional Children)

EDU 450 Practicum in Jewish Education I (3 credits)

Provides a supervised professional experience that exposes students to all dimensions of teaching and learning. Requires a 150-hour professional placement where students apply knowledge and skills in an educational environment with a focus of their choosing. Affords direct experience in creating educational and performing administrative tasks under the guidance of a mentor advisor. Requires students develop and implement an action plan for improvement in their professional work. Develops a community of peers through group meetings and discussions. Provides opportunities to learn from outside experts to learn about leadership and areas of professional growth.

Prerequisite(s): None

EDU 451 Practicum in Jewish Education II (3 credits)

Provides a supervised professional experience where students assume increase levels of responsibility within their professional placement. Requires a 150-hour professional placement where students can act independently to apply knowledge and skills in an educational environment with a focus of their choosing. Continues to develop a community of peers through group meetings, discussions, and peer review. Continues to provide opportunities to learn from outside experts to learn about leadership and areas of professional growth.

Prerequisite(s): EDU 450 (Practicum in Jewish Education I)

EDU 490 Student Teaching (3 credits)

Provides a clinical experience that exposes students to all dimensions of teaching and learning. Requires a 15-week school placement where students apply knowledge and skills in a K-12 learning environment. Affords direct experience in delivering instruction and managing a classroom under the guidance of a mentor teacher.

Prerequisite(s): EDU 101 (Foundations of Teaching and Learning) or EDU 270 (Education: Theory and Practice) or equivalent. Must be pursuing major or minor in education.

EDU 498 Internship in Education (1-3 credits)

Provides opportunity for exploration of the field of education in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of an education professional. Requires a special application.

Prerequisite(s) or Corequisite(s): 6 credits in related field

EDU 499 Internship in Special Education (1-3 credits)

Provides opportunity for exploration of the field of special education in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of a special education professional. Requires a special application.

Prerequisite(s) or Corequisite(s): 6 credits in related field

JED 330 Teaching Tanach for Impact and Independence (3 credits)

Provides educators with best practices for teaching Chumash and Nach in a high school setting. Explores essential steps in effective teaching, including research, lesson planning, instructional strategies, and assessment techniques. Introduces students to various theories and approaches relevant to teaching Tanach, with a focus on differentiated instruction to meet the diverse needs of students. Addresses common challenges faced by educators and discusses how teachers can help student integrate Jewish values into their lives through the study of Tanach. May be offered as two courses of 1.5 credit hour each (JED 330A and JED 330B).

Prerequisite(s): None

ENGLISH AND COMMUNICATION (ENG, COM)

COM 101 Fundamentals of Communication (3 credits)

Introduces the principles of effective communication and public speaking. Focuses on processes for constructing an argument, effectively transmitting information, and speaking with confidence. Develops all aspects of delivery, both in formal speeches and interpersonal communication.

Prerequisite(s): None

ENG 101 English Composition I (3 credits)

Introduces different forms of academic writing, as well as interpretation of source material. Focuses on developing effective writing skills, evaluating and explaining ideas, conducting library research, developing research papers, and using proper citation.

Prerequisite(s): None

ENG 102 English Composition II (3 credits)

Develops advanced writing skills necessary for continued success in college and the professional field. Focuses on the research process, argumentation, and critical inquiry. Emphasizes structures, language, documentation, and formats appropriate for specific audiences and purposes.

Prerequisite(s): ENG 101 (English Composition I)

ENG 355 Teaching Women in Literature (3 credits)

Provides a literary, historical and sociological context for the study and teaching of Women's Literature. Requires students critically reading, thinking, discuss, and write about literary works. Surveys literature by women from the nineteenth century through the present. Examines a number of writers, issues, genres, styles, and themes. Presents literature in an historical context as a way of better understanding it within the socio-political climate in which it was written. Discusses how to teach literature and diversity topics effectively in the classroom.

Credit given for ENG 355 or EDU 355

Prerequisite(s): None

ENG 360 Interdisciplinary Research and Writing (3 credits)

Utilizes the study of food and culture to explore interdisciplinary study. Combines anthropology, archaeology, sociology, psychology, history, and literature to shed light on personal lives and choices in diverse cultures and societies.

Prerequisite(s): ENG 101 (English Composition I)

ENG 450 Seminar in Interdisciplinary Research and Studies (3 credits)

Supports engagement in a student-centered, research-based paper or project that serves as a synthesis of the student's interdisciplinary studies. Provides opportunity for student to select an area of interest or problem, and research it utilizing the disciplines and approached they have studied throughout their academic program. Culminate with a major research paper, creative project or applied project and an oral presentation.

Prerequisite(s): ENG 360 (Interdisciplinary Research and Writing)

ETHICS (ETH)

ETH 315 Torah Growth and Development (3 credits)

Examines one's religious self-growth in three different spheres: the relationship with one's self, with others, and with Hashem. Uses traditional and modern sources to uncover the ethical messages found in Rabbinical literature with an emphasis on how they can be applied to daily living.

Prerequisite(s): None

ETH 325 Tomer Devora: Pathways to Ethical Living (3 credits)

Explores the development of compassion as exemplified by G-d's compassionate acts towards the Jewish People. Delves into the Tomer Devora by Rabbi Moshe Cordovero, which examines G-d's thirteen attributes of rachamim. Explores ways of emulating G-d's attributes to improve one's character, live ethically, and enhance interpersonal relationships. May be offered as two courses of 1.5 credit hour each (ETH 325A and ETH 325B).

Prerequisite(s): None

ETH 337 Business Ethics and Jewish Law (3 credits)

Studies Jewish law as it relates to the world of commerce and business and its application to modern situations. Focuses on classical halachic literature, including Talmud and related commentaries. Explores the ethical principles that govern conduct in the world of commerce. Emphasis is placed on common ethical questions and the practical application of Jewish moral principles to the business world. May be offered as two courses of 1.5 credit hour each (ETH 337A and ETH 337B).

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

Credit given for ETH 337 or JLW 337

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menahel

ETH 358 Relationship Building and Family Dynamics (3 credits)

Explores, through the framework of the parent-child relationship, the critical skills required for all interpersonal relationships. Includes hands-on, practical application of skills, both at home

and in the classroom. Investigates and discusses Torah sources on the topic of parenting, both Biblical and contemporary. Includes an analysis of the relevant research based on the topic of parenting. Emphasizes the fine art of respectful communication as well as the delicate skill of listening. May be offered as two courses of 1.5 credit hour each (ETH 358A and ETH 358B).
Prerequisite(s): None

ETH 390 Ethical Interpersonal Communication (3 credits)

Studies the Jewish laws of interpersonal communication. Emphasizes the laws of speech, drawing from the Chofetz Chaim, Gemara, Medrashim, Rambam, Rabeinu Yona, and other Rishonim and Acharonim.

Formerly JST 390 (Ethical Interpersonal Communication)

Credit given for ETH 390 or JLW 390

Prerequisite(s): None

ETH 466 Medical Ethics and Jewish Law (3 credits)

Discusses the structure and development of Jewish ethics and halacha (law) connected to the fields of health and medicine. Explores the development of medical ethics and the evolution of halacha related to medicine. Covers the Jewish approach to health and healing and major ethical issues and debates that arise in the field of medicine. May be offered as two courses of 1.5 credit hour each (ETH 466A and ETH 466B).

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

Credit given for ETH 466 or JLW 466

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

GRAPHIC DESIGN (ART)

ART 101 Fundamentals of Design I (3 credits)

Introduces the theory and practice of drawing techniques, as well methodologies, principles, and skills, for developing basic visual awareness appropriate for design disciplines. Emphasizes the application of placement, scale, space, volume, and light using various tools in the black/white media.

Prerequisite(s): None

ART 110 Two-Dimensional Design (3 credits)

Introduces the basic elements of two-dimensional design. Focuses on understanding the fundamental principles, theories, and concepts of two-dimensional image-making. Connects major art movements in history with the role of the contemporary graphic designer.

Prerequisite(s): None

ART 112 Fundamentals of Painting (3 credits)

Covers basic issues in oil painting. Concepts include tone and color, shape, temperature, flatness and the illusion of depth, paint application, and the superiority of minimal means in achieving maximum results. Introduces a variety of painting problems including working in a limited palette, value range, and quantity of marks. Focuses on making studies from master copies,

painting from the still life and potentially the landscape, and acquiring drawing skills like sighting and measurement for the purpose of accurate representation.

Prerequisite(s): None

ART 115 Foundations of Adobe Creative Suite (3 credits)

Introduces the core software suite of Adobe Creative Suite: Photoshop, Illustrator, and InDesign. Provides an in-depth exploration of how to use these essential design tools. Explores how the software applications can be used in tandem to achieve different design objectives. By the end of the course students will have gained hands-on experience using Adobe Creative Suite graphic design program through the creation of various graphic design projects.

Prerequisite(s): None

ART 115B Foundations of Adobe Creative Suite Modules (0 credits)

Provides additional skills for students who completed ART 115 and wish to enter the graphic design track.

Prerequisite(s) or Corequisite(s): ART 115 (Foundations of Adobe Creative Suite)

ART 120 Introduction to Adobe Creative Suite (3 credits)

Introduces the core software suite of Adobe Creative Suite: Photoshop, Illustrator, and InDesign. Provides an in-depth exploration of how to use these essential design tools. Explores how the software applications can be used in tandem to achieve different design objectives. By the end of the course students will have gained hands-on experience using Adobe Creative Suite graphic design program through the creation of various graphic design projects.

Prerequisite(s): None

ART 150 Foundations of Design 1 (3 credits)

Instructs students in design principles and typography, encompassing Gestalt theories, color systems, and pattern making, provides a solid foundation in design and typography. Explores design methodology, processes, and language, along with critical elements like the critique process, project workflow, and professional practices. Delves into art history to develop knowledge of essential art concepts, vocabulary, color theory, and composition. By the end of the course, students will be empowered to create visually appealing and well-crafted designs, utilizing their understanding of design principles to produce compelling visual content.

Prerequisite(s) or Corequisite(s): ART 120 (Introduction to Adobe Creative Suite) or ART 115B (Foundations of Adobe Creative Suite Modules)

ART 205 Fundamentals of Web Design (3 credits)

Introduces students to the fundamental skills and best practices in web design. Explores the use of popular open source web-based content management systems. Focuses on learning the use of tools for creating professional, quality full-featured websites.

Prerequisite(s): None

ART 220 Computer Graphic Design I (3 credits)

Introduces the fundamental principles of visual communication design, graphic design, page layout, and typography. Applies graphic design principles and techniques through hands-on

projects to create visually compelling designs. Emphasizes the design creation process as well as the use of visual vocabulary and design theory to create effective designs. Focuses on developing proficiency in advanced technical aspects of Adobe Illustrator and Photoshop. By the end of the course, students will have developed a solid foundation in graphic design principles and techniques as well as the development of portfolio pieces.

Prerequisite(s) or Corequisite(s): ART 120 (Introduction to Adobe Creative Suite) or ART 115B (Foundations of Adobe Creative Suite Modules)

ART 230 Digital Multimedia I (3 credits)

Focuses on advanced techniques in utilizing Adobe InDesign for creating compelling layout designs. Analyzes the impact of various layout elements on communication and applies design principles to achieve visual harmony. Includes practical exercises to create engaging magazine layouts, digital content and grid-based projects resulting in portfolio projects. By the end of this course, through evaluation and critique, students will develop critical design sensibilities.

Prerequisite(s) or Corequisite(s): ART 120 (Introduction to Adobe Creative Suite) or ART 115B (Foundations of Adobe Creative Suite Modules) and ART 220 (Computer Graphic Design I)

ART 298 Digital Illustration (3 credits)

Introduces strategies, concepts, and illustration techniques used by digital designers and illustrators. Examines graphics design as both isolated elements and cohesive projects for print and web using Adobe Illustrator software. Presents techniques for line art, logos, vector graphics, and quick page layout, as well as time efficient tricks and methods intended to keep work clean and professional.

Prerequisite(s): None

ART 320 Computer Graphic Design II (3 credits)

Discusses how to effectively convey powerful typographic messages using digital images while examining prevailing design trends. Explores the intricacies of typography, print production, and font exploration within the domain of graphic design. Applies design principles to create personal logos, business cards, letterheads, and creatively reimagine book covers, with a focus on thoughtful font selection. Develops a deeper understanding of the interplay between typography, print, and font usage.

Prerequisite(s): ART 220 (Computer Graphic Design I)

ART 330 Digital Multimedia II (3 credits)

Provides an in-depth study of advanced tools and creative processes in graphic design and the creation of digital multimedia. Focuses on the WordPress platform and discusses hosting, configuration, themes, functional enhancements through plugins, and the fundamentals of webpage design and layout. Introduces Figma and wire-framing. Utilizes AI to enhance design outcomes. Explores the integration of AI technology, with the aid of the powerful tool Mid-journey for visualizing design iterations that function across varied media platforms. Explores advanced tools and creative processes in graphic design.

Prerequisite(s): ART 220 (Computer Graphic Design I) and ART 230 (Digital Multimedia I)

ART 394 Digital Image Manipulation (3 credits)

Explores the creation, manipulation, and critical interpretation of graphic and photographic artwork. Focuses on understanding the basics of Adobe Photoshop and professional techniques used for photo retouching, digital painting, and creation of complex composite images.

Prerequisite(s): None

ART 396 Publication Design (3 credits)

Examines different methodologies and approaches to publication design. Focuses on formal structure and the organization of information based on content research and analysis of the audience. Explores basic principles of effective typography, use of grids, integration of graphics/photos, and other approaches to design thinking. Uses graphic design software, such as InDesign, Adobe Photoshop, and Illustrator, in publication design.

Prerequisite(s): None

ART 406 Independent Study in Graphic Design (3 credits)

Provides an opportunity to develop advanced knowledge in the field of graphic design and examine an area of interest related to graphic design and/or graphic design services. May involve the completion of independent research or an in-depth project related to the graphic design field. Enrollment requires development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the minor; minimum cumulative grade point average of 3.0 in the minor

ART 410 Design and Layout (3 credits)

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

Prerequisite(s): ART 298 (Digital Illustration) and ART 394 (Digital Image Manipulation)

Corequisite(s): ART 396 (Publication Design) or faculty permission

ART 412 Advanced Graphic Design (3 credits)

Develops techniques for enhanced visual presentations using design, layout, and typography with an emphasis on typographic contrast, organization, and composition. Explores the relationship between text and image, as well as the design and impact of typography.

Prerequisite(s): ART 298 (Digital Illustration) and ART 394 (Digital Image Manipulation)

Corequisite(s): ART 396 (Publication Design) or faculty permission

ART 425 Advanced Design Studio I (3 credits)

Provides a thorough merging of professional design skills with Industry-standard design challenges, emphasizing conceptual thinking, mechanical techniques, and expanding the student's visual vocabulary. Discusses design ethics and professionalism, including client relationships, presentation skills, and project management. Teaches design practices with an emphasis on marketing for the Orthodox Jewish community. Emphasizes the role of communication and branding within marketing.

Credit given for ART 425 or JST 425

Prerequisite(s): ART 220 (Computer Graphic Design I) and ART 230 (Digital Multimedia I)

Prerequisite(s) or Corequisite(s): ART 320 (Computer Graphic Design II) and ART 330 (Digital Multimedia II)

ART 440 Advanced Design Studio II (3 credits)

Pairs students with clients from a Jewish non-profit organization to create a corporate brand identity. Emphasizes collaboration in the design process. Requires students to work as part of a design team to complete the project. Introduces business principles as related to design including client relationships, project management, and effective communication with clients.

Credit given for ART 440 or JST 440

Prerequisite(s): ART 425 (Advanced Design Studio I) or JST 425 (Marketing and Design for Jewish Organizations)

ART 466 Senior Portfolio (1 credit)

Facilitates building a professional portfolio website that showcases the best of the student's work. Involves perfecting and rebuilding past projects to meet the expectations of a portfolio.

Emphasizes knowledge of portfolio website development. Requires students to complete additional advanced design projects for their portfolio. Prepares students to enter the field of graphic design. Prerequisite(s): ART 425 (Advanced Design Studio I)

ART 499 Internship in Art & Design (1-3 credits)

Provides opportunity for exploration of the art and design field in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of an art or design professional.

Requires a special application.

Prerequisite(s) or Corequisite(s): 6 credits in related field

HEALTH SCIENCES (HES)

HES 201 Clinical Observation in Pediatric Therapies (1-3 credits)

Offers an opportunity for students to explore health therapy fields by observing physical and/or occupational therapists working with children. Allows students to integrate theory and practice and engage in a team-based work environment. Involves student assisting the therapist with maintaining the therapy room and preparing materials for therapy while gaining exposure to intended field of interest. Course allows for variable credit hours dependent upon clinical assignment and observation schedule. Requires a special application.

Prerequisite(s) or Corequisite(s): Must be enrolled in coursework in the pre-health sciences track

HES 232 Health Care in the United States (3 credits)

Provides a comprehensive overview of the American healthcare system including both the financial funding mechanisms and social impacts. Discusses the role of federal and state policy (with special attention to Maryland's HSCRC) along with a review of the broad payor landscape, value-based care, population health and managed care. Studies the impacts of the Affordable Care Act, biological pharmaceuticals and the emergence of private equity investment.

Credit given for HES 232 or ECO 232

Prerequisite(s): None

HES 499 Internship in Health Sciences (1-3 credits)

Provides opportunity for exploration of allied health fields in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of an allied health professional. Requires a special application.
Prerequisite(s) or Corequisite(s): 6 credits in related field

HISTORY (HIS, JHI, POL)

HIS 303 Society and Politics in American History (3 credits)

Discusses key historical events in American History structured around a chronological and thematic framework while pursuing in-depth familiarity with US History at a post-high school level. Explores concepts and phenomena that are currently applicable as they emerge at different junctures throughout the chronology covered by the course. Examines the impacts of exploration, expansion, urbanization, industrialization, expansion of the franchise, and developing concepts of American society.

Credit given for HIS 303 or POL 303

Prerequisite(s): None

HIS 310 Matriarchs and Memoirs (3 credits)

Centers around the landmark memoirs of Glikl bas Judah Leib (also known as Glückel of Hameln) written between 1691 and 1719. Utilizes this literary work, written by a family matriarch for her progeny, rich in historical details and reminiscence, to guide through the challenges, changes, and developments of Early Modern Jewish life in Germany (and beyond). Explores its ethical teachings, directed openly to the reader or more subtly conveyed through story and parable and its dialogues with the Divine, and puts it into conversation with texts from the broader corpus of Jewish philosophy that grapple with similar issues. Contextualizes Glikl's memoirs within contemporaneous works written for Jewish women and by Jewish women related to morals, Halacha, and women's prayer and supplication.

Credit given for HIS 310 or JLT 310

Prerequisite(s): None

HIS 315 Jews and Christians in Renaissance Europe (3 credits)

Explores the lives of Jews and Christians in Renaissance Europe with a focus on arenas of interaction and inclusion, as well as early modern modes of exclusion, isolation, and religious persecution. Studies religious life, economic and cultural change and development, women and family life, and Renaissance education. Introduces sources and methods of historical research, while fostering critical reading, analysis, and writing skills.

Prerequisite(s): None

HIS 319 Politics and History of the Modern World (3 credits)

Discusses the historical events from the end World War Two until the War on Terror, structured around regional frameworks. Pursues in-depth understandings of global history through regional examination. Explores concepts and phenomena that are globally applicable as they emerge at different junctures throughout the chronology covered by the course. Examines the impacts of post-colonial thought, the Cold War, globalization, superpower intervention, and democratization across the world, particularly highlighting the role of the Global South.

Credit given for HIS 319 or POL 319

Prerequisite(s): None

HIS 322 Preserving the Past (3 credits)

Examines history, theory and best practices in historical repositories, particularly archives and museums. Draws upon museum studies, archival science and history to examine material culture, documents, media and how they are preserved and presented to the public.

Prerequisite(s): None

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

Surveys Jewish history from Gaonic through early modern times and connections to the rise of Zionism and growth of Jewish communities in Israel. Discusses the origins of the modern Zionist movement within the context of ideological movements in 18th-20th century Europe. Covers the Old Yishuv, early Aliyah movements, and differing rabbinic responses to early Zionism. Focuses on the shift from life under the British mandate to the establishment of the State of Israel.

Introduces key personalities in Jewish life in Palestine and Israel, forms of Jewish resistance, and early Arab resistance. Explores recent Israeli history and the Arab-Israeli conflict until the present. May be offered as two courses of 1.5 credit hour each (HIS 337A and HIS 337B).

Prerequisite(s): None

HIS 340 Women in Jewish History and Culture (3 credits)

Investigates the lives of Jewish women from early modern times until today and examines the influence of gender upon experiences. Focuses on the four major themes of women's daily lives, women's participation in the economy and public sphere, women's religious lives, and women's family lives. Introduces sources and methods of historical research, while fostering critical reading, thinking, and writing skills.

Prerequisite(s): None

HIS 350 Food and Culture (3 credits)

Examines linkages and relationships between food and culture. Combines anthropology, archaeology, sociology, psychology, history, and literature to shed light on personal lives and choices in diverse cultures and societies.

Prerequisite(s): None

HIS 420 Exile to Redemption: History of the Jews at the End of the First Temple Era (3 credits)

Examines chapters in Sefer Yechezkel pre-Churban and post-Churban. Investigates numerous sources in Tanach, Torah Sh'baal Peh, Rishonim and Achronim to illuminate the historical and social context of each nevuah. Emphasizes relevance to contemporary life. May be offered as separate courses of 1.5 credit hour each (HIS 420A and HIS 420B)

Credit given for HIS 420 or BIB 420

Prerequisite(s): None

JHI 125 Topics in Jewish History I (2 credits)

JHI 126 Topics in Jewish History I (1.5 credits)

Delves into the key events, personalities, and themes that have shaped Jewish communities,

beliefs, and cultural contributions from ancient times to the modern era. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

JHI 225 Topics in Jewish History II (2 credits)

JHI 226 Topics in Jewish History II (1.5 credits)

Continues to explore themes, events, and movements that have significantly shaped the course of Jewish history. Delves deeper into the complexities and lesser-known aspects of the Jewish experience from ancient times to the present. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): JHI 156 or JHI 126

POL 301 Leadership and the Presidency (3 credits)

Combines history, political science, and psychology to enable students to examine the exceptional people who performed one of the most challenging roles on the world stage: the American Presidency. Studies the role of the executive and introduces important themes in civics and American history while delving into case studies that probe the nature of leadership across generations.

Prerequisite(s): None

POL 303 Society and Politics in American History (3 credits)

Discusses key historical events in American History structured around a chronological and thematic framework while pursuing in-depth familiarity with US History at a post-high school level. Explores concepts and phenomena that are currently applicable as they emerge at different junctures throughout the chronology covered by the course. Examines the impacts of exploration, expansion, urbanization, industrialization, expansion of the franchise, and developing concepts of American society.

Credit given for POL 303 or HIS 303

Prerequisite(s): None

POL 319 Politics and History of the Modern World (3 credits)

Discusses the historical events from the end World War Two until the War on Terror. structured around regional frameworks. Pursues in-depth understandings of global history through regional examination. Explores concepts and phenomena that are globally applicable as they emerge at different junctures throughout the chronology covered by the course. Examines the impacts of post-colonial thought, the Cold War, globalization, superpower intervention, and democratization across the world, particularly highlighting the role of the Global South.

Credit given for POL 319 or HIS 319

Prerequisite(s): None

JEWISH LAW (JLW)

JLW 115 Topics in Jewish Law I (2 credits)

JLW 116 Topics in Jewish Law I (1.5 credits)

Introduces the study of Jewish law (halacha), focusing on fundamental observances and their application to modern times. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

JLW 118 Topics in Jewish Law: Shabbos I (1.5 credits)

Discusses the positive and negative commandments of Shabbos observance. Focuses on Biblical and Rabbinic definitions of work, and the observances performed to honor Shabbos. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

JLW 215 Topics in Jewish Law II (2 credits)

JLW 216 Topics in Jewish Law II (1.5 credits)

Provides an in-depth study of selected topics in Jewish law. Studies the theoretical foundations of the area of halacha and their practical application in contemporary Jewish life. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): JLW 115 or JLW 116

JLW 218 Topics in Jewish Law: Shabbos II (1.5 credits)

Discusses the positive and negative commandments of Shabbos observance. Focuses on the laws of the 39 melachos and their application to modern times. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): JLW 118

JLW 331 Jewish Law: Dietary Law (3 credits)

Examines the laws of kashrus (dietary laws) using classical and contemporary sources. Explores how technology has impacted kashrus observance. Discusses practical laws relevant to the kosher kitchen. May be offered as two courses of 1.5 credit hour each (JLW 331A and JLW 331B).

Formerly RAB 331 Jewish Law: Dietary Law

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JLW 332 Jewish Law: Blessings (3 credits)

Examines the concepts and different types of brachos (blessings). Covers the laws of brachos and their correct usage based on classical and contemporary sources. Investigates daily brachos, such as those said over food, as well as brachos related to mitzvos and special occasions. May be offered as two courses of 1.5 credit hour each (JLW 332A and JLW 332B).

Formerly RAB 332 (Jewish Law: Blessings)

Prerequisite(s): None

JLW 337 Business Ethics and Jewish Law (3 credits)

Studies Jewish law as it relates to the world of commerce and business and its application to modern situations. Focuses on classical halachic literature, including Talmud and related commentaries. Explores the ethical principles that govern conduct in the world of commerce. Emphasis is placed on common ethical questions and the practical application of Jewish moral

principles to the business world. May be offered as two courses of 1.5 credit hour each (JLW 337A and JLW 337B).

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

Credit given for JLW 337 or ETH 337

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JLW 390 Ethical Interpersonal Communication (3 credits)

Studies the Jewish laws of interpersonal communication. Emphasizes the laws of speech, drawing from the Chofetz Chaim, Gemara, Medrashim, Rambam, Rabeinu Yona, and other Rishonim and Acharonim.

Formerly JST 390 (Ethical Interpersonal Communication)

Credit given for JLW 390 or ETH 390

Prerequisite(s): None

JLW 415 Women in the World (3 credits)

Discusses the areas of Jewish law commonly encountered in the professional world. Examines laws relevant to a Jewish woman in the workplace. Explores the Jewish outlook towards interfacing with the secular world in various circumstances. May be offered as two courses of 1.5 credit hour each (JLW 415A and JLW 415B).

Credit given for JLW 415 or JST 415

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JLW 466 Medical Ethics and Jewish Law (3 credits)

Discusses the structure and development of Jewish ethics and halacha (law) connected to the fields of health and medicine. Explores the development of medical ethics and the evolution of halacha related to medicine. Covers the Jewish approach to health and healing and major ethical issues and debates that arise in the field of medicine. May be offered as two courses of 1.5 credit hour each (JLW 466A and JLW 466B).

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

Credit given for JLW 466 or ETH 466

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JEWISH LITERATURE (JLT)

JLT 310 Matriarchs and Memoirs (3 credits)

Centers around the landmark memoirs of Glikl bas Judah Leib (also known as Glückel of Hameln) written between 1691 and 1719. Utilizes this literary work, written by a family matriarch for her progeny, rich in historical details and reminiscence, to guide through the challenges, changes, and developments of Early Modern Jewish life in Germany (and beyond). Explores its ethical teachings, directed openly to the reader or more subtly conveyed through story and parable and its dialogues with the Divine, and puts it into conversation with texts from the broader corpus of Jewish philosophy that grapple with similar issues. Contextualizes Glikl's

memoirs within contemporaneous works written for Jewish women and by Jewish women related to morals, Halacha, and women's prayer and supplication.

Credit given for JLT 310 or HIS 310

Prerequisite(s): None

JLT 329 Challenging Concepts in Tanach and Midrash (3 credits)

Focuses on creative exploration of Biblical and rabbinic texts and how to develop an overarching thematic "panorama" of narratives which is both compelling and inspiring. Discusses the difference between authoritative *derash* versus speculative homiletics, and how to trace scriptural and midrashic patterns to corroborate the truth of an idea. Explores ways to interact with text that are both academically rigorous and emotionally inspiring, stimulating the heart along with the mind.

Prerequisite(s): None

JLT 385 Nature's Song: Studies in Perek Shira (3 credits)

Studies the first chapter of Perek Shira. Explores the majesty of nature as expressed in the text of the poem. Examines the timeless messages for personal success and growth encrypted in the poem. May be offered as two courses of 1.5 credit hour each (JLT 385A and JLT 385B).

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JLT 480 Jewish Holidays in Biblical and Talmudic Literature (3 credits)

Examines sources in Chumash which discuss Jewish holidays with the aim of developing a deeper understanding of the meaning of the holidays. Analyzes the text of the Chumash and differences in the language used in various locations to discuss holidays. Utilizes traditional and modern commentaries to widen understanding of the messages of the Chumash for observance of the holidays, and how these messages can be used to enhance holiday experiences. May be offered as two courses of 1.5 credit hour each (JLT 480A and JLT 480B).

Formerly BIB 480 (Jewish Holidays in Biblical and Talmudic Literature)

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JEWISH PHILOSOPHY (JPH)

JPH 110 Introduction to Jewish Philosophy I (2 credits)

JPH 111 Introduction to Jewish Philosophy I (1.5 credits)

Introduces the great works of Jewish philosophy. Provides an overview of major philosophical themes, debates, and key figures that have shaped Jewish philosophical traditions from antiquity to the modern era. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

JPH 113 Topics in Jewish Philosophy I (1.5 credits)

Delves into essential concepts in Jewish Philosophy. Topics can include repentance, prayer, mitzvos, and interpersonal development, drawing from the works of both medieval and modern Jewish philosophers. Provides students with enriching perspectives on Jewish philosophy and its

application to modern times. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

JPH 210 Introduction to Jewish Philosophy II (2 credits)

JPH 211 Introduction to Jewish Philosophy II (1.5 credits)

Continues the study of great works of Jewish philosophy. Explores those texts within their historical context and their application to modern times. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): JPH 110 or JPH 111

JPH 213 Topics in Jewish Philosophy II (1.5 credits)

Delves deeper into themes in Jewish Philosophy such as repentance, prayer, mitzvos, and interpersonal development. Engages in analyses of texts and discussions on Jewish philosophical concepts. Draws from the works of both medieval and modern Jewish philosophers and applies their teachings to contemporary life. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): JPH 113

JPH 350 Letters Through the Ages (3 credits)

Examines letters of gedolim from the early Rishonim to the late Achronim with the aim of gaining insight into the lives and teachings of great Jewish leaders. Explores angles and insights not usually exposed through their classic writings. Analyzes philosophical and hashkafic ideas as they relate to the individual and Klal Yisrael's destiny as a whole, with an emphasis on relevance to daily living. Analyzes the different writing styles of rabbinic and poetic Hebrew. May be offered as two courses of 1.5 credit hour each (JPH 350A and JPH 350B).

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JPH 378 Writings of the Maharal (3 credits)

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 produces an awe-inspiring appreciation of the depth of their teachings

Formerly JST 378 (Writings of the Maharal of Prague)

Prerequisite(s): None

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

Discusses the concepts of Rambam's (Maimonides) Thirteen Principles of Faith from his own writings and as expounded by Rishonim and Acharonim with sources drawn from Gemara and Midrashim. Emphasizes application of the thirteen principles to everyday life. Focuses on the first five of the Thirteen Principles of Faith.

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

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

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

Discusses the concepts of Rambam's (Maimonides) Thirteen Principles of Faith from his own writings and as expounded by Rishonim and Acharonim with sources drawn from Gemara and Midrashim. Emphasizes application of the thirteen principles to everyday life. Focuses on principles six through thirteen of the Thirteen Principles of Faith.

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

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JPH 412 The Life and Works of Ramchal (3 credits)

Examines the life of Rabbi Moshe Chaim Luzatto, the Ramchal, and the time period in which he lived. Explores the works of machshava he wrote in his life within their historical context.

Studies "Derech Hashem," which is his great and influential work of Jewish philosophy, theology, and spirituality. May be offered as two courses of 1.5 credit hour each (JPH 412A and JPH 412B).

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JEWISH STUDIES (JST)

JST 160 Topics in Jewish Thought I (2 credits)

JST 161 Topics in Jewish Thought I (1.5 credits)

Explores diverse themes within the realm of Jewish intellectual traditions. Delves into various philosophical, theological, ethical, and spiritual aspects of Jewish thought, ranging from ancient to modern times. Engages with key texts, influential thinkers, and contemporary discussions to gain a comprehensive understanding of machshava and its application to contemporary times.

Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): None

JST 260 Topics in Jewish Thought II (2 credits)

JST 261 Topics in Jewish Thought II (1.5 credits)

Further explores major themes, topics, and texts of Jewish thought (machshava). Delves deeper into complex philosophical, theological, and ethical ideas and teachings. Engages with a variety of advanced topics and grapples with fundamental questions of Jewish thought. Topics may vary. This course may be repeated for credit, with varied topics.

Prerequisite(s): JST 160 or JST 161

JST 300 Halichos Bas Yisroel (1 credit)

Delves into the meaning of different middos and how to refine them. Emphasis is placed on personal development of various middos. Includes an examination of the husband-wife relationship, and how middos refinement contributes to success in marriage.

Prerequisite(s): None

JST 365 Living Tefila (3 credits)

Examines specific tefillos with the goal of better understanding the literal, as well as deeper explanation of the passages. Analyzes the composer, time period and situation in which a specific tefila was composed. Explores a more profound meaning of each tefila, and to make davening more relatable, meaningful and impactful. May be offered as two courses of 1.5 credit hour each (JST 365A and JST 365B).

Prerequisite(s): None

JST 401 Contemporary Issues in Jewish Law and Thought (3 credits)

Discusses significant contemporary issues in Jewish law and thought such as agunah and Jewish divorce, abortion and birth control, organ donation, Shmittah, and the laws of Shabbos. Develops an understanding of how to approach modern issues through the lens of classic Jewish law and thought. Provides students with opportunity to research and develop materials for lay people regarding hot button topics in Jewish Law and thought with modern significance. May be offered as two courses of 1.5 credit hour each (JST 401A and JST 401B).

Prerequisite(s): None

JST 406 Independent Study in Jewish Studies (3 credits)

Provides an opportunity to develop advanced knowledge in Jewish studies and examine an area of interest related to Jewish studies. May involve the completion of independent research or an in-depth project related to Jewish studies. Enrollment requires development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the Jewish studies major or minor; minimum cumulative grade point average of 3.0 in the major or minor

JST 411 Topics in Chassidic Thought (3 credits)

Explores the content, substance, and spirit of Chassidic thought and life. Examines the history of the Chassidic movement within the context of modern Jewish history. Studies the lives of Chassidic masters. Engages in in-depth textual study of the seminal writing of Chassidic masters and application of those ideas to contemporary life. May be offered as two courses of 1.5 credit hour each (JST 411A and JST 411B).

Prerequisite(s): None

JST 415 Women in the World (3 credits)

Discusses the areas of Jewish law commonly encountered in the professional world. Examines laws relevant to a Jewish woman in the workplace. Explores the Jewish outlook towards interfacing with the secular world in various circumstances. May be offered as two courses of 1.5 credit hour each (JST 415A and JST 415B).

Credit given for JST 415 or JLW 415

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menahelas

JST 420 Avodas HaLev: Fundamentals of Prayer (Honors) (3 credits)

Explores the nature, power, and art of Jewish prayer and the challenges to effective prayer. Traces the historical development of formal prayer, including its structure. Examines texts of

prayer to understand the concepts of prayer and how to make prayer meaningful. May be offered as two courses of 1.5 credit hour each (JST 420A and JST 420B).

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JST 425 Marketing and Design for Jewish Organizations (3 credits)

Provides a thorough merging of professional design skills with Industry-standard design challenges, emphasizing conceptual thinking, mechanical techniques, and expanding the student's visual vocabulary. Discusses design ethics and professionalism, including client relationships, presentation skills, and project management. Teaches design practices with an emphasis on marketing for the Orthodox Jewish community. Emphasizes the role of communication and branding within marketing.

Credit given for JST 425 or ART 425

Prerequisite(s): ART 220 (Computer Graphic Design I) and ART 230 (Digital Multimedia I)

Prerequisite(s) or Corequisite(s): ART 320 (Computer Graphic Design II) and ART 330 (Digital Multimedia II)

JST 440 Advanced Marketing and Design for Jewish Organizations (3 credits)

Expands upon the advanced design concepts of ART 425 (JST 425) and utilizes the opportunity to work with real-world clientele in the Jewish community to create corporate brand identity designs including all of the required graphics. Explores types of content used in design for the Orthodox community to ensure cultural relevance. Uses instructor direction and peer review to refine usage of the design principles covered in the previous classes, creating culturally appropriate, professional level designs.

Credit given for JST 440 or ART 440

Prerequisite(s): ART 425 (Advanced Design Studio I)

JST 462 Controversies from Within and Without (3 credits)

Explores how controversies in Halacha (Jewish Law) have played out through the ages. Investigates controversies both in their purely legalistic sense and in how the particular circumstances of that time and place played a role in the manifestation of the specific controversy. Provides an exploration of the intersection of Jewish Law and Jewish History. Draws parallels in episodes from yesteryear and contemporary issues. Allows the students to achieve a greater understanding of many of the different issues in their own lifetime. May be offered as two courses of 1.5 credit hour each (JST 462A and JST 462B).

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

JST 478 The Role and Impact of the Jewish Woman (3 credits)

Explores the history of feminism. Analyzes the Feminist Movement's interface with traditional Judaism. Investigates the social position of women in the Bible and throughout history. Examines modesty, love, differences between the sexes, marriage, family purity, motherhood and career, sexuality, divorce and widowhood, mitzvah observance, and women and Jewish law. May be offered as two courses of 1.5 credit hour each (JST 478A and JST 478B).

Formerly JST 478 (Feminism and Jewish Perspectives of Women)

Prerequisite(s): None

JST 493 Jewish Studies Thesis (3 credits)

Expands Jewish studies knowledge and skills through a guided independent research project. Requires selection of an area of interest within the field of Jewish studies, or a combination of the chosen field with Jewish studies. Involves research leading to a major research paper, creative project, or applied project.

Prerequisite(s): ENG 101 (English Composition 1)

JST 495 Judaic Studies Capstone (3 credits)

Provides engagement in a student-centered, content-related learning experience that serves as a summary and synthesis of the courses in a student's undergraduate degree program. Requires students selecting an area of interest within the field of Jewish studies and their area of professional study and engaging in research leading to a major research paper, creative project or applied project that reflects the comprehensive knowledge and skills gained in their undergraduate studies. Culminates with a capstone project and presentation.

Prerequisite(s): ENG 101 (English Composition 1) and senior standing in the Jewish Culture and Professional Studies, Judaic Studies, or Jewish Education majors.

MATHEMATICS (MAT, STA)

MAT 121 College Algebra (3 credits)

Covers and expands upon topics and skills that were introduced in high school algebra. Includes solving equations and inequalities, systems of equations and inequalities, linear relations and functions, and polynomial and radical equations.

Prerequisite(s): None

MAT 231 Calculus I (3 credits)

Introduces the study of calculus and reviews of the nature of functions. Includes limits and continuity involving algebraic and trigonometric functions. Covers differentiation of algebraic functions and trigonometric functions and applications of the derivative using techniques of differentiation. Further covers topics of integration, including integration of algebraic functions numerical integration and applications of the integral.

Prerequisite(s): MAT 121 (College Algebra) or equivalent (or high school pre-calculus)

MAT 232 Calculus II (3 credits)

Continues the study of calculus. Covers the application of indefinite and definite integration, integration of logarithms, exponential and trigonometric functions, and mathematical models. Focuses on how to integrate functions through a number of common techniques and how to use integration to solve applied problems.

Prerequisite(s): MAT 231 (Calculus I)

MAT 240 Discrete Structures and Algorithms (3 credits)

Provides a comprehensive introduction to discrete mathematics and number theory, focusing on topics and techniques that are particularly relevant to computer science and algorithm design. Provides the necessary mathematical tools and reasoning skills for solving complex problems in

algorithm design, cryptography, and data structures. Topics include sets, relations, proof methods, logic, mathematical induction and functions, Boolean algebra, graphs and trees, and matrix algebra.

Prerequisite(s) or Corequisite(s): MAT 231 (Calculus I)

MAT 320 Linear Algebra (3 credits)

Provides a basic framework and language for the study of calculus, differential equations, and modern algebra. Discusses how the concepts of linear algebra can be applied to fields such as computer science, engineering, and physical sciences. Encompasses the application of determinants, matrices, and vector equations.

Prerequisite(s) or Corequisite(s): MAT 231 (Calculus I) or equivalent

STA 201 Introduction to Statistics (3 credits)

Develops an understanding of statistical methodology and use of critical judgment in analyzing data sets. Includes descriptive statistics, measures of central tendency, introduction to probability, both normal and binomial distributions, hypothesis testing, confidence intervals, linear regression, and correlation. Emphasizes developing the practical skills of interpreting and reporting descriptive and inferential univariate and bivariate statistical information.

Prerequisite(s): None

STA 301 Data Analytics (3 credits)

Provides a comprehensive foundation in data analytics concepts and techniques tailored for the business environment. Explores key topics including data collection, data visualization, statistical analysis, and predictive modeling. Utilizes popular analytics tools and software to enable students to analyze and interpret data in order to identify trends, forecast outcomes, and support strategic decision-making in various business contexts.

Prerequisite(s): STA 201 (Introduction to Statistics)

MUSIC (MUS)

MUS 201 Dimensions of Music (3 credits)

Provides an introduction to the world of classical and traditional music. Explores music from various regions and cultures of the world. Examines the political, cultural, and social background of music history, and explores questions of musical meaning and philosophy. Focuses on developing an active approach to music listening and gaining understanding of the language, theory, and significance of music.

Prerequisite(s): None

PHYSICAL EDUCATION (PED)

PED 220 Mindfulness and Spirituality (1 credit)

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.

Prerequisite(s): None

PSYCHOLOGY (PSY)

PSY 101 Introduction to Psychology (3 credits)

Provides a comprehensive introduction to the science of psychology. Addresses historical perspectives, research methods, biological bases to behavior, sensation and perception, learning, memory, motivation, emotion, language, lifespan development, intelligence, stress and health, personality, and social behavior. Also examines abnormal behavior and treatment options.

Discusses applications of psychology in a culturally diverse world.

Prerequisite(s): None

PSY 225 Psychological Perspectives on Psalms (3 credits)

Discusses the various songs of Tehillim and explores the psychological, theological, and historical elements that are found in each individual psalm/song. Explores how to connect to the diversity of raw emotions portrayed in the text and discover the therapeutic function and tools in the psalm. Discusses the psychological and theological elements of each song and how to integrate them into one's personal and professional life. Delves into the mystical Hebrew alphabet to see the significance of King David's alphabetizing the verses of his longest psalm, #119.

Credit given for PSY 225 or BIB 325

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menacheles

PSY 230 Psychological Foundations of Education (3 credits)

Studies the psychological foundations of learning, memory and creativity, as related to educational processes. Emphasizes characterization of educational approaches in the context of important physical, cognitive, and motivational variables. Surveys relevant scientific research and relates research findings to practical applications within and beyond the classroom.

Addresses complex topics such as standardized tests, bilingual populations, and the influences of home and community attitudes towards learning and education.

Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)

PSY 280 Human Growth and Development (3 credits)

Provides students with a broad knowledge and understanding of the field of developmental psychology. Emphasizes 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. Examines typical growth and development patterns, as well as factors that lead to disruption and change in those patterns. Students will develop insight into the factors that make people the way they are and how to support healthy human growth and development.

Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)

PSY 290 Multicultural Psychology (3 credits)

Explores international and domestic diversity from a psychological perspective. Applies psychological theories and methods to develop an understanding of how diversity in many aspects of life, including gender, age, mental and physical ability, race, ethnicity, relationships, socioeconomic status, family structure, and religion impact human perspectives and interactions. Explores the psychological impact of racism, discrimination, stereotypes, prejudice, privilege, and oppression on society, politics, and education. Considers the role of social movements and consciousness-raising in psychologically empowering individuals and minority groups.
Prerequisite(s): None

PSY 301 Principles of Management and Organizational Behavior (3 credits)

Provides a comprehensive analysis of individual and group behavior in organizations. Offers an understanding of how organizations can be managed more effectively while enhancing the quality of employees' work-life. Covers topics including motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, culture, decision making, communication and organizational change and development. Explores international organizational cultures and global perspectives of management.
Credit given for PSY 301 or MGT 301
Prerequisite(s): None

PSY 322 Research Methods in Psychology (3 credits)

Introduces experimental design and inference in the field of psychological research. Teaches the experimental method and its application to recent problems in psychological research. Discusses research-related ethics and the feasibility of different research designs.
Prerequisite(s): PSY 101 (Introduction to Psychology)
Prerequisite(s) or Corequisite(s): STA 201 (Introduction to Statistics)

PSY 331 Introduction to Counseling (3 credits)

Discusses the role, dynamics, and goals of counseling. Examines 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; and counseling resources.
Prerequisite(s): None

PSY 352 Theories of Personality (3 credits)

Explores major personality theories and related research. Covers basic personality traits and their measurements and developmental influences.
Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)

PSY 360 Abnormal Psychology (3 credits)

Presents in-depth analyses of the historical and philosophical foundations of abnormal psychology and psychopathology. Examines the development of classification systems for mental disorders and the implications for diagnosis and treatment. Discusses the integrated roles of biology, psychology, and social context in the assessment and diagnostic process, legal considerations, and the role of ethics and morality.
Prerequisite(s): PSY 101 (Introduction to Psychology)

PSY 370 Social Psychology (3 credits)

Provides an introduction to social psychology, including research, theory, and general principles of how people interact with and influence each other both individually and in groups. Covers the processing of social information, social influence, persuasion and attitude change, social interaction, prejudice, conformity, social psychology in court, and group phenomena. Highlights landmark studies in social psychology and applies social psychology principles to current social problems and topics.

Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)

PSY 378 Psychobiology (3 credits)

Focuses on the relationship between biological and psychological phenomena (i.e., 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.

Credit given for PSY 378 or BIO 301

Prerequisite(s): PSY 101 (Introduction to Psychology)

PSY 381 Differentiated Instruction (3 credits)

Introduces the principles of differentiated instruction, including reading across the curriculum, implementation of individualized education plans (IEPs) in the general education classroom, and teaching through different modalities. Focuses on effective co-teaching, universal design for learning, formative and summative assessment, and response to intervention/multi-tiered systems of support.

Credit given for PSY 381 or EDU 415

Prerequisite(s): PSY 383 (Survey of Exceptional Children)

PSY 383 Survey of Exceptional Children (3 credits)

Introduces the concepts and principles of special education, and the academic, behavioral, and physical disabilities practitioners may encounter in the field. Discusses the construction and implementation of Individualized Education Programs (IEPs). Covers basic diagnostic procedures, interventions, and strategies for the inclusive classroom.

Prerequisite(s): PSY 101 (Introduction to Psychology)

PSY 390 Field Experience in Psychology (3 credits)

Offers students an opportunity to engage in a community-based field practicum, immersing themselves in the field of psychology. Students will gain practical experience by working in programs that provide services in the field of psychology. Students will receive comprehensive training from their assigned agency or organization to equip them for their field placement. Through a 15-week clinic placement (or equivalent summer semester), students will dedicate a minimum of 135 hours to gain hands-on experience in a professional work environment.

Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology)

PSY 397 Group Dynamics (3 credits)

Provides an understanding of group processes, group formation, and the development of social skills in small groups. Covers group development, power structures in groups, leadership, group processes, communication in groups, decision making, conflict, and bias. Investigates the application of theory to contemporary issues in group dynamics.

Credit given for PSY 397 or SOC 397

Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)

PSY 406 Independent Study in Psychology (3 credits)

Provides an opportunity to develop advanced knowledge in the field of psychology and examine an area of interest related to psychology and/or psychology services. May involve the completion of independent research or an in-depth project related to the field of psychology. Enrollment requires development of a written independent study proposal and preapproval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the Psychology major or minor; minimum cumulative grade point average of 3.0 in the major or minor

PSY 490 Senior Thesis in Psychology (3 credits)

Serves as the culmination of the psychology major. Requires the development of a project based on existing research and data sets that models the application of appropriate research methodology. Examines the process of publishing research in the field of psychology. Note: Credit may not be earned for both PSY 490 and PSY 491.

Prerequisite(s): ENG 101 (English Composition I), PSY 322 (Research Methods in Psychology), STA 201 (Introduction to Statistics), and senior standing in Psychology major

PSY 491 Advanced Senior Thesis in Psychology (6 credits)

Serves as the culmination of the psychology major. Requires the development of a project based on original research that models the application of appropriate research methodology. Examines the process of publishing research in the field of psychology. Approval of the project by the Institutional Review Board (IRB) is required. Note: Credit may not be earned for both PSY 491 and PSY 490.

Prerequisite(s): ENG 101 (English Composition I), PSY 322 (Research Methods in Psychology), STA 201 (Introduction to Statistics), and senior standing in Psychology major

PSY 499 Internship in Psychology (1-3 credits)

Provides opportunity for exploration of the field of psychology in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of a licensed practitioner in the field. Requires a special application.

Prerequisite(s) or Corequisite(s): 6 credits in related field

SCIENCE (BIO, CHE, PHY)

BIO 101 Fundamentals of Biology (3 credits)

Explores fundamental biological principles as they apply to humans. Basic tenets of biochemistry, cell biology, genetics, and human physiology are addressed. Recommended for non-science majors.

Prerequisite(s): None

BIO 103 Human Biology (3 credits)

Presents an overview of human anatomy, physiology, and pathology. Focuses on the overarching theme of homeostasis as it relates to human body systems in health and disease. Develops a working knowledge of the human organism designed to facilitate informed decision-making in health and disease. Recommended for non-science majors.

Prerequisite(s): None

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

Studies the major biological principles that encompass all living things. Introduces 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. Note: Credit may not be earned for both BIO 109 and BIO 110.

Prerequisite(s): None

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

Studies the major biological principles that encompass all living things. Introduces 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 covers biology principles, as well as lab techniques and the process of scientific experimentation, experimental design, and analysis.

Note: Credit may not be earned for both BIO 110 and BIO 109.

Prerequisite(s): None

BIO 115 Medical Terminology (3 credits)

Introduces the language and terminology of the medical field. Explores how medical terms are constructed and used within the field. Discusses how to define, interpret, and translate medical terms as they appear in medical documentation and records.

Prerequisite(s): None

BIO 220 Anatomy and Physiology I (4 credits)

Studies the gross anatomy of the human body, including the cellular and physiological structures and major systems. Emphasizes the basic interrelationships of normal human anatomy and physiology systems and regulation of physiological functions involved in maintaining homeostasis. Includes lecture and laboratory components.

Prerequisite(s): BIO 110 (Biology I: Molecular and Cells)

BIO 221 Anatomy and Physiology II (4 credits)

Provides further study on the human body structure and its functions. Covers advanced principles of the cardiovascular, lymphatic, immune, respiratory, digestive, excretory (urinary), endocrine, and reproductive (male and female) systems. Develops advanced understanding of the

interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Includes lecture and laboratory components.

Prerequisite(s): BIO 220 (Anatomy and Physiology I)

BIO 230 Microbiology (4 credits)

Introduces the study of Microbiology. Examines microbes such as bacteria, viruses, protozoa and fungi and their impact on humans and on the environment. The laboratory portion covers lab techniques including proper use of microscopes, staining, aseptic technique, and the process of scientific experimentation, recording data, and analysis.

Prerequisite(s): BIO 110 (Biology I: Molecular and Cells)

BIO 265 Nutrition (3 credits)

Provides an overview of the study of nutrition and food science. Discusses nutrients, other food substances, food sources, food interactions and balanced diets as they relate to healthy living and well-being. Covers the importance of nutrition and its connection to healthy body function.

Prerequisite(s) or Corequisite(s): BIO 220 (Anatomy & Physiology I)

BIO 301 Psychobiology (3 credits)

Focuses on the relationship between biological and psychological phenomena (i.e., 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.

Credit given for BIO 301 or PSY 378

Prerequisite(s): PSY 101 (Introduction to Psychology)

BIO 406 Independent Study in Pre-Health Sciences (3 credits)

Provides an opportunity to develop advanced knowledge of pre-health sciences and examine an area of interest related to pre-health sciences and/or pre-health sciences services. May involve the completion of independent research or an in-depth project related to pre-health sciences.

Enrollment requires development of a written independent study proposal and pre-approval by the Academic Dean. Limited to a maximum of 6 credits over the course of the degree.

Prerequisite(s): Junior standing in the Pre-Health Sciences minor; minimum cumulative grade point average of 3.0 in the minor

BIO 499 Internship in Biological Sciences (1-3 credits)

Provides an opportunity for exploration of the field of biological sciences in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of a science/biology professional. Requires a special application.

Prerequisite(s) or Corequisite(s): 6 credits in related field

CHE 107 Fundamentals of Chemistry (3 credits)

Introduces the fundamental concepts of chemistry. Covers topics including include atomic structure, periodic table, bonding, various states of matter, nomenclature, chemical reactions, chemical equations, and quantitative relationships.

Prerequisite(s): None

CHE 108 Fundamentals of Chemistry Lab (1 credit)

The laboratory portion covers chemistry principles, as well as lab techniques and the process of scientific experimentation, recording data, experimental design, and analysis.

Prerequisite(s) or Corequisite(s): CHE 107 (Fundamentals of Chemistry)

CHE 123 General Chemistry I (4 credits)

Covers the fundamental principles, laws, and theories of chemistry. Topics discussed include the nature of chemistry, matter and thermochemistry, physical and chemical change, heat and temperature, stoichiometry, chemical bonding, nomenclature, atomic and molecular structure, reactions, the periodic table, and gases. The laboratory portion covers chemical concepts, as well as lab techniques and the process of scientific experimentation. Prerequisite(s): None

CHE 155 Biochemistry (3 credits)

Introduces biochemistry, the application of chemistry to the study of biological processes at the cellular and molecular level. Covers atomic structure and aspects of organic chemistry from functional groups to isomers. Emphasizes chemical molecules of biological importance; namely, carbohydrates, proteins, lipids, and nucleic acids. Focuses on metabolic processes that maintain homeostasis, or steady state, in living organisms. Explores genetics and information flow from DNA. Highlights abnormalities in selected biological processes as they relate to human disease. Includes hands-on laboratory activities which reinforce basic biochemical concepts.

Prerequisite(s): CHE 123 (General Chemistry I)

PHY 100 Conceptual Physics (3 credits)

Introduces students to the core concepts of physics and physical science, such as gravity, motion, energy, momentum, and matter. Discusses the scientific method, both in the field and in the everyday world. This course is geared for non-science majors.

Prerequisite(s): None

PHY 101 Fundamentals of Physics (4 credits)

Covers the basic principles of physics. Introduces the concepts of Newtonian mechanics, kinematics, dynamics, energy, momentum, sound and heat applications. Geared to students entering science, health, and technology fields. Includes a lab component that provides a hands-on approach to physical phenomena. Experiments focus on core physics concepts of mechanics: force, motion, conservation laws, and oscillations.

Prerequisite(s): MAT 121 (College Algebra) or equivalent

SOCIOLOGY (SOC)

SOC 101 Introduction to Sociology (3 credits)

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. Covers basic concepts such as culture, socialization, social inequality, social power, deviance, social control, institutions, and global issues.

Prerequisite(s): None

SOC 397 Group Dynamics (3 credits)

Provides an understanding of group processes, group formation, and the development of social skills in small groups. Covers group development, power structures in groups, leadership, group processes, communication in groups, decision making, conflict, and bias. Investigates the application of theory to contemporary issues in group dynamics.

Credit given for SOC 397 or PSY 397

Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)

SOC 460 Sociology of the Family (3 credits)

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

Prerequisite(s) or Corequisite(s): PSY 101 (Introduction to Psychology) or SOC 101 (Introduction to Sociology)

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Office of Academic and Student Affairs
410-358-3144 x13

Office of the Bursar
410-358-3144 x19

Office of Financial Aid
410-358-6560, 410-913-5688

Office of the Registrar
410-358-3144 x15

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