Gratz College Academic Catalog

2026 - 2027



Updated: September 1, 2026

The College reserves the right to make changes to the Academic Catalog at any time.

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General Information

Gratz College has a long history of educational service to the Philadelphia area. Founded in 1895, Gratz is the oldest independent and pluralistic college for Jewish studies in North America. From its inception Gratz holds the distinction of being the first institution of advanced Jewish learning to accept women on par with men.

Addressing evolving needs, Gratz College grew to offer training programs for educators and communal professionals in the Jewish and secular communities. Over the last 20 years, the College has expanded its offerings to include a broad array of credentials and programs, including a PhD and EdD, Master's programs, BA completion programs in partnership with select educational organizations, and graduate certificates. An early adopter of online education, Gratz offers blended and fully online degrees and has enrolled students from 42 states and 15 countries. Gratz is a private non-profit institution with a Carnegie Classification as a Master's – Small Programs level and first received accreditation from the Middle States Commission for Higher Education (MSCHE) in 1967.

Gratz College is accredited by the Middle States Commission on Higher Education. The institution is guided with transparency by its Board of Governors.

Statement of Non-Discrimination

Gratz College strictly prohibits and does not tolerate discrimination in admissions, employment, or against any other covered persons because of race, color, religion, creed, religious creed, national origin or ancestry, ethnicity, sex (including pregnancy, sex assigned at birth, sexual orientation, gender identity, gender expression, gender transition or transgender identity), gender (including gender nonconformity and status as a transgender), age (40 and over), physical or mental disability, non-job related handicap or disability, citizenship, past, current, or prospective service in the National Guard or reserves, genetic information, use of a guide or support animal because of blindness, deafness, or physical handicap, or any other characteristic protected under applicable federal, state, or local law.

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

Academic Calendar 2026-2027

FALL 2026

Monday, July 13	Registration Opens for ALL Fall courses
Wednesday, September 2	First day of Fall Traditional (15 weeks) & Fall A (8 weeks)
Monday, September 7	Labor Day CAMPUS OFFICES CLOSED
Tuesday, September 8	Drop deadline for Fall Semester A
Saturday, September 12	Rosh Hashana
Sunday, September 13	Rosh Hashana II
Tuesday, September 15	Drop deadline for Traditional Semester
Monday, September 21	Yom Kippur CAMPUS OFFICES CLOSED
Friday, September 25	Final withdrawal date for Fall Semester A
Saturday, September 26	Sukkot I
Sunday, September 27	Sukkot II
Saturday, October 3	Shmini Atzeret
Sunday, October 4	Simchat Torah
Tuesday, October 27	Last day of Fall Semester A
Wednesday, October 28	First day of Fall Semester B (8 weeks)
Friday, October 30	Final withdrawal date for Fall Traditional Semester
Tuesday, November 3	Drop deadline for Fall Semester B
Friday, November 6	Grades Due for Fall Semester A
Friday, November 20	Final withdrawal date for Fall Semester B
Wednesday, November 25	Thanksgiving Eve CAMPUS OFFICES CLOSED 3pm
Thursday, November 26	Thanksgiving CAMPUS OFFICES CLOSED
Friday, November 27	Thanksgiving CAMPUS OFFICES CLOSED
Tuesday, December 15	Last day of Traditional Semester (15 weeks)
Tuesday, December 22	Last day of Fall Semester B
Tuesday, December 22	Final submissions due for Capstone, Thesis and Final Project students
Thursday, December 24	Christmas Eve CAMPUS OFFICES CLOSED 3PM
Friday, December 25	Christmas Day CAMPUS OFFICES CLOSED
Tuesday, January 5	Grades Due for Fall Semester B and Fall Traditional
Sunday, January 10	Fall Conferral Date

SPRING 2027

Monday, November 9, 2026	Registration Opens for ALL Spring courses
Friday, January 1	New Year's Day CAMPUS OFFICES CLOSED
Wednesday, January 6	First day Spring Traditional (15 weeks) & Spring A (8 weeks)
Tuesday, January 12	Drop deadline for Spring Semester A
Monday, January 18	MLK, Jr. Day CAMPUS OFFICES CLOSED
Tuesday, January 19	Drop deadline for Spring Traditional Semester
Friday, January 29	Final withdrawal date for Spring Semester A
Monday, February 15	President’s Day CAMPUS OFFICES CLOSED
Tuesday, March 2	Last day of Spring Semester A
Wednesday, March 3	First day of Spring Semester B (8 weeks)
Friday, March 5	Final withdrawal date Spring Traditional Semester
Tuesday, March 9	Drop deadline for Spring Semester B
Friday, March 12	Grades Due for Spring Semester A

Friday, March 26	Final withdrawal date for Spring Semester B
Sunday, March 28	Easter
Tuesday, April 20	Last day of Traditional Semester
Wednesday, April 21	Erev Pesach CAMPUS OFFICES CLOSED 3PM
Thursday, April 22	Pesach I CAMPUS OFFICES CLOSED
Friday, April 23	Pesach II CAMPUS OFFICES CLOSED
Tuesday, April 27	Last Day of Spring Semester B
Tuesday, April 27	Final submissions due for Capstone, Thesis and Final Project students
Wednesday, April 28	Pesach VII CAMPUS OFFICES CLOSED
Thursday, April 29	Pesach VIII CAMPUS OFFICES CLOSED
Friday, April 30	Grades due for Spring Traditional Semester
Friday, May 7	Grades Due for Spring Semester B
Sunday, May 16	Spring Conferral Date
Sunday, May 23	Commencement

SUMMER 2027

Monday, March 15	Registration Opens for ALL Summer courses
Wednesday, May 5	First day of Summer Traditional (15 weeks) & Summer A (8 weeks)
Tuesday, May 11	Drop deadline for Summer Semester A
Tuesday, May 18	Drop deadline for Traditional Semester
Friday, May 28	Final Withdrawal Date for Summer Semester A
Monday, May 31	Memorial Day CAMPUS OFFICES CLOSED
Friday, June 11	Shavuot I CAMPUS OFFICES CLOSED
Saturday, June 12	Shavuot II
Saturday, June 19	Juneteenth
Tuesday, June 29	Last day of Summer Semester A
Wednesday, June 30	First day of Summer Semester B
Friday, July 2	Final withdrawal date for Traditional Semester
Sunday, July 4	Independence Day
Monday, July 5	CAMPUS OFFICES CLOSED
Tuesday, July 6	Drop deadline for Summer Semester B
Friday, July 9	Grades Due for Summer Semester A
Friday, July 23	Final withdrawal date for Summer Semester B
Tuesday, August 17	Last day of Traditional Semester
Tuesday, August 24	Last day of Summer Semester B
Tuesday, August 24	Final submissions due for Capstone, Thesis and Final Project students
Friday, August 27	Grades Due for Summer Traditional Semester
Friday, September 3	Grades Due for Summer Semester B
Sunday, September 12	Summer Conferral Date

*Eligible students in all degree programs can have their degree awarded in January, May, or September.

Mission and Values

Mission Statement

Gratz College advances both education and applied Jewish wisdom for the benefit of a diverse student population, the Jewish community, and all people. The College achieves this mission through accredited degree programs, scholarship, and public engagement.

Vision Statement

Gratz College is internationally recognized as a leader in developing effective educators, professionals, leaders and scholars, both within and beyond the Jewish community; inspiring life-long learners; and helping to build informed and strong communities through education grounded in Jewish values.

Greetings from the President

Dear Students,

I am very pleased to welcome you to Gratz College for the 2026-2027 academic year. Gratz has served as a stabilizing force amid a protracted period of insecurity. Our faculty and staff are committed to cultivating a rich environment for students to think deeply and thoughtfully. Our students are leaders within schools and other settings. Our community of teaching and learning includes managers and professionals from a variety of fields. Our students bring their unique knowledge and variegated backgrounds into our online learning environment, enhancing each other's experiences and forming valuable communities of practice.

Online learning has become a permanent tool in the realm of higher education. Thankfully, Gratz College has taken on a leading role in online education for more than two decades. Our faculty, academic leaders, librarians, and support staff have expanded the range of online modalities—and continue to pave a forward-thinking path into this ever-growing field of higher education.

Gratz College's commitment to excel in the Digital Age is a testament to its mission. The College remains devoted to a dynamic form of pluralistic education, open to teachers and students of all kinds. As the oldest independent Jewish college in the United States, Gratz possesses a long legacy of sharing and curating applied Jewish wisdom, ably instructing in a range of academic and professional disciplines within and without the Jewish tradition. Upon completion of their programs, Gratz's students understand that the College's commitment to goals such as critical thinking, diversity, scholarship, ethics, and mastery of core areas of knowledge is concomitantly anchored in a historic mission and in concert with the high bar established for American higher education.

The very best manifestation of Gratz's dedication to these multiple learning values are the courses and policies that shape the College. Along these lines, this academic catalog is meant to inform and empower you of the expectations and services available to you. I, along with our entire staff, am eager to support you on this journey at Gratz College.

Fondly,

Zev Eleff, Ph.D.
President, Gratz College

Faculty

Mika Ahuvia, B.A. (Rollins College), M.A. (University of Michigan), Ph.D. (Princeton University); Jewish Studies Faculty

Ayal Feinberg, B.A. (Trinity College-Hartford), M.A. (Herzliya IDC), Ph.D. (University of North Texas); Director, Center for Holocaust Studies and Human Rights; Professor; Senior Strategist for Government Affairs

Brendan Goldman, B.A. (New York University), M.A. (Johns Hopkins University), Ph.D. (Johns Hopkins University); Director, Jewish Studies Programs; Saul P. Wachs Chair of Jewish Life and Learning

Adina Goldstein, B.A. (University of Pennsylvania), M.Ed. (Harvard), Ed.D. (University of Pennsylvania); Director, Education Programs; Assistant Professor of Education

Donna Guerin, B.A. (Temple University), M.L.I.S. (University of Pittsburgh), Ed.D. (Gratz College); Director of Student and Faculty Affairs

Allison Joseph, B.A. (Barnard, JTS), M.A. (Emory), Ph.D. (UC Berkeley); Director, Digital Scholarship; Associate Professor of Bible

Lindsay Katzir, B.A. (Oklahoma University), M.A. (University of Central Oklahoma), Ph.D. (Louisiana State University); Assistant Director, Jewish Studies; Assistant Professor of Jewish Literature

Leslie Ginsparg Klein, B.A. (Yeshiva University), M.A. (New York University), Ph.D. (New York University); Dean; Associate Professor of Jewish History and Education

Joanna Michlic, B.A. (University of Łódź), M.A. (University of London), Ph.D. (University of London); Associate Director, Center for Holocaust Studies and Human Rights; Director, Holocaust and Genocide Studies; Associate Professor of Holocaust and Genocide Studies

Philip Moore, B.A. (Syracuse University), M.F.A. (Goddard College), Ed.D. (Gratz College); Associate Professor of Education; Director of Teaching and Learning

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

Alissa Thomas-Newborn, B.A. (Brandeis University), Rabbanit (Yeshivat Maharat), B.C.C. (Neshama: Association of Jewish Chaplains); Director of Spiritual Care Studies

Administration

Zev Eleff, M.A. (Teachers College, Columbia University), Rabbi (Rabbi Isaac Elchanan Theological Seminary, Yeshiva University), Ph.D. (Brandeis University); President

Leslie Ginsparg Klein, B.A. (Yeshiva University), M.A. (New York University), Ph.D. (New York University); Dean of the College & Chief Academic Officer

Lori Cohen, B.F.A. (Arcadia University); Director, Marketing and Design

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

Jade Jackman, B.S. (Oklahoma State University), M.A. (Gratz College); Registrar

Suzette Martinez-Quiles, B.S., M.B.A. (DeVry University); Manager of Information Technology; Director

of Campus Security

Scott Minkoff, B.A. (Temple University), M.A. (University of Illinois); Director, Information Technology

Allison Resnick, B.A. (Lafayette College), M.Ed. (Lehman College), Ed.D. (Gratz College); Chief Operating Officer

Staff

Kaitlyn Arms, B.A.; Education Initiatives Manager

Caroline Bhandari, C.S.M., M.S.; Student Teaching Coordinator

Mindy Blechman, B.A., M.A.J.S.; Associate Director of Enrollment Management

Mindy Cohen, M.A.; Events Coordinator

David Copestakes, M.F.A.; Marketing Associate and Designer

Anthony DePaul, M.B.A.; Project Manager; Business Process Manager

Josey Fisher, B.A., M.S.W., M.A.; Director, Holocaust Oral History Archive; Consultant in Holocaust Education

Anne Flannery, Ph.D.; Digital Archivist

Elizabeth Japha, B.A., M.L.I.S.; Digital Archivist

Muhammad Khalid; Information Technology Support Specialist

Adrienne Nolan, B.A., M.A.; Assistant Director, Enrollment Management

Lauren Marks, B.A.; Institutional Advancement Associate

Hope Matles; Administrative Support

Tami Peterson, M.Res., Ph.D.; Strategic Partnership Coordinator, Center for Holocaust Studies & Human Rights

Sheila Stevens, B.A.; Business Office Administrative Support; Collections/Circulation Assistant

Karen West, B.A.; Student Billing

Lovisa Woodson, B.S.; Coordinator, Office of Student Records

Board of Governors

The Board of Governors has primary responsibility for oversight of the College. The Board selects the President of the College and establishes policies related to governance, course of studies, and management of the College's resources and assets. The Board meets four times per year.

Executive Committee
Jonathan Levin, Esq., *Chair*
Shelly LaPrince, Ph.D., *Vice Chair*
Lisa Richman, Ed.D., *Secretary*
Bernard "Buz" Eizen, *Treasurer*
David Brawer, *Immediate Past Chair*
Leon L. Levy, *Finance Committee*
Kathy Elias, *Community Engagement Committee*
Zipora Schorr, Ed.D.
Melissa Shusterman
Zev Eleff, *President (Ex Officio)*

Members
Jay Dorsch
Dr. Arthur Feldman
Rabbi Albert Gabbai
David Gordon
Sandra Lilienthal, Ed.D.
Jonathan Mandell
Michelle Portnoff, Esq.
Amy Jo Rosenthal
Rabbi Lance Sussman, Ph.D.
Dr. Saul P. Wachs
David H. Weinstein, Esq.
Rabbi Eric Yanoff
Donna Guerin, Ed.D., *Faculty Representative*

Academic Policies and Procedures

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

Academic Freedom Statement

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

Advising

Gratz College takes the responsibility of academic advising seriously. Students are urged to consult with their program directors each term before registering for courses, when preparing for final projects/theses/dissertations, and any time academic or personal issues arise that interfere with academic progress.

Grades

Graduate students are required to maintain a cumulative grade-point average of at least 3.00 ("B" average) and cannot be approved for graduation unless this average has been maintained. Additionally, some academic programs may require a minimum grade to satisfy degree requirements. Please see program summaries for specific requirements.

Identification Cards

All matriculated Gratz College students in a degree-granting program may request a photo identification card. Online students may email a headshot to the Admissions Office to have an ID card created and mailed to their home address.

Determining Academic Credit

Academic course credit at Gratz College is determined using the standard Carnegie formula of 1 hour of instruction plus 2 hours of supplemental work, times 15 weeks, for 1 credit. This equates to the equivalent of 45 hours of instruction and 90 hours of supplemental work per semester, or 3 hours of instruction plus 6 hours of supplemental work weekly for a 3-credit course. For 3-credit courses meeting for an 8-week session, there should be the equivalent of 5.5 hours of instructional time and 11.5 hours of supplemental work per week.

Concurrent Enrollment

Students enrolled in degree programs at Gratz College may not be enrolled as degree-seeking students at another college unless they are in a partnership or joint program arranged by Gratz College or have special permission from the Dean.

Information Technology

Email Policy

A Gratz College email account is a tool provided by the college and serves as a primary means of communication and to improve the education of students. Users have the responsibility to use this resource in an efficient, ethical and lawful manner. Students, faculty, and staff are required to use their Gratz-issued email address for any institution-related communications. Students, faculty, and staff are expected to check their emails at least once every 24 hours during work days. Email should be checked via the Gratz server; automatic forwarding is disabled and should not be set up for any Gratz email account.

There are times when faculty and staff at Gratz college are simultaneously students of the college. In this situation, the individual should use their @student email when corresponding in their role as a student and their faculty/staff email when corresponding in their role as faculty/staff.

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

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

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

Email messages may not include any user's identification number (e.g., social security number), should include only unique identifying information that is pertinent to the message being conveyed and should not reference any student's academic record or confidential employee information. There is an exception for instructors sending grades directly to the Registrar's Office.

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

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

Use of email for profit-making activities (sales or distribution of commercial products or services for profit, etc.) including product advertisement and mass-mailings or use by for-profit companies is unacceptable unless otherwise authorized by the President of Gratz College.

The use of email or any college system for harassment, sexually explicit or criminal activity may result in criminal penalties, including fines and imprisonment. Faculty, students, or staff in need of an email password reset can contact the Gratz Help Desk at helpdesk@gratz.edu.

Technology Use and Abuse Policy

Responsible use of technology, including wireless, copiers, or printers on-campus is expected of all students, faculty and staff. Failure to do so will result in an investigation. If a violation is determined, suspension of computer resource privileges may occur. Examples of technology abuse include:

- Unauthorized attempt to modify computer equipment or peripherals
- Unauthorized attempt to add, delete, or change software, such as games, graphics, operating systems, compilers, utility routines
- Use of an account without proper authorization from the owner of the account
- Reading or using private files, including the college's administrative or academic files, without proper authorization, or changing or deleting private files belonging to another user without proper authorization
- Violations of property rights and copyrights in data and computer program
- Use of software to communicate offensive or obscene messages to other users of the system
- The use of any Gratz College computer for copying licensed or copyrighted software (whether the software is owned by the college or not) is strictly prohibited
- Copying college-owned licensed or copyrighted software on any other PC
- You may not be paid, or otherwise, profit, from the use of any college-provided computing resource or from any output produced using it. You may not promote any commercial activity using college resources.
- 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.

Password Policy

This policy establishes guidelines for creating and managing secure passwords to protect college systems, data, and user accounts from unauthorized access. This policy applies to all faculty, staff, students, and individuals with access to college systems, networks, or accounts.

Passwords must be at least eight characters long and include uppercase and lowercase letters, numbers, and special characters. Passwords should avoid using common words, predictable sequences, or personal information. To accommodate more complexity, passwords will not expire on a set time period.

Users must not share their passwords with others. Each individual must have their unique login credentials. Passwords must not be stored in plain text or in easily accessible formats. Bitwarden, a password manager, is highly recommended for all employees.

The IT department can reset passwords upon request. Individuals will need to establish their identity with IT and temporary passwords will be sent to a personal email address that has been previously

established. IT will not reset passwords until confirmation is received.

All constituents with Gratz email accounts are required to use multi-factor authentication (MFA). Unless authorized to use alternate means by the IT department, constituents must use the Microsoft Authenticator app on their phones.

Users should immediately report any suspected unauthorized access to their accounts or any security incidents to the college's IT Helpdesk.

After a specified number of unsuccessful login attempts, the account will be temporarily locked to prevent brute-force attacks. Users should contact the IT Helpdesk to unlock their accounts.

The college will provide regular education and awareness programs on password security and best practices for all staff and full-time faculty. Users are encouraged to stay informed about current threats and best practices for password security.

Non-compliance with this policy may result in consequences, including account suspension, loss of privileges, or disciplinary action, as determined by the college.

Copyright Infringement and Intellectual Property Rights

Gratz College expects faculty, staff, and students to respect and comply with copyright and patent laws in their use of copyrighted materials and/or patented inventions. Such use must also comply with laws defined by the Digital Millennium Copyright Act of 1998 (https://www.copyright.gov/legislation/dmca.pdf).

Faculty, staff, and students are also expected to respect and comply with the legal rights of owners of trademarks, service marks, writings, art works, compositions, software, literary works, and other types of property, regardless of whether such is protected by patent, copyright, trademark, trade secret, or other laws.

All intellectual property of an academic, scholarly, or artistic nature is considered the sole and exclusive property of the author/creator unless a specific contract with alternative provisions has been negotiated prior to the creation of the property. Authors/creators remain owners of their scholarly, pedagogical, and creative works and retain all associated intellectual property rights.

Fair Use

Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. This section of the law allows for small portions, or in some cases all of the content, to be used in a non-profit educational setting without charging royalties to the user. For more information on fair use, visit: https://www.copyright.gov/fair-use.

For more information on copyright: https://www.copyright.gov/what-is-copyright/.

Data Privacy

This policy establishes guidelines for the collection, storage, usage, and protection of personal data belonging to students, faculty, staff, and other individuals associated with Gratz College. It aims to ensure compliance with applicable privacy laws and regulations (including FERPA: 1.007) and safeguard

the privacy rights of individuals. This policy applies to all personal data collected, processed, and stored by the college in both digital and physical formats.

The college will collect and process personal data only for legitimate purposes and in accordance with applicable privacy laws and regulations. Data collection and processing activities will be based on a lawful basis, such as consent, contract fulfillment, legal obligations, or legitimate interests.

The college will collect and retain only the personal data necessary for the intended purpose. Personal data should not be collected or used for unrelated or excessive purposes.

The college will obtain informed consent from individuals before sharing or processing their personal data unless there is a lawful basis for sharing or processing without consent. Individuals have the right to withdraw their consent at any time.

The college will take reasonable steps to ensure the accuracy of personal data. Individuals have the right to request the correction or update of their personal data if it is inaccurate or incomplete.

Personal data will be retained only for as long as necessary to fulfill the purpose for which it was collected unless a longer retention period is required by law. The college has established retention periods for different categories of personal data (3.007).

The college will implement appropriate technical, administrative, and physical safeguards to protect personal data against unauthorized access, disclosure, alteration, or destruction. Security measures may include encryption, access controls, firewalls, regular system updates, and staff training.

Access to personal data will be granted only to authorized individuals on a need-to-know basis for legitimate purposes. User access privileges will be regularly reviewed and updated as necessary.

When engaging third-party data processors, the college will ensure that they provide sufficient data protection guarantees and comply with applicable privacy laws. Data processing agreements will be established with third-party processors to outline their responsibilities and obligations regarding data privacy and security.
Individuals have the right to request access to their personal data held by the college. The college will respond to such requests in a timely manner, providing the requested information or reasons for denial, as permitted by applicable laws.

Individuals have the right to request the transfer of their personal data to another organization in a commonly used and machine-readable format where technically feasible.

Individuals have the right to object to processing their personal data for certain purposes, as provided by applicable laws and regulations.

The college will maintain incident response procedures to detect, respond to, and recover from data breaches involving personal data. In the event of a data breach, affected individuals will be notified promptly in accordance with applicable legal requirements.

The college will provide regular training and awareness programs to faculty, staff, and other individuals who handle personal data, to ensure their understanding of privacy principles and compliance with this policy.

Social Media

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

Gratz College is committed to fostering an educational environment that allows for freedoms of speech and expression in accordance with the First Amendment. However, the College will not tolerate any activity or posting on an Official Gratz College Social Media Site that loses First Amendment protection such as any unlawful, defamatory, or obscene activity or posting. Gratz College reserves the right to remove any such posting without notice. Gratz College also reserves the right to refer social media activity to the applicable social media platform and/or appropriate authorities for appropriate action. All Official Gratz College Social Media Sites must respect intellectual property rights, federal Copyright law, and the college's policies.

Primary administrative rights for official Gratz College social media sites will be assigned only to employees. All Gratz College social media sites must comply with any approved applicable College branding standards.

Guidelines for Students

- Be mindful that social media activity can reflect on both the individual and the College community.
- Adhere to the Student Code of Conduct and academic integrity standards in all online interactions.
- Do not post confidential academic or personal information about peers, instructors, or the College without permission. This includes discussion posts and other work submitted to Canvas.
- Use social media constructively for networking, academic collaboration, and institutional engagement.

Enforcement

Violations of this policy may result in disciplinary action consistent with the Student Code of Conduct, Faculty Handbook, or Employee Handbook, up to and including dismissal or termination.

Student Accessibility Services

Gratz College has a desire and a legal and educational obligation to provide equal access to College's resources, coursework, programs, and activities, as well as employment opportunities for all qualified individuals in compliance with federal disability law, including the Americans with Disabilities Act of 1990 (ADA), Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program or place of employment.

This policy establishes the process and the appeal procedures for which the College establishes disability eligibility criteria, makes disability eligibility determinations, and establishes appropriate reasonable accommodations.

All information about Accessibility Services at Gratz College can be found on the Student Support Services webpage at: https://www.gratz.edu/students/policies/accessibility-services.
If a student with a disability wishes to receive an accommodation, it is the responsibility of the student to inform Naomi Housman, the ADA Coordinator, at accessibility@gratz.edu, and to submit a request for Reasonable Accommodation according to the process outlined on the College website.

Accommodation requests can be made at any time. However, the approval and implementation of accommodations takes time so students should submit this documentation at least two (2) weeks prior to the start of a new term, or as soon as possible prior to when accommodations are desired.

Transfer of Credits

Courses Previously Taken at Gratz College

Students who have previously enrolled in graduate or doctoral-level courses at Gratz College without completing a degree are welcome to reapply. Courses taken may be considered for credit, provided they align with current program requirements and receive approval from the program director.

Graduate Transfer Credits

Applicants to Gratz College Master's level programs may transfer in up to 6 credits toward their degree at the discretion of the Program Director and/or Dean. Grades of B (3.0) or better are eligible for transfer credits for Master's-level students.

Courses must be evaluated during the admissions process and must be a match to coursework in the graduate program at Gratz. Transfer credits are typically limited to 6 (2 courses). Certain partnerships allow for 9 transfer credits (3 courses). Transfer courses are not typically accepted for graduate certificates or doctoral degrees. However, exceptions may be made for doctoral degrees at the discretion of the program director.

Once a student has matriculated into a degree program, all courses toward the degree must be taken at Gratz, unless there is prior permission in writing from the program director. Transfer credit will not be awarded for courses that are used for an earned degree at the graduate level. Doctoral-level academic programs usually do not permit the transfer of any credit toward degree requirements from outside institutions.

Up to 9 MA-level credits taken at Gratz College can be applied to a doctoral level program, provided they correspond to a degree requirement in the doctoral level program, as determined by the program director.

Up to 9 MA-level credits taken as part of a Graduate Certificate at Gratz College may be applied to a doctoral-level program. Students may opt to matriculate to the doctoral program before the fourth course and can then apply those credits towards the degree. In this situation, students would be charged doctoral-level tuition rates for the fourth course.

All 12 credits from a Graduate Certificate at Gratz College can be applied to an MA-level program.

Registration

Registration opens six weeks before the beginning of a semester. The first two weeks of registration are open to matriculated students only. Students needing courses for degree requirements will get priority registration for those courses. After the first two weeks, registration is open to anyone and priority will be based on the timestamp of submissions. Registration for each term closes the day each term begins.

Matriculated Students

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

Adding Courses

All registration should be completed by the first day of the semester. In extenuating circumstances, a student may request to add a course during the first three days of a new term. Students should contact their program administrator to make the request. Considerations for a late "add" include the size of the class, the timing of the request, and whether textbooks are required. The request may also need to be approved by the course instructor or program director. If the request is approved, the program administrator will inform the Registrar's Office and ask the Registrar to add the course. Once the course is added, it typically takes 24 hours to be available in Canvas, the online platform.

Dropping Courses

Students have up until the published drop deadline to drop courses with the approval of their advisor. Each semester has final drop dates and withdrawal dates posted in the Academic Calendar. If a student is inactive and does not log into their course from the beginning of the term until the final drop date, they will be automatically dropped from the course to avoid financial penalty. A dropped course will not appear on a student‘s transcript. After the drop deadline, students may withdraw from a course up until the withdrawal deadline. Any such withdrawal will appear on the student‘s transcript. The student is responsible for tuition costs as per the refund policy. Up until the start of the semester, students can drop courses on student portal. After the start of the semester, students complete a withdrawal form, available on the registrar webpage on the Gratz website.

Maximum Course Load

All matriculated students are limited to a maximum enrollment of six (6) credit hours per 8-week term. Gratz’s accelerated 8-week courses are designed to deliver the same academic content and rigor as traditional 15- to 16-week courses within a condensed timeframe. As a result, the workload, pacing, and expectations are significantly intensified. Limiting enrollment to six credit hours per term is necessary to promote academic success, maintain academic rigor and integrity, support student well-being and retention, and to align with best practices in accelerated learning models.

Students who wish to request an overload may do so. Requests can be approved by the student’s academic advisor and/or Program Director.

Non-Matriculated Students
Students not admitted to a degree program (non-matriculating students) are permitted to register for up to 6 credits. After earning 6 credits, students must apply to a degree program.

Auditing a College Course
Those who are interested in graduate-level online learning, but do not require credit for degree requirements or professional development, may request to audit a course.

Auditors are expected to complete weekly reading assignments and actively participate in online class discussions to remain a student in the class. Auditors are *not* required to submit research papers or take exams.

Auditors are admitted to a course at the discretion of the professor. Matriculated students taking courses for degree credit have first priority when course registration opens. Non-Matric students taking courses for professional development credit may begin registering two weeks later. Auditors may be asked to hold their registrations until two weeks before the course begins to ensure that all students requiring credit have been accommodated.

Auditors register using the Non-Matric Registration form. Current matriculated students seeking to audit a course *outside* their degree requirements should contact the Registrar for assistance.

For questions about auditing a course, please contact the Office of the Registrar at registrar@gratz.edu.

Residency Requirements
Undergraduate students must complete a 39-credit residency at Gratz College. 9 credits of regionally-accredited coursework can be substituted for 9 credits of the residency requirement. Credits earned through the Hebrew Language Exam can be applied to the residency requirement.

There is no specific residency requirement for the master's and doctoral level programs. However, there is a maximum number of credits that can be transferred in as detailed in the transfer credit policy.

Language Requirements
Hebrew Requirement
Some Gratz College programs have Hebrew language proficiency requirements. Students may take examinations to place out of language requirements in lieu of required Hebrew courses or meet the requirements with transfer credits documented on official transcripts from other approved institutions. In most cases, the Hebrew language requirement is considered a co-requisite and must be satisfied by the time the student graduates Gratz College. The level of Hebrew required is based on the specific program in which the student is enrolled. Please consult specific programs for language requirements.

Ph.D. Language Requirement
The Ph.D. in Holocaust and Genocide Studies program may require students to complete a reading competency in a foreign language to successfully complete the program. Students are expected to show proficiency in reading a foreign language relevant to their research. Students are expected to

complete this requirement on their own with proof of proficiency. The Ph.D. in Jewish Studies program requires all students to have reading proficiency in Hebrew by the end of their first year of study.

Graduation

Gratz College holds virtual and in-person commencement celebrations.

Students who expect to graduate must apply for graduation to the Registrar no later than the date specified in the Academic Calendar for the semester in which they expect to complete their programs.

Failure to submit the proper paperwork and fees by the stated deadline may result in a delay in receiving a diploma and/or omission of the student's name from the commencement brochure. All academic requirements must be completed and processed before the date of graduation and all financial obligations must be satisfied to qualify for graduation.

Honors

There are no honors for graduate students.

Completion of Certificates

Students who complete requirements for graduate certificates must fill out the Certificate Completion Form when they finish their program, and a certificate will be issued. The form is available on the registrar's page on the Gratz website.

Grades and Grade Point System

Letter grades are recorded at the end of each term by the due date listed on the Academic Calendar for that term. Grades are available on the Student Portal as soon as they are posted by the faculty.

The progress and quality of students' work is measured by a system of letter grades, numerical grades, and grade points. The meaning of each grade and point value is as follows:

Letter Grade	Numerical Grade	Grade Points	Performance
A	93-100%	4.0	Excellent
A -	90-92%	3.7	Nearly Excellent
B +	87-89%	3.33	Very Good
B	83-86%	3.0	Good
B -	80-82%	2.67	Mostly Good
C +	77-79%	2.33	Above Average
C	73-76%	2.0	Average
C -	70-72%	1.67	Mostly Average
D +	67-69%	1.3	Below Average
D	60-66%	1.0	Poor
F	0-59%	0.0	

Additional Grades are as follows:

F Fail due to inadequate performance, 0.0

FA	Fail due to absences, 0.0
P	Pass (“C” or better for undergraduate students, “B” or better for graduate students)
CR	Credit
NC	No Credit/Audit
W	Withdrew
INC	Incomplete
IP	In progress
TR	Transfer Credit

Undergraduate students are expected to maintain at least a cumulative grade point average of a “C” (2.0) in their studies. Graduate students are expected to maintain at least a cumulative grade point average of a “B” (3.0) average in their studies. Refer to the financial aid section for additional information about academic progress and minimum program completion standards to remain eligible for financial aid.

Required Graduate Grade Point Average

In graduate study, the student is expected to do more than pass the required courses. Specifically, students must maintain a cumulative grade point average (GPA) of 3.0. The MA to PhD in Holocaust and Genocide Studies requires MA students to maintain a 3.5 GPA to be considered for doctoral admission. The GPA is derived from the grades and credit hours of the courses taken, and is computed by multiplying the number of credits for each course the student has attempted by the authorized quality points for the grades received and dividing the total grade points by the total credit hours attempted.

Academic Probation

The record of any undergraduate student whose cumulative or semester grade point average falls below 2.0 and any graduate student whose cumulative or semester grade point average falls below 3.0 will receive a warning and must raise their cumulative grade point average within two semesters in consultation with their academic advisor and/or program director.

While on academic probation, the student is limited to a schedule of two courses per semester. A student on probation is required to do the following:

- Meet with their program director during the registration period to discuss the probationary status before registering for the next semester. With the program director, the student will decide on an appropriate plan for the semester that will assist that student in being academically successful.
- Follow the agreed upon plan.

Students who do not follow the above requirements will be subject to academic suspension from the institution based on the guidelines specified in the Satisfactory Academic Progress section of this catalog regardless of their aid recipient status.

Additional Grading Policies

Pass/Fail

Students in all degree programs are permitted to take up to two courses on a pass/fail basis. The designation of pass/fail must be elected prior to the start of the semester. The Pass/Fail Election form must be submitted to the Office of Student Records by the first day of class for the semester. The designation of “pass” will appear on the transcript but is *not* added into the student’s GPA.

Course Failure
The grade of "F" is computed in the cumulative grade-point average. Students must repeat the course or an equivalent course in which the grade of "F" has been received, in order to receive credit for the course and complete the program.

Course Withdrawal
"The "W" grade indicates approved withdrawal from a course without academic penalty. The parameters governing possible financial refunds are described in the refunds section of this catalog.

Each semester has final drop dates and withdrawal dates posted in the Academic Calendar. If a student is inactive and does not log into their course from the beginning of the term until the final drop date, they will be automatically dropped from the course to avoid financial penalty.

After the drop dates published in the Academic Calendar, only officially documented, substantive non-academic reasons (such as prolonged serious illness) will be considered sufficient to receive a "W" grade. No "W" grades will be granted for purely academic reasons. Students must complete and submit the Course Withdrawal Form to the Registrar by the final withdrawal date published in the Academic Calendar for that semester. Withdrawal requests will not be accepted after this date.

Incomplete Coursework
An "INC" (incomplete) grade indicates that the instructor has agreed to give the student an extension for completion of the course assignments. Students must complete at least 50% of the coursework before the end of the course in order to be eligible for an incomplete. The "INC" grade automatically converts to an "F" grade if the work is not completed and submitted to the instructor by the agreed upon deadline. Beyond that deadline, students must petition in writing to the Dean of the College for a further extension.

Grades are part of the student's permanent record. Typically, no changes other than "INC" grades can be made. Students must request an incomplete by submitting the Incomplete Request Form to the Registrar by the last scheduled day of class. The specific conditions (new deadlines, expectations etc.) will be sent to the student in writing from the instructor and a copy of those conditions will be on file with the Registrar.

Students will not be permitted to register for additional courses if they have one or more Incompletes on their record at the time registration opens. Students are encouraged to complete their incomplete coursework at the earliest possible opportunity.

Withdrawal, Leave of Absence, Maintenance of Matriculation, and Re-admittance

Medical Withdrawal
In the case that a student, at any point in a term, is suffering from a serious medical condition that precludes their ability to complete the term, they may apply for a medical withdrawal. A medical withdrawal can also be applied for by a student who experiences a death or serious illness in the immediate family. Supporting documents for a medical reason must include a personal statement and current medical documentation. In the case of a traumatic event (e.g., death of family member, acts of violence, etc.) documentation must also include a copy of death certificate or obituary for the

immediate family member, or when relevant, a copy of the police report. The student should complete the Course Withdrawal Form and indicate medical withdrawal. Supporting documentation should be submitted by email to the Registrar. A favorable review will result in a grade of "W." If a student is given permission to withdraw from a course, the student is still responsible for the tuition costs as per the refund policy.

Leave of Absence with Intention to Continue Matriculation

From time to time, circumstances may require students to take a leave of absence from their studies. All students who are planning to take a leave of absence or do not plan to take any courses in the upcoming semester must submit the Leave of Absence (LOA) Form to the Registrar. If a student is out for more than 180 days within a 12 month period, they will lose matriculation status and will have to be readmitted to Gratz College in order to continue studies. Exceptions, such as military deployment, will be taken into consideration. A student who is not registering for courses in a given semester, but is continuing to work on their degree, should register for Maintenance of Matriculation.

A student receiving scholarships and/or utilizing federal financial aid should consult with the Director of Financial Aid to understand the financial implications of taking a Leave of Absence or Medical Withdrawal. Withdrawing from all classes before the 60% point of a semester requires a Return of Title IV Funds calculation to determine how much financial aid the student has earned and how much must be returned. It may also impact SAP (Satisfactory Academic Progress) and the student's ability to receive future federal financial assistance.

Withdrawal from the College

Students planning to end their studies and withdraw from Gratz College must inform their program director and the Registrar by submitting the Student Withdrawal Form (available on the registrar's page of the Gratz website). If students have completely withdrawn from a program, they may not resume their studies until they have been formally
readmitted. Students who withdraw during a semester without any notice to their academic advisor will receive an "F" grade in any courses in which they are enrolled unless a grade of "W" has been approved. Students experiencing ongoing personal or professional difficulties should consider a Leave of Absence rather than a Withdrawal until they are certain they do not plan to return.

Administrative Withdrawal

Students who have not registered for courses or have not made satisfactory progress towards degree requirements for two consecutive semesters may be administratively withdrawn from their program. This will be at the discretion of the program director in consultation with the Registrar and with the approval of the Dean. Any student who has been administratively withdrawn must reapply in order to continue working towards a degree.
Program directors and/or the Registrar will make every effort to contact the student
before proceeding with administrative withdrawals as detailed below. If contact has not been made by the end of two semesters, the student will be withdrawn.

All outstanding fees are due and must be paid in full if a student leaves the college for any reason. Stude nts who do not pay their bill will be placed on a financial hold and cannot
request official transcripts or register for further coursework until their balance is paid.

When a student stops enrolling for courses without communication:

1. During the first semester in which a student has not registered for courses, their advisor/program director will email and ask them to register for courses.
2. Near the beginning of the student's second semester of not registering for courses, their advisor/program director will send another email, along with the catalog section on administrative withdrawal, saying that the student must register for courses in the upcoming semester or risk administrative withdrawal. At this time the advisor/program director should send an additional email to the student's alternate email address asking them to please check their Gratz email account.
3. At the end of the registration period for term B within the second semester after the student's la st course, their advisor/program director will alert the Registrar's office that the student needs to be administratively withdrawn.
4. The Registrar's office will then withdraw the student from the College.

Maintenance of Matriculation

All students must register each semester to be in continuous attendance at Gratz. Students in good standing who are not registering for classes in a specific semester, but are still working towards their degree, must register for "Maintenance of Matriculation" to maintain matriculation status for that semester. Students must register for "Maintenance of Matriculation" before the add deadline of the B term of the semester.

Students are permitted to maintain matriculation for a maximum of two consecutive semesters. Any student who does not register either for regularly scheduled classes or for maintaining matriculation will be withdrawn from the program as per the withdrawal policy (05.006).

Student receiving scholarship and utilizing federal financial aid should consult with the Director of Financial Aid to understand the financial implications of Maintenance of Matriculation.

Re-admittance

A student who withdrew from the college, or who has previously attended the college and has been absent from one complete academic year without a Leave of Absence, or who has an LOA but did not reenroll after 180 days in a 12-month period, will be required to reapply to the academic program under the advisement of the office of admissions. A returning student in good academic standing will be readmitted into the same academic program the student was previously enrolled in provided the program is offered in that academic year. If the program no longer exists at the college, the student will need to apply to a new program and credits may be evaluated for transfer into the new program.

Student Complaint Policy

Students are entitled to bring complaints regarding, but not limited to, issues of discrimination, academic concerns, financial assistance, disabilities, and disagreement with school policies. Following are the steps in the complaint procedure:

1. If possible, students seeking to resolve problems or complaints should first contact the person or persons with whom they have the conflict.
2. If unresolved, the student seeking to resolve the problem may contact the program director. The student may be asked at this point to put the complaint in writing. The official Complaint form is available online: https://www.gratz.edu/students/policies/grievance-procedure
3. If still unresolved, the student may then contact the Dean of the College. The Dean will make the final decision concerning the complaint. If the Dean is a party to the complaint, then the student should contact the President.

The staff and administration at Gratz College will make every effort to review and respond to complaint procedures within 10 business days of receiving the complaint.

Depending on the nature of the student complaint, there are several different venues through which modifications and improvements can be made:

1. The viable complaint can be taken to the faculty to determine whether any academic change should be made, such as changes in course content or requirements, changes in textbooks, revision of the grading scale, etc.
2. If the viable complaint involves an academic dispute involving an instructor, the Dean and program director will determine if the instructor needs further training in pedagogy or course design, or in the case of adjuncts, a recommendation might be made against rehiring.
3. If the complaint is of a non-academic nature (i.e., discrimination, financial issue, or school policies), the Dean will decide the appropriate venue for modifications.

Academic Grade Appeals

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

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

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

For complaints related to sexual harassment or violence see the Sexual Harassment and Violence policy.

Code of Academic Responsibility

Honesty and integrity are central human and Jewish values. Cheating and plagiarism are intolerable and are always considered extremely serious offenses by Gratz College faculty and administration. It is recognized that the vast majority of students do not participate in such acts but ultimately suffer when cheating and plagiarism and other academic violations occur. Dishonesty diminishes the quality of scholarship and compromises the integrity of the institution and Gratz College faculty and administration. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, inappropriate use of generative AI, and/or helping someone else commit an act of academic dishonesty.

It is a serious violation of the norms of the academic community to appropriate the ideas of other people without credit or permission, and it is important to learn to discriminate between exploitation and the legitimate use of the ideas of others. The most general rule is that any use of another person's ideas, whether the source is published or not, should be acknowledged fully and in detail. Students should adhere to a style guide (eg. Chicago, APA) for guidance on how to cite sources.

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

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

The parameters of appropriate and inappropriate use of generative AI are described in the policy on Artificial Intelligence.

Violations of the Code of Academic Responsibility

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

1. Plagiarism: if a student appropriates the ideas, concepts, images, or language of another person and presents them without attribution, that student has committed plagiarism. This includes the purchase or acquisition of papers or other material from any source.
2. Submitting the same work for credit in more than one course without permission of the instructors involved. Attempting to give or to receive unauthorized assistance on academic work and attempting to hinder others in their academic work.
3. Furnishing false information to College officials on matters relating to academic work. This is to include, but not be limited to:
    a. False information provided for the purpose of obtaining special consideration (for example, postponement of examination or of deadlines for written work)
    b. Fraudulent registration for classes
    c. Reporting the results of studies not performed
4. A student may not use a commercial writing service or paid editor without disclosure and instructor permission.
5. Use of generative AI in violation of Gratz's college's policy of Artificial Intelligence.

Sanctions

Sanctions for violations of the Code of Academic Responsibility may include, but are not limited to:

- Formal written warning
- Lowering the letter grade for the work involved
- Lowering the letter grade for the course
- Resubmission of work or additional assignments
- Grade of "F" for the course
- Suspension for a semester
- Dismissal from the College

Procedures for Reporting Violations (with the exception of AI use, which is described below)

1. If a student has violated an academic regulation, that student may report himself or herself to the faculty member involved within 36 hours of the infraction.
2. If a student or Gratz College official discovers that a violation has occurred, they may submit to the instructor of the course a written, dated, and signed report of the suspected violation. A student or Gratz College official also has the option to bring the suspicion to the attention of the Dean of the College. Persons who have knowledge of the violation may be summoned by the faculty member or the Dean to be questioned and to give testimony.
3. Charges against students must be resolved within 45 days of the first report of the alleged infraction.

Procedures for Determining Level of Responsibility for Violations and Penalties

After a violation has been alleged, or suspected by the faculty member, one or the two following procedures must be followed:

1. The student who is accused of the violation and the faculty member involved may choose to have the faculty member decide the case and assess the penalties as he or she determines. There will be no appeal process for cases decided in this fashion. Charges against students must be resolved within 45 days once reported.
    a. A faculty member who suspects a student of violating academic regulations will notify the student of the allegation and the ground for suspicion immediately after the discovery by the faculty member or of its being reported.
    b. The student will have the opportunity to respond.
    c. Should the faculty member find the student to be responsible for the infraction, the faculty member will inform the student of the decision and the penalties.
    d. The faculty member will report the infraction to the Dean of the College. A record of the report will be kept in the student's file. If there is no repeat offense, the letter will be removed before graduation. If there is a second offense, the letter will stay in the student's permanent file and further sanctions may be taken.
2. The student accused of the violation, or the faculty member involved, may choose to refer the case directly to the Dean of the College.
    a. In this instance, the party so choosing must present to the Dean of the College a written, dated and signed statement of the reasons for the hearing within one week of discovery of the violation.
    b. The Dean of the College will review the case.
    c. The faculty member involved must await the results of the decision before assessing any penalties in the course.
    d. If the student is found responsible for the infraction, the Dean of the College will write a letter describing the violation and the penalties applied. This letter will be kept in the student's file until graduation. A copy must be sent to the student and to the faculty

member involved. If there is no further infraction, the letter will be removed from the student's file by graduation.

In every case concerning academic integrity, the faculty member has final authority for determining the course grade.

Many courses utilize TurnItIn, which provides plagiarism and AI detection. TurnItIn flagging an assignment for possible plagiarism or AI is grounds for suspicion of a violation of the Code of Academic Integrity.

Gratz College AI Use Review and Remediation Process

1. **Identification of Concern**
   An instructor suspects that a student has used AI improperly in an assignment or an assignment submission has been reviewed and flagged by an AI-detection tool(s) as more than 20% AI-generated**.** The instructor reviews the report and determines that follow-up is required under course or institutional AI-use policies.
2. **Review of AI Use Policy**
   Per Gratz's Code of Academic Responsibility, graduate students may use AI tools only in limited, support-oriented ways, including outlining ideas, brainstorming topics, organizing thoughts, and performing grammar or spelling checks. AI tools may not be used to generate written responses, complete analytical work, paraphrase full assignments, or perform the intellectual labor expected of the student. To avoid plagiarism, any use of AI tools must be disclosed by the student, including but not limited to citation of use, following the designated citation style of the course or the program.

AI Detection Protocols

1. **Student Explanation of AI Use**
   The student will be asked by the instructor to provide an explanation detailing any AI tools used, the prompts entered, how AI output was incorporated (if at all). The instructor will then determine, per their course policy, how to proceed concerning the assignment.
2. **Instructor notifies the Conduct Board**
   Instructor will email the Conduct Board at online@gratz.edu of the incident and of the initial action taken. A member of the Conduct Board will record the incident and ask for a follow up from the instructor after the student responds. If this is a second or more violation of the AI policy, the Conduct Board will proceed using the process detailed above. All first violations follow the process below.
3. **Opportunity for Revision and Resubmission**
   At the discretion of the instructor, the student will be given the opportunity to revise and resubmit the assignment. The revised submission must be written in the student's own words, reflect original analysis, and comply fully with AI-use guidelines.
4. **Educational Intervention**
   If the instructor deems it necessary, the student will participate in a required meeting with the Conduct Board. The purpose of this meeting is to review AI-use expectations, clarify academic integrity standards, and ensure the student understands appropriate AI-supported learning strategies, including proper citation when referencing or employing AI.
5. **Incident Outcome**
   The instructor will then report back to the Conduct Board regarding the outcome and it will be recorded as part of the student's file. This instance serves as a first warning. If there are instances of inappropriate student AI usage in the future, it will be treated as a violation of academic

honesty.

6. **Grading Status**
   Until satisfactory revised work is submitted and approved by the instructor, the student will receive an Incomplete (Inc) as the assignment grade. Upon successful completion of the revised work, the Incomplete grade will be replaced with the final earned grade. Depending on the course policy, this may or may not have an effect on the student's grade in the course.

Student Use of Generative AI and Artificial Intelligence

Students are expected to uphold the highest standards of academic honesty. AI tools must not be used in ways that misrepresent authorship or originality. Students must disclose if and how AI tools were used in the preparation of assignments, papers, or research. Different fields may have distinct norms for AI use. Students must follow any additional guidelines provided by their instructors or program directors. Material generated by an AI program should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Permitted Uses of AI in Coursework (Unless Otherwise Prohibited by Instructor)

- Grammar and syntax suggestions (e.g., DraftCoach, Grammarly, spellcheck tools)
- Brainstorming or outlining assistance
- Summarizing sources for initial review (not for final citation)

Prohibited Uses of AI

- Submitting AI-generated text as one's own original work (e.g., essays, discussion posts, thesis chapters)
- Using AI tools to complete assignments intended to assess individual thinking, writing, or problem-solving
- Employing AI to bypass learning, research, or assessment objectives
- Using unverified citations located or created by AI
- Fabricating or falsifying sources, citations, or data

Disclosure Requirements

If AI tools were used in the development of an assignment or research project, students must include a brief statement such as: *"I used ChatGPT to generate a preliminary outline for this paper and Grammarly for final grammar suggestions. All content and analysis reflect my own work."*

Additional Guidelines for Use in Theses, Dissertations, and Capstone Projects

- AI tools may be used to support research, analysis, or writing preparation, but must be disclosed and approved by the student's advisor or committee.
- Any substantive use of AI in data analysis or writing must be documented in the methodology or acknowledgments section of the final submission. For example:
  - *"I used Zoom to record my interviews and create a transcript of the dialogue"*
  - *"I used Copilot to analyze the data I collected from my participants. The interpretation of that data is my own."*

Consequences of Misuse

Unapproved or undisclosed use of AI tools may constitute academic misconduct. Violations will be reviewed under Gratz College's Code of Academic Responsibility and may result in sanctions including grade penalties, revision requirements, or disciplinary action.

Student Code of Conduct

Gratz College is committed to the creation and maintenance of a learning environment that fosters the intellectual, personal, social, and ethical development of students.

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

- *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 than 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.
- *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 in the following contexts:

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

Gratz 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 Gratz 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 (Director of Student and Faculty Affairs [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. The Conduct Board is convened on an as-needed basis.

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 Dean for an appeal hearing with the Conduct Board. The request must be submitted within seven business days of receipt of the decision letter. The Dean will schedule the appeal hearing within seven business days after receiving the written request. The appeal hearing will be held with the Dean, the chair of the Conduct Board, and the student. Any decision stemming from the appeal hearing will be final.

Writing Format and Style Guide

Gratz College requires all students enrolled in undergraduate and graduate level courses and the EdD in Educational Leadership to follow the rules and standards suggested by the Publication Manual of the American Psychological Association (APA). APA is an editorial style which includes formatting of written work as well as the expected format for in-text citations and references. Gratz provides students with an APA style guide to use as a reference guide.

Students in the Holocaust and Genocide program and the doctoral-level Jewish Studies program are required to use the Chicago Manual of Style (CMS). Therefore, the style of writing depends on the degree program or the course subject matter, and the course syllabus and instructor should be the resource for clarification.

Student Records

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

Disclosure of Directory Information

Information concerning the following items about individual students is designated by the College as directory information and may be released or published publicly without the student‘s consent: full name, student email address, institutional affiliation, degree program, degree level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, and degrees received. Other information will not be shared unless required by Federal or State law. Students who do not wish directory information to be released or made public must inform the Registrar in writing.

Confidentiality of Personally Identifiable Information

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

The College will generally not disclose personally identifiable information to third parties

without the written consent of the student. The signed and dated consent should specify the records to be disclosed, the purpose of the disclosure, and to whom the records are to be disclosed. However, personally identifiable information may be disclosed, without the student's consent, to the following individuals or institutions, in accordance with FERPA, including in the following circumstances:

- To College officials (or office personnel ancillary to the officials) who require access for legitimate educational purposes such as academic, disciplinary, health, or safety matters. College officials may include, without limitation, the Board of Governors, the President, Dean, Faculty Members, General Counsel, and Admissions Officers. College officials also include contractors, consultants, volunteers, and other outside parties, such as an attorney or auditor providing services on behalf of the College for which the College would otherwise use employees.
- To the party or parties who provided or created the record(s) containing the personally identifiable information
- To officials of other educational institutions to which the student seeks or intends to enroll or where the student is already enrolled, for purposes related to the student's enrollment or transfer (on condition that the student upon request is entitled to a copy of such records)
- To appropriate federal, state or local officials or authorities, consistent with federal regulations
- To the U.S. Attorney General (or designee) pursuant to an ex parte order under the U.S. Patriot Act in connection with certain investigations or prosecutions
- To organizations conducting studies for, or on behalf of, educational agencies or institutions
- To accrediting organizations to carry out their accrediting functions
- To parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986
- To parents of a student under the age of 21, where the information pertains to violations of any federal, state, or local law or of any College rule or policy governing the use or possession of alcohol or a controlled substance, and the student has committed a disciplinary violation
- In connection with the student's application for, or receipt of, financial aid
- To comply with a judicial order or lawfully issued subpoena (on condition that a reasonable effort is made to notify the student of the order or subpoena, if legally permitted to do so)
- In case of an emergency, to appropriate parties, including parents, to protect the health or safety of the student or other individuals, where the College determines that there is an articulable and significant threat to the student or other individuals
- The disclosure of information concerning registered sex offenders provided under state sex offender registration and campus community notification programs
- The outcome of a disciplinary proceeding to a victim of or alleged perpetrator of a crime of violence or non-forcible sex offense
- The outcome of a disciplinary proceeding where a student is an alleged perpetrator of a crime of violence or non-forcible sex offense and is determined to have violated the College's rules or policies

If required under FERPA, the College will inform a party to whom a disclosure of personally identifiable information is made that it is made only on the condition that such party will not

disclose the information to any other party without the prior written consent of the student.

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

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

Inspection and Review Rights; Right to a Hearing
A currently or previously enrolled student has the right to inspect and review his or her educational records. This right does not extend to applicants, those denied admission, or those admitted who do not enroll.

Offices may require that requests for access be submitted in writing, and may ask for, but not require, the reason for the request. The College will comply with requests to inspect and review a student's records that it has determined to honor within a reasonable period of time, but in no case more than forty-five days after the request was made.

Records to which students are not entitled to access include:

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

Students may be invited but not required to waive their right of access to confidential letters of recommendation for admission, honors or awards, or employment. Failure to execute a waiver will not affect a student's admission, receipt of financial aid, or other college services. If a student signs a waiver, he or she may request a list of all persons making confidential recommendations.

A student who believes that any information contained in his or her educational records is inaccurate or misleading, or otherwise in violation of his or her privacy rights, may request that the College amend the records. The student should first discuss his or her concerns with the individual responsible for the office where the records are maintained. If the student is not satisfied with the resolution, the student should contact the individual to whom that person reports. If still not satisfied, the student may contact the appropriate vice president or designee. The final level of appeal is a formal hearing. To obtain a hearing, the student should file a written request with the Dean of the College. The hearing will be conducted in accordance with the requirements of FERPA.
The substantive judgment of a faculty member about a student's work (grades or other evaluations of work assigned) is not within the scope of a FERPA hearing. A student may challenge the factual and objective elements of the content of student records, but not the qualitative and subjective elements of grading.

If as a result of a hearing the College determines that a student's challenge is without merit, the student will have the right, and will be so informed, to place in his or her records a statement setting forth any reasons for disagreeing with the College's decision.
Students have a right to file complaints concerning alleged failures by the College to comply with the requirements of FERPA and the implementing regulations. Complaints should be addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC 20202-5901. Students are encouraged to bring any complaints regarding the implementation of this policy to the attention of the Dean of the College and the Chief Operating Officer.

Student Privacy and Identity Verification Online

Gratz College employs systematic and secure procedures to verify student identity in the online learning environments while adhering to student privacy guidelines. Verification occurs during admission, registration, and throughout the student's participation in online coursework. The institution's methods are designed to protect the integrity of its academic offerings, comply with accreditation and state regulations, and ensure equity for all students.

Gratz College uses one or more of the following methods to verify the identity of students who participate in online learning:

1. **Secure Login and Password**
   Each student is assigned a unique username and password through Microsoft Azure, which is then embedded in the College's Learning Management System (LMS) and the Student Information System (SIS) and are required for access to all course materials, assignments, and assessments.
2. **Multi-Factor Authentication (MFA)**
   Students must periodically verify their identity using an additional authentication step (such as a code sent to a verified device or email) before accessing institutional systems.

Student Responsibilities

As per the policy on Technology Use and Abuse (03.002), students are expected to:

- Maintain the confidentiality of their login credentials.
- Refrain from sharing passwords or allowing others to access their account.
- Notify the College's IT Help Desk immediately if they suspect any unauthorized use of their account

or identity.

Violations of this policy are subject to disciplinary action under the Student Code of Conduct and may result in academic sanctions.

Privacy and Security of Data
All personally identifiable information collected for identity verification is protected under the Family Educational Rights and Privacy Act (FERPA), the Pennsylvania Breach of Personal Information Notification Act, and the College's Data Privacy and Network and Information Security Policy.
Data are stored securely, used only for verification purposes, and destroyed in accordance with institutional records retention schedules and applicable laws.

Gratz's LMS (Learning Management System), Canvas, and the student registration process through Blackbaud's Student Portal, requires students to log in using their provided Gratz email. Should a student forget their password, they can contact the helpdesk which can verify the student using other identifying information. Gratz does not keep a log with student passwords nor does staff have access to them. Gratz help desk staff can issue a new temporary user password to a student who has forgotten their password. Gratz also issues an initial temporary password for new students. In both of these situations, students are required to immediately change the temporary password.

Canvas Instructure Privacy Statement
Please see the most updated privacy notice issued by our LMS software provider, Canvas, at this site: https://www.instructure.com/policies/privacy

Fees
Gratz College does not charge additional fees for identity verification.

Exam Proctoring
The online courses offered at Gratz College are primarily graduate-Level studies. Graduate-level courses typically do not have the students' learning assessed through the usage of exams, i.e., taking of quizzes, mid-term or final exams. Most learning is demonstrated through the usage of discussion forums, written papers, case studies, live presentations (through usage of webinars), demonstrated experiential learning, etc.

Gratz does offer classes for undergraduate credit to students from high school age through adulthood. All assessments of students are performed by our instructors in asynchronous testing using online proctoring tools within Canvas or in a live online setting.

Institutional Review Board

Gratz College is committed to fostering a number of core values which include compassion, social responsibility, and respect for the dignity of each person. In conducting research, investigators must uphold these values in their interactions with human subjects, as well as comply with applicable federal regulations.

As such, the College has established an Institutional Review Board (IRB). The purpose of the IRB is to protect the rights and welfare of human research subjects recruited to participate in research activities. Any student of faculty research proposal that involves human subjects must be submitted to and approved by the Institutional Research Board.

Detailed information on Gratz's IRB, current contact information for the IRB, as well as instructions for submission can be found on our website: https://www.gratz.edu/institutional-review-board.

IRB Contact Information
Dr. Ayal Feinberg
Gratz College IRB
Chair
Direct: 215-635-7300, ext. 168
afeinberg@gratz.edu

IRB Members for the academic year 2025-2026:
Dr. Ayal Feinberg, IRB Chair
Dr. Karen Galardi
Dr. Philip Moore
Dr. Carson Phillips

Acquaintance Rape and Sexual Violence Policy

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

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

Pennsylvania State Law on Criminal Sexual Conduct

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

<u>If you are sexually assaulted on campus:</u>

1. If the assault takes place at the school, the victim/survivor should immediately contact the Dean of the College for assistance. The name of the victim/survivor will not be revealed unless he or she chooses to be identified.
2. Gratz College shall, at all times, have readily available the name(s) of local law enforcement agencies and sexual assault centers that are to be called for immediate help.
3. If the assault takes place outside the school, the victim/survivor should immediately contact, or have a friend contact 911, the appropriate local law enforcement agency, hospital or sexual assault center. Further, in either case, the victim/survivor should do the following:
    a. It is helpful to have a written summary of what happened while the memory is still clear.
    b. No attempt should be made to bathe, change clothes, or otherwise clean up prior to examination by a medical practitioner qualified to make determinations regarding sexual assault.
    c. If possible, have a friend with you when talking to the police, sheriff, or sexual assault center officer.

Gratz College will provide resources to support victims/survivors and will investigate reports of sexual violence with appropriate jurisdiction.

Sanctions for Sexual Violence

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

Sexual Harassment Policy

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

Teachers and Students

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

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

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

The use of a position of authority to seek to accomplish any of the above constitutes sexual harassment. Sexual harassment may be physical, verbal and/or non-verbal in nature. One incident or the aggregation of a series of incidents (even when a single incident would not necessarily be considered to be harassing) may constitute sexual harassment whether it occurs on or off campus or during working or non-working hours. Although sexual harassment has typically involved a female victim, members of either sex can harass both males and females. Although sexual harassment typically involves a person in a superior position as the offender, people in subordinate or equal positions also may be offenders.

Sexual harassment may occur in a variety of ways, e.g., harassment of a student by a student, or of a faculty/staff member by a staff member, or of a student by a faculty/staff member, or of a staff member by a student.

Sexual harassment can include:

1. An offer for a grade of an "A" for sexualfavors;
2. Suggestions or threats that refusal of sexual favors might hinder one's academic, social or

professional standing;
3. Constant efforts to change a professional relationship into a personal one;
4. Unwanted sexual looks or gestures;
5. Persistent and offensive sexually oriented jokes and comments;
6. Social or professional comments demeaning to a particular gender;
7. Unwanted physical contact such as patting, pinching or touching; and
8. Telling lies or spreading rumors about a person's sex life.

Sexual harassment can cause:

- Emotional effect such as fear, shame, humiliation, depression, guilt, feelings of powerlessness, confusion, self-doubt, isolation, anger, anxiety, negative self-esteem, and embarrassment.
- Physical effects such as nausea, headaches, stomachaches, high blood pressure, muscle tension, weight changes, sleeplessness, too much sleep, accident proneness, and skin problems.
- Academic/employment effects such as dropping a class, changing a major, failing an exam, decreased educational/job satisfaction, increased absenteeism, loss of fringe benefits or promotion, being fired, and exclusion from peer groups.

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

Informal Complaints

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

If the person bringing the complaint is willing to be identified to the person against whom the complaint is made and wishes to attempt informal resolution of the problem, Gratz College and/or other school officials will make a confidential record of the circumstances (signed by the complainant) and suggest and/or undertake appropriate discussions with the persons involved.

When a number of people report incidents of sexual harassment that have occurred in a public context (for instance, classroom situation) or when the designated school official receives repeated complaints, he or she may inform the person complained against without revealing the identity of the complainant.

Formal Complaints

A formal complaint of sexual harassment must include a written statement signed by the complainant specifying the incident(s) of sexual harassment. The statement may be prepared by the complainant or by an advisor as a record of the complaint. The complaint must be addressed to the Dean of the College.

Formal complaints will be investigated in the following manner:

- The Dean and/or other school officials will decide whether circumstances in the complaint warrant a formal investigation.
- If the circumstances warrant an investigation, the person complained against is notified of the complaint and the substance of the complaint.

The investigation will be limited to what is necessary to resolve the complaint or make a recommendation. If it is necessary for the Dean and/or other school officials to speak to people other than those directly involved in the complaint, the complainant and the person complained against will be notified.

The Dean and/or other school officials will complete an investigation within 60 days and will either:

1. Resolve the complaint to the satisfaction of the complainant and the person complained against and report the findings and resolution to the College President.
2. Report the findings with appropriate recommendations for corrective action to the College President.
3. Report to the College President that there is not sufficient evidence to support the complaint.

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

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

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

Security Policies and Procedures

Security
The Gratz College Maintenance Department maintains the building and grounds with a concern for safety and security. There are fire alarms throughout the building and should be used in the event of an emergency. During times when the facility is closed, the building is monitored.

Crime on Campus
In compliance with the Commonwealth of Pennsylvania's College and University Security and Information Act 73 of 1988, Gratz College must report the incidence of crime on campus for three years before October 1st. A complete copy of this report is on file in the Information Technology/Campus Security office and is available for inspection. The report is also available on the Gratz College website.

Weapons on Campus
Gratz College prohibits all students, faculty, staff, and visitors from possessing weapons of any kind on the premises of Gratz College, while engaged in activities for Gratz College, and at Gratz College-sponsored events.

Weapons include:
- Guns
- Knives
- Mace
- Nunchucks
- Explosives
- Any item with the potential to inflict harm that has no common purpose

This list is illustrative only, and not exhaustive.

Only trained and licensed professionals can have weapons if security personnel are hired for a particular event or response to a specific issue.

More information on security and resources can be found on our website: Campus Security Policies, Crime Statistics, and Crime Log.

Additional Policies

Kashrut Policy (Jewish Dietary Laws)
In recognition of Gratz College's Jewish legacy and our commitment to pluralism, Gratz College always accommodates those who observe the Jewish Dietary Laws, which is known as *kashrut* in Hebrew or "keeping kosher." We order food from kosher caterers and we serve food with kosher certification. Our kitchen appliances are also maintained in accordance to the laws of *kashrut*.

Smoking
As required by the Pennsylvania Clean Indoor Air Act of 1990, Gratz College maintains a smoke-free environment. Anyone who chooses to smoke may do so outside the front door or on the campus grounds with an understanding that all litter must be placed in an appropriate

container so as to eliminate the risk of fire.

Drug and Alcohol Prevention Policy
Gratz is committed to maintaining a drug-free campus for the benefit and protection of students, faculty, and staff.

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
Gratz is committed to helping students deal with issues and problems in a mature, sensible manner focusing on prevention rather than treatment. If a student needs alcohol, drug, or other addiction-related services, Gratz can provide referrals for counseling or other appropriate services.

If a student needs drug or alcohol counseling or treatment, resources are available on the Gratz website—consumer information page.

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 statutes may 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.

Standards of Conduct Regarding Drug Use
The use of illegal drugs on campus is strictly prohibited. Gratz does not tolerate any unlawful use,

possession, manufacture, dispensation or distribution of illicit drugs.

Misrepresentation
Gratz College 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.

Gratz 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.

Gratz 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.

Tuition and Fees

It is the student's responsibility to make sure all tuition and fees are paid by the appropriate deadline. Tuition and fees are charged for each semester of enrollment. Gratz College accepts cash, checks, or credit card payments. Payment plans are available. Payment or payment arrangements must be made by the first day of the term.

Tuition rates are listed below by ***credit***. Most courses are **3 credits**. All exceptions should be noted. Please consult course schedules and descriptions to verify the number of credits per course. To calculate total course tuition, please multiply the credit rate by number of course credits. Gratz College reserves the right to change fees and tuition rates at any time.

Tuition

Programs	Per Credit Rate
Education tuition (M.Ed., M.S. TP, M.S. SE, Education certificates)	$479*
All other Master's and certificate programs	$719
Doctoral Programs	$941
Ed.D. Dissertation Research (after three years in program), Ph.D. Antisemitism Studies, Holocaust and Genocide Studies, and Jewish Studies Dissertation Research (after five years in program)	$1000/semester

Non-matriculated graduate Non-matriculated graduate in Education	$719 $479
Undergraduate courses	$600
Gratz alumni auditor	$432 (per course)
Auditor	$645 (per course)
Hebrew Mekhinah online	$600 (per course)

**Special reduced tuition rate for Philadelphia School District education students*

Fees

Graduation	$125
Application	$50
Registration per semester	$70
Tech fee per online course	$75
Language placement exam	$100
Late registration	$35
Transcript fee	$12

Refunds

Students may drop courses until the drop deadline listed in the Academic Calendar without penalty and receive a full refund of tuition. Students who drop a course after the drop deadline will be held financially obligated for those classes. There are no tuition refunds after the drop deadline. Fees are not refundable.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the Registrar. The course withdrawal form can be found on the registrar page of the website. Failure to attend class is not a withdrawal and students will not receive a refund if they do not attend class.

For financial aid refunds, see the Title IV refund policy.

Financial Assistance

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

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

priority.

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

- Selection of students to receive financial aid will be made without regard to age, sex, race, color, religion, national origin or handicap.
- The basic premise in awarding financial aid is that the primary responsibility for financing education lies first with the student and his/her family. The family's ability to pay is the first criterion which is examined in determining a student's eligibility for financial assistance. When the total resources which can be provided by the family do not meet the expenses of the College, the College attempts to provide assistance in conjunction with Federal, State and private sources.
- In determining a student's resources, factors which are considered include, but are not limited to, family income, family assets, student assets and prior year earnings, number of people in the household and number in college. Efforts will be made to verify the accuracy of these factors, as reported. Individual circumstances will be taken into account whenever possible.
- In selecting students to receive aid, and determining the amount they receive the college will consider:
  - The date of the student's Institutional Aid application (did the student apply before or after the April 15th priority deadline);
  - The availability of funds as of the date of application, for funds which are limited;
  - Factors listed in #3 above;
  - Special factors as determined by the College on an annual basis to serve the needs of special populations.
- Once the determination of need is made, the College will look first to the Federal Pell Grant program and PHEAA State Grant program for assistance. Once assistance from those two sources is subtracted from the student's need, then Federal Direct Loans are used as an alternative. Students still requiring additional assistance to meet their need will then be considered for Gratz Institutional Aid.
- Because the College has limited funds available to students, students are expected to utilize all possible alternatives available to them, in addition to College funds.
- Financial aid awards, which include any Title IV aid, will not exceed need. If a student receives outside assistance which causes an over award, the student's Gratz College Institutional Aid award will be modified. Every effort will be made to reduce loan assistance before reducing grant assistance.
- After an Institutional Aid award has been sent to the student, the student or his/her parents may request a reevaluation. No student will be considered for reevaluation or request for additional assistance, until all other resources (e.g. Federal Direct Loans) have been utilized.
- Gratz College awards merit scholarships to students displaying no need through its Gratz College Fellowship Program. No need students receiving merit scholarships will be awarded an amount approved on an annual basis by the Admissions Office.
- There will be limited college funds available to International students. Awards will be made based on a combination of the student's need and merit.

The following financial aid is available for Gratz students:

1. **Grants:** Federal and State grants are awarded to undergraduate students based on need and income. Grants are considered "gift" aid – they do not need to be repaid.
2. **Federal Pell Grant:** Available for Undergraduate students, awarded based on EFC, COA and enrollment status. Students can receive this grant for a maximum of six years, including enrollment at other colleges.
3. **Federal Direct Loan Program:** Loans that are part of the Federal Direct Loan program which help students pay for their educational expenses by borrowing directly from the government. Terms of the loan are covered in greater detail in the required Federal Loan Entrance Counseling and Master Promissory Note. Loan repayment begins six months after a student graduates, withdraws, or drops below half-time status.
4. **Federal Direct Subsidized Federal Loan (Undergraduate Students only):** If you have Unmet Need, a portion of your Direct Loan may be offered as a Subsidized Direct Loan. The federal government pays the interest on subsidized loans while you are enrolled at least half-time.
5. **Federal Direct Unsubsidized Federal Loan:** You are not required to have Unmet Need to borrow an unsubsidized loan, but you are responsible for interest that accrues during deferment periods with this loan type.
6. **Federal Direct Parent PLUS Loan:** Parents of dependent students may apply for a Parent PLUS loan, limited to the cost of attendance minus other financial aid received. PLUS loan borrowers cannot have an adverse credit history.
7. **Federal Direct Graduate PLUS Loan:** A Graduate PLUS loan is an unsubsidized loan for graduate/professional students, limited to the cost of attendance minus other financial aid received. PLUS loan borrowers cannot have an adverse credit history.
8. **Alternative Loan:** Credit based Alternative/Private loans are an additional way to finance the costs of higher education when federal options are exhausted. They are offered through private lenders whose loans are unassociated with any federal student loan program. Because of this, terms and conditions vary greatly.

The Academic Year

The academic year is divided into three semesters; fall, spring, and summer. The fall semester typically begins in early September and ends in late December. The spring semester begins in mid-January and ends in May. The summer session begins in June and continues through August. The Gratz College academic year typically consists of 16-week semesters for fall, spring and summer. Specific dates are posted in the academic calendar.

A regular Undergraduate academic course load per semester:

- 6 to 8 credits = ½ time enrollment
- 9 to 11 credits = ¾ time enrollment
- 12 or more credits = full-time enrollment

A regular Graduate academic course load per semester:

- 4.5 to 8 credits = ½ time enrollment
- 9 or more credits = full-time enrollment

A regular Doctorial academic course load per semester:

- 3 to 5 credits = ½ time enrollment
- 6 or more credits = full-time enrollment

Class Year Defined by Credits for Financial Aid

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

For Undergraduates*:

0-23 credits	Freshman
24-47 credits	Sophomore
48-71 credits	Junior
72+ credits	Senior

For Graduates:

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

*Successful completion of a total of 120 credits is required for Undergraduate graduation.

Gratz College's Policy of Verification

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

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

Documents Required:

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

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

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

Exclusions

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

- An applicant died during the award year.
- A resident of Guam, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, and the Trust Territory of the Pacific Islands (Palau).
- A student who is incarcerated.
- Certain spouse or parent status unavailable.
- Spouse or parent is deceased, mentally or physically incapacitated
- Residing outside the United States and cannot be contacted
- The spouse or parent cannot be located because the address is unknown and the applicant cannot obtain the address
- The applicant is a recent immigrant
- The applicant completed verification at a previously attended school in the same award year
- A student does not receive Title IV funds.

Verification Time Frames

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

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

Policy on Dependency Status Overrides

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

Policy Regarding Treatment of Outside Scholarships

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

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

2. If the amount of the scholarship or grant does exceed their "unmet need", their financial aid package will be decreased by the Federal Direct Loan.

Veterans Benefits

The Department of Veterans Affairs determines the eligibility of educational benefits to which Undergraduate and Graduate students are entitled. Gratz College is dedicated to assisting veterans and their dependents as they reach personal, professional and academic goals. If you have any questions regarding the application for your benefits, remaining entitlement, or any other general benefits questions, please contact the Veteran's Affairs Office of the Philadelphia Education Department at 1.888.GI-BILL-1 (1.888.442.4551) or visit www.gibill.va.go.

Below are some of the different benefits available:

- Chapter 33 – Post 9/11 GI Bill ®

- Transfer of Post 9/11 GI Bill ® Benefits to Dependents (TEB)
- Chapter 30 – Montgomery GI Bill ® - Active Duty
- Chapter 31 – Vocational Rehabilitation
- Chapter 35 – Dependents Educational Assistance

You may be eligible to use VA educational benefits at Gratz College. If you are, you must select which benefit to receive. You cannot receive payment for more than one benefit at a time. If you are eligible for more than one benefit, you should contact the VA to discuss your educational plans.

VA Student Responsibilities:

- Be accepted for enrollment to a degree program or be currently enrolled in a degree program at Gratz College.
- Submit the Certificate of Eligibility provided to them by the VA to Gratz College's School Certifying Official (SCO).
- Submit a written request (finaid@gratz.edu) to be certified by Gratz College's SCO for each semester of enrollment. The SCO will submit enrollment, tuition and fee information for each semester of enrollment to the VA.
- It is the responsibility of the VA student to provide the SCO with any changes to enrollment (add, drop, withdraw from a course) each semester on a timely basis. This can be done by emailing the SCO at finaid@gratz.edu.
- Whenever you add, drop or withdraw from a course, it may affect your VA benefits. The VA will notify you if the change in enrollment resulted in a debt to the VA. You will be responsible for paying any debt back to the VA.
- Gratz College will hold a student responsible for any portion of tuition and other fees not covered by the VA.

In accordance with Title 38 US Code 3679 subsection (e), Gratz College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

Gratz College will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

Policy for the Veterans Benefits and Transition Act of 2018

This policy complies with Title 38 United States Code Section 3679(e) School Compliance Form. This policy pertains to a Covered Individual which is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 GI Bill® benefits.

Gratz College will permit any Covered Individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational

institution a certificate of eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (a certificate of eligibility can also include a Statement of Benefits obtained from the Department of Veterans Affairs (VA) website, e-Benefits, or VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Gratz College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33. The COE or VAF 28-1905 must be presented to the institution no later than the first day of class.

Gratz College will not drop any Covered Individual after the Business Office receives a copy of the VAF-28-1905 or receives a chapter 33 Post 911 eligibility form from the certifying official who do not have additional charges above the tuition and fees. The Covered Individual still must sign the payment plan, but will not be dropped if VA covers 100%. If extra charges do not have a payment plan, that student may be dropped for lack of a payment.

Gratz College will not hold a loan or Pell Grant as collateral to any Covered Individual which meets the criteria above, while the institution is awaiting payment by VA. Gratz College will disburse loans and Pell Grants with the same schedule as the student population. If the student has additional charges above tuition and fees, the Business Office will hold Pell Grants and loans until the entire extra charges are paid (at the discretion of the Business Office). If VA does not pay the institution, the student is responsible for ALL debts resulting from reductions or terminations of the student's enrollment, even if the payment was submitted directly to the school on the student's behalf.

The Gratz College certifying official will certify time periods in accordance with VA Auditors and existing VA policies. An undergraduate must take 12 hours during the same time-period to be considered full time for purposes of housing allowance. A regular graduate must take 9 hours during the same time-period to be considered full time for purposes of housing allowance. If a student is taking multiple time periods in a semester, each time-period must fulfill the required hours as above. Anything less than 12 hours for undergraduates and 9 hours for regular graduates during the same time-period, will be adjusted appropriately.

Gratz College reserves the right to require an additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

Policy for the Veterans Access, Choice, and Accountability Act of 2014

The Veterans Access, Choice, and Accountability Act of 2014 (Public Law 113-146) changed the amount of tuition and fee charges which can be reported to the U.S. Department of Veterans Affairs (VA). Effective July 1, 2015, public institutions of higher education must charge qualifying veterans and dependents tuition and fees at the rate for in-state residents. Any institution not meeting this requirement will be disapproved by VA for the Post-9/11 GI Bill ® and Montgomery GI Bill.

Individuals qualifying for in-state tuition under Public Law 113-146 are:

- A Veteran receiving benefits under the Montgomery GI Bill (Chapter 30) or the Post-9/11 GI Bill ® (Chapter 33) who lives in the state in which the institution is located (regardless of his/her legal state of residence) and enrolls in the institution within three years of discharge from a period of active duty service of 90 days or more.
- A spouse or child using transferred benefits under the Post-9/11 GI Bill® (Chapter 33) who lives in the state in which the institution is located (regardless of his/her legal state of residence) and enrolls in the institution within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution is located (regardless of his/her legal state of residence) and enrolls in the institution within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more.

If the veteran or dependent enrolls within three years after the veteran's discharge, the requirement to charge no more than the in-state tuition rate would apply for the duration the individual remains continuously enrolled at the institution.

Federal law permits public institutions of higher education to require eligible veterans or dependents to demonstrate intent to establish residency in the state by means other than satisfying a physical presence requirement. For example, institutions can request documentation such as a driver's license, car registration or voter registration, signed lease or rent receipt to help establish an applicant's intent to establish residency in Pennsylvania. Please note that the federal law does not include a durational residency requirement, nor does it include a requirement that eligible veterans demonstrate an intent to remain in Pennsylvania indefinitely.

Finally, please note that the federal law does not bar institutions from requiring eligible veterans to meet other requirements, unrelated to residency, in order to be eligible for the in-state tuition rate.

"GI Bill ®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Gratz College's SCO:
VA Certifying Official / Director of
Financial Aid Gratz College
Office: (215) 635-7300 ext. 102
finaid@gratz.edu

Change of Address
If a student's name or address changes anytime during their academic program, it is the student's responsibility to notify Gratz College. Students can update their information using an online form: https://www.gratz.edu/students/registrar/forms/name-address-update

Students must also update their Free Application for Federal Student Aid (FAFSA) with their updated information. This can be done online at https://studentaid.gov.

Applying for a Federal Direct Loan

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

Entrance/Exit Counseling

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

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

Loan History

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of Education's programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data. To review your complete federal student loan history, students can access loan and grant information by logging into https://studentaid.gov and viewing their Dashboard.

Federal Direct Subsidized Loan Program

Direct Subsidized Loans are available to undergraduate students with financial need. The Financial Aid Office will determines the amount you can borrow, and the amount may not exceed your financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan:

- while you're in school at least half-time,
- for the first six months after you leave school (referred to as a grace period*), and
- during a period of deferment (a postponement of loan payments).

Federal Direct Unsubsidized Loan Program

Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. The Financial Aid Office determines the amount you can

borrow based on your cost of attendance and other financial aid you receive. You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If you choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, your interest will accrue (accumulate) and be capitalized (your interest will be added to the principal amount of your loan).

Federal Direct Parent PLUS Loan Program

To receive a Parent PLUS loan, you must be the biological or adoptive parent (or in some cases, the stepparent) of a dependent undergraduate student enrolled at least half-time at an eligible school, not have an adverse credit history and meet the general eligibility requirements for federal student aid (your child must also meet these requirements.) The U.S. Department of Education is your lender. A credit check will be conducted. The maximum PLUS loan amount you can receive is the cost of attendance (determined by the school) minus any other financial aid received.

Federal Direct Graduate PLUS Loan Program

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

Alternative/Private Loans

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

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

Direct Loan Interest Rates

The Bipartisan Student Loan Certainty Act ties federal student loan interests rates to the 10-year Treasury note. This Act re-establishes the interest rates for new Federal Direct Student Loans, moving them from a fixed interest rate to a “fixed variable” interest rate that will established each year on June 1 and effective on July 1 of that year. A “fixed variable” rate means that a new interest rate will be set each year, but the rate will be fixed for the life of the loan for any loans disbursed between July 1 of that year and June 30 of the next year. As a result this may mean that upon graduation a borrower may have a set of fixed-rate loans, each with a different interest rate. The bill

also imposes a cap to ensure interest rates never exceed 8.25% for undergraduate students and 10.50% for graduate students.

Repayment

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

Deferment and Forbearance

Borrowers can get an in-school deferment on their Direct Loans whenever they are enrolled halftime or more. Other types of deferments include partial financial hardship or unemployment deferment.

Deferments are typically given for 12-month periods of time. Interest will not accrue on subsidized loans during deferments. Contact your loan servicer for the appropriate forms.

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

Loan Disbursements

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

Refunds

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

Tuition and Fees

It is your responsibility to make sure all tuition and fees are paid by the appropriate deadline. Tuition and fees are charged for each semester of enrollment. Gratz College accepts cash, checks or credit

card payments. If you have questions concerning your tuition bill, please contact Karen West at 215-635- 7300 x163.

Return of Title IV Funds

If a student completely withdraws from the College and has utilized Federal Title IV Funds (e.g. Federal Pell Grant, Federal Direct Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS) during the semester in which they withdraw, the College will observe the federally mandated process in determining what, if any amount of money must be returned to the federal program(s). All unearned Title IV funds must be returned to the Department of Education within 45 days of the date of the student's withdrawal from Gratz College.

Students who intend to withdraw from the College must complete the process as outlined in the Student Handbook under the Academic Policies section. In cases where a student has received federal financial assistance during that semester, the Financial Aid Office will determine what, if any adjustment must be made. This determination will be based on the formula prescribed in the federal regulations for the return of Title IV funds. This determination is made on the basis of the number of calendar days completed in the semester prior to the student's notification to withdraw, divided by the total number of days in the semester. If the resulting percentage is after 60% of the enrollment period, no return of federal funds will take place since the student has earned 100% of their Title IV funds.

If the percentage is less than 60% of the enrollment period, this percentage will be used to determine the portion of Title IV aid that has been "earned". The remaining amount must be returned in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan for Undergraduate Students
4. Federal PELL Grant
5. Federal SEOG
6. Other Title IV Aid

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

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

Once the Return to Title IV Funds calculation has occurred, the Financial Aid Office will notify the student of the results of the calculation and the aid that was returned. The Business Office will notify the student of any outstanding balance now due to the institution as a result.

Federal Direct Loan Aggregate Limits

The lifetime aggregate limits for federal student loans (FFELP and Direct) are as follows:

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

Responsible Borrowing

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

Questions about Repayment of your Federal Loans

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

Independent or Dependent Student

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

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

Dependent Student

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

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which Gratz College measures a student's progress toward completion of a degree or certificate program. Federal regulations require students receiving Title IV financial aid to maintain satisfactory academic progress toward their educational goals to remain eligible for financial aid.

SAP is evaluated using three measurements:

1. Qualitative Standard (Grade Point Average)
2. Quantitative Standard (Pace of Completion)
3. Maximum Timeframe

Students must meet all three standards to maintain eligibility for federal financial aid.

Students must comply with all three requirements to remain eligible for aid, as explained in the following:

1. **Qualitative Standard** - **Grade Point Average (GPA):**
   Students must maintain the following cumulative grade point average (GPA):
   a. Undergraduate students: Minimum cumulative GPA of 2.0
   b. Graduate and Doctoral students: Minimum cumulative GPA of 3.0
   Students who fail to achieve the required cumulative GPA will not meet SAP standards.
2. **Quantitative Standards - Pace of Completion**
   Students must successfully complete at least 67% of all cumulative attempted credit hours. Pace is calculated using the following formula: Completed Credits ÷ Attempted Credits = Completion Rate. Example: A student who has completed 25 credits out of 36 attempted credits has a completion rate of 69.4% and is meeting the quantitative standard. All attempted credits are included in the calculation of pace, including transfer credits accepted toward the student's program.
3. **Maximum Time Frame** - Students must complete their academic program within a maximum timeframe of 150% of the published length of the program. For example: Program Requirements: 36 credits; Maximum Timeframe: 54 attempted credits. Students who exceed the maximum timeframe are no longer eligible for federal financial aid unless an approved appeal is granted.

Measuring Academic Progress

The Financial Aid Office evaluates SAP annually at the conclusion of the spring semester (Spring B term).

The review includes:

- Cumulative GPA
- Pace of completion
- Maximum timeframe

All periods of enrollment are reviewed regardless of whether the student received financial aid during those periods.

Academic Plan

Students who fail to meet SAP standards and intend to appeal will be required to complete an Academic Plan. An Academic Plan is a documented strategy designed to help a student successfully achieve SAP standards within a specified timeframe. An Academic Plan may be required when the Financial Aid Office determines that the student will be unable to regain SAP eligibility after a single payment period.

To develop an Academic Plan, the student must:

3. Meet with their academic advisor or designated academic official.
4. Review their academic progress and remaining degree requirements.

5. Develop a written Academic Plan outlining the actions necessary to regain satisfactory academic progress.
6. Submit the Academic Plan to the Financial Aid Office for approval.

Academic Plans may include:
- Minimum semester GPA requirements
- Successful completion of all attempted coursework
- Restrictions regarding course withdrawals or repeated coursework
- Required participation in tutoring, advising, or academic support services
- Enrollment recommendations
- Specific benchmarks and timelines for achieving SAP

The Academic Plan must be approved by both the academic advisor and the Financial Aid Office before it becomes effective.

Appeals
Students who fail to meet SAP standards may appeal their suspension of financial aid eligibility.

Appeals must be submitted in writing to the Financial Aid Office and must include:
1. An explanation of why the student failed to meet SAP standards.
2. A description of the circumstances that affected academic performance.
3. An explanation of what has changed that will allow the student to achieve SAP standards in the future.
4. Supporting documentation, when applicable.
5. An Academic Plan, if required by the Financial Aid Office.

Examples of extenuating circumstances include:
- Serious illness or injury
- Death of a family member
- Significant personal or family emergency
- Medical or mental health circumstances
- Other circumstances beyond the student's control

The Financial Aid Office may request additional documentation or require a meeting with the student before making a decision. Appeal decisions will be communicated in writing and are final.

Financial Aid Probation
Students whose SAP appeals are approved will be placed on Financial Aid Probation. Financial Aid Probation permits a student to receive Title IV financial aid for one payment period despite not meeting SAP standards. At the conclusion of the probationary period, the student must:
- Meet all SAP standards; or
- Successfully satisfy all requirements of an approved Academic Plan.

Students who fail to meet either requirement will lose eligibility for federal financial aid.

Monitoring Academic Plans
Students who are approved under an Academic Plan will have their academic progress reviewed at each

evaluation point established in the plan.
To remain eligible for federal financial aid while on an Academic Plan, students must:

- Meet all Academic Plan requirements;
- Achieve any required term GPA;
- Successfully complete any required percentage of attempted coursework;
- Continue progressing toward meeting institutional SAP standards.

Failure to satisfy any condition of an approved Academic Plan will result in the loss of financial aid eligibility.

Financial Aid Suspension
Students who fail to meet one or more SAP standards will be placed on Financial Aid Suspension. Students on Financial Aid Suspension are not eligible to receive Title IV federal financial aid.
The Financial Aid Office will notify students in writing of:

- The SAP deficiency
- The loss of financial aid eligibility
- The procedures for submitting a SAP appeal

Reinstatement of Financial Aid Eligibility
Financial aid eligibility is not automatically reinstated. A student may regain eligibility for Title IV financial aid by:

1. The student has successfully achieved the required cumulative grade point average and number of credits (see qualitative and quantitative standards).
2. The student has requested reinstatement in writing.

Students seeking reinstatement must submit a written request to the Financial Aid Office and provide any required documentation demonstrating eligibility.

Title IX Policy
Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in any federally funded education program or activity. Gratz College is committed to providing an environment free from discrimination on the basis of sex. Pursuant to Title IX of the Education Amendments of 1972 and 34 C.F.R, Part 106, Gratz College has designated a Title IX Coordinator that has the primary responsibility for coordinating the school's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Amendment prohibits sex discrimination in all the operations at Gratz College, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.
Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of a recipient's educational programs and activities. Sexual misconduct against students, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination under Title IX.

The Title IX coordinator oversees the school's response to reports and complaints that involve

possible sex discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate, so the school can address issues that affect the wider school community.

You should contact the Title IX Coordinator in order to:

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

Donna Guerin
Title IX Coordinator
dguerin@gratz.edu

Naomi Housman
Deputy Coordinator
nhousman@gratz.edu

General Contact Email
titleix@gratz.edu

Further information can be found on our website: Title IX.

FERPA and the Financial Aid Office

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

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

- Records relating to eligibility and disbursement of Federal student aid funds
- Student account
- Federal work-study payroll records
- Financial aid applications
- SAR's and ISIR's
- Documentation of professional judgment decisions
- Documentation relating to a refusal to certify Federal education loans
- Financial aid history information (for transfer students)
- Cost of attendance information, including documentation relating to any adjustments
- Satisfactory Academic Progress (SAP) documentation
- Documents used for verification

- Entrance and exit counseling records
- Financial records

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

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

Voter Registration
Gratz College students are encouraged to register to vote and exercise their right to have a voice in democracy. To register to vote, visit https://vote.gov. The site can help to:

- Register online
- Download the National Mail Voter Registration Form
- Find guidance for states and territories with different registration procedures

Constitution Day and Citizenship Day
September 17th is Constitution Day and Citizenship Day. This day commemorates the September 17, 1787 signing of the United States Constitution. Each educational institution that receives Federal funds for a fiscal year is required to hold an educational program about the U.S. Constitution for its students.

As an online institution, Gratz College will recognize Constitution Day each year by featuring an article on the college website which promotes discussion and reflection on the importance of the U.S. Constitution.

Gratz Scholarships
Gratz College scholarships are made possible through the generous gifts of alumni, parents, faculty, staff, and friends of Gratz College. Qualifications for these scholarships are based on many factors including financial need and criteria specified by the donors. Scholarship awards are granted by the Institutional Scholarship Selection Committee.
Applicants, accepted students, and current students are eligible to apply for scholarships and fellowships. Scholarship recipients may be notified in their acceptance letters from the admissions staff or separately from the Office of Institutional Advancement.
To be considered for scholarships at Gratz College, you must:

- Complete the current Free Application for Federal Student Aid form (FAFSA). You can complete the FAFSA online at **https://studentaid.gov/h/apply-for-aid/fafsa**. Be sure to designate Gratz College to receive your FAFSA results (Federal School Code: **004058**). Failure to complete the FAFSA will delay your application. *International students are not required to complete the FAFSA but should offer additional information on financial circumstances which have prompted them to request financial assistance.*
- Also submit the Gratz College online Scholarship Application. Applications will be reviewed by the Institutional Scholarship Selection Committee, and each applicant will receive a decision letter.

Scholarship applications should be submitted as soon as possible after the program application has been submitted. Applicants should find a link to the scholarship form on their admissions checklist once their online application has been processed by the admissions staff. The deadline for scholarship applications is one month before the beginning of the requested start term.

- Successfully complete the program admissions process to have your scholarship application reviewed and considered by the Scholarship Committee.

Students who successfully complete the admissions process and are awarded a scholarship will have their scholarship award applied directly to their Gratz College tuition bill, according to the terms designated in their award letter, once they register for courses. For more information, contact the Office of Enrollment Management **admissions@gratz.edu.**

Gratz College Policy for the Renewal of Scholarships

All scholarship recipients must maintain at least a cumulative 3.0 GPA and earn at least 67% of the attempted credit hours for the fall, spring and summer semesters combined to remain eligible for scholarships awarded through the Admissions Office. Scholarships may be subject to other requirements for renewal.

1. **Grade Point Average (GPA):** The Satisfactory Academic Progress regulations require that students maintain a minimum cumulative grade point average (GPA) in order to remain eligible for financial aid. Graduate and Doctoral students must maintain a minimum cumulative GPA of 3.0.
2. **Quantitative Standards Cumulative (Overall) Progress:** The Satisfactory Academic Progress regulations also contain a quantitative component, meaning that students are required to make steady progress toward their degree by completing at least two-thirds (67%) of all their attempted credit hours. For example, if a student attempts 9 credit hours in a semester, he or she would be expected to satisfactorily complete at least 6 credit hours to comply with the minimum quantitative standards.

The cumulative GPA includes all courses taken through Gratz College. Attempted credit hours are defined as any credit hours for which a student is enrolled after the drop/add period has ended. Earned credit hours are defined as any credit hours for which a student earns a passing grade. Review will take place each year after summer grades are finalized in August. Any break in enrollment without an approved Leave of Absence (LOA) from the Registrar's Office may result in the loss of scholarship.

If a student does not meet the criteria to renew their scholarship, they will be notified in writing about the cancelation of their scholarship. A student may submit an appeal if they have experienced significant, extenuating circumstances. The Scholarship Committee will review the appeal and send the student a written notification of their decision.

Scholarship recipients have 3 years to register for all courses in their degree (including final projects, theses, capstones, proposals, and dissertations). Once a student reaches the maximum timeframe, the student will be ineligible to receive additional scholarship funds.

Transcripts

Gratz College utilizes **parchment.com** for ordering official transcripts. Please allow at least three to five business days for your request to be processed once you have completed the Parchment form. If you attended Gratz before 2008, the wait may be longer. If you have any questions, please contact the **Office of Student Records** with your name, address at the time of enrollment, and years of enrollment.

Unofficial transcripts are available to current students free of charge through the **Student Portal**.

Note: Please check with the recipient(s) to see whether they accept electronic copies, mailed paper copies, or either format.

Health Insurance

Gratz College strongly encourages all students to maintain health insurance. The college assumes no financial responsibility for medical expenses or medical assistance incurred by students.

Gratz College Library

The Gratz College Library is a private, academic library that primarily supports the online graduate programs of Gratz College.

A place of connection for contemporary adult student engagement, the Library offers quality resources and dedicated staff to build confidence and ensure academic success at the graduate level.

For more information, please see the website at www.gratz.edu/academics/library.

Library Electronic Resources

Access

Online subscription database access is for currently enrolled students and faculty through their Gratz-issued email (SSO). When you are signed into your Gratz email you will connect to the resource automatically. Students have access to their library resources for the duration of their time at Gratz until graduation. Most journals are also available through SSO, but some require a separate password. This is also true of professional websites, like Harvard Business Review. Contact the librarians for access.

Responsible Use of Electronic Resources

The resources provided by the Gratz College Library are subscribed electronic resources for the use of the faculty and students of Gratz College. These resources include databases, journals, professional websites, eBooks, research tools and more.

Responsible use of these resources include:

- Non-commercial or personal research
- Scholarly research
- Course instructional materials

Faculty and Students are not permitted to:

- Share usernames and passwords
- Excessively download/print content
- Post content on social media sites or file share sites
- Plagiarize content

Interlibrary Loan

Gratz College Library participates in interlibrary loan for print materials and electronic journal articles and book chapters. Materials not part of the collection may be obtained through interlibrary loan (ILL), governed by the rules of the lending library. Current students and faculty of Gratz College incur no fee to borrow. The cost to borrow from the Library is $15.00 per item for institutions.

Please return all borrowed items to Gratz College via USPS library mail. Do not ship ILLs to the lending library. Library staff will process books and return them for you. Borrower is responsible for returning the books on time or requesting a renewal; borrower is responsible for any lost items.

Any materials not returned to the library by students will result in charges, impeding the ability to graduate. Any materials not returned by faculty, staff, or community will result in replacement fees and/or loss of privileges. The replacement cost for interlibrary loan materials is set by the lending institution, usually from $75.00 to $125.00. Any materials not returned by students or settled with the library will be sent to student billing and possibly a debt collector.

Procedure

Materials not part of the collection may be obtained through interlibrary loan (ILL), governed by the rules of the lending library. Submit your requests at library@gratz.edu. Requests can take up to three (3) business days for emailed journal articles and two (2) weeks for printed books to be sent. Only print books and electronic articles or book chapters are available to lend or download. A/V items are available case by case. Faculty and students may not request and borrow more than five (5) interlibrary loan items at one time.

Privacy

Gratz College follows the rules and regulations of ADA, FERPA, and Title IX among others. For more information, please see the Student Support Service section of the website.

Gratz College Library respects your privacy. We will not disclose your questions, your check-outs, or your search history. We keep track of questions, inquires, and survey answers for statistical purposes, but we do not have your personal information linked to it. This includes survey requests sent through email.

Electronic resources disclaimer

Gratz College Library collects statistics about the use of library resources. These statistics are used to better manage resources and improve services for our students and faculty. The Library respects your privacy and never collects or saves personal information. By logging in and using the resources linked to on the web pages, you agree to our policies and to being a responsible user.

The Library is a non-judgmental environment and strives to meet the needs of each individual.

Admissions

Admissions Requirements: Graduate Certificates and Master's Degrees

Gratz College has rolling admissions for graduate certificates and master's degrees.
All applicants applying to a graduate degree or certificate program must hold a bachelor's degree from a regionally accredited institution of higher education and submit the following:

- Online application and $50 application fee
- Current resumé/CV including employment and educational history
- Personal statement (approx. 2 pages including relevant background and experiences, why you are pursuing this degree, and how you hope to use it in the future)
- Official undergraduate and graduate transcripts from previous colleges attended, where degrees or certificates have been earned, sent directly from the institution to Gratz College. (*Additional transcripts may be requested from other previous colleges attended.)* Official electronic transcripts are preferred and should be sent directly from the institution to admissions@gratz.edu.
  Official paper transcripts may be sent to:
  Office of Admissions
  Gratz College
  315 York Road
  Jenkintown, PA 19046
- An admissions counselor should be consulted regarding foreign transcripts. Foreign transcripts may need to be officially evaluated by a NACES approved evaluation service such as **International Education Evaluations** (**Gratz College's landing page** for IEE) or **World Education Services (WES)** if the school, transcript format, or grade structure is unfamiliar or vastly different from U.S. standards. Evaluation reports, if required, should be sent to the Office of Admissions at Gratz College. *Additional fees apply.*
- Official **TOEFL** scores for applicants whose first language is not English. *Those who have completed a full foreign undergraduate or graduate degree in English may request an exemption from this requirement.*
- The Admissions Committee may request additional documents for any applicant, such as an academic writing sample or recommendations, to further support the admissions file.
- The College does *not* require Graduate Records Examination (GRE) test scores for any programs.

Admissions Requirements: Doctoral Programs

Below are the general requirements for admission to doctoral programs. Individual programs may have their own requirements, as detailed in the academic catalog and on the admissions webpages.

A Master's degree from a regionally accredited institution of higher education with a GPA of 3.0 or higher is required to apply to a doctoral program at Gratz College. The Jewish studies PhD will consider substituting study, equivalent to that of a Master's degree, at institutions of advanced Jewish learning for the Master's degree requirement.

In addition to the documents listed above, the following are typically required for a doctoral application:

- Two-three recommendations-- academic and/or professional. (Electronic forms are available in the applicant portal checklist.)
- Academic Writing Sample -- a graduate research paper or article published in an academic

publication. This is optional for EdD applicants.

- Interview with Program Director via Zoom or telephone. Once all admissions documents have been received and reviewed, admissions staff will contact applicants who have been selected for an interview and further consideration.

Gratz College accepts doctoral applications all year round, but each doctoral program has different recommended or required start terms. Applicants for the Ed.D. in Education Leadership may apply to begin in either Fall A or Spring A terms. Doctoral students in the PhD in Jewish Studies program typically begin in the Summer A term. Doctoral students in the PhD in Holocaust and Genocide Studies are encouraged to begin in the Summer B term when the Doctoral Research and Writing Seminar is offered. Orientation for doctoral students in the new PhD in Antisemitism Studies is provided in the Fall A term.

Admission decisions are based on many factors, such as the applicant's prior academic history, research and writing skills as apparent in the materials provided, and relevant work experience. Gratz College offers admission to applicants whose records demonstrate a high potential for graduate study. The College does not generally admit students who have already completed an equivalent or similar degree at Gratz College or another college or university.

A 3.0 cumulative grade point average in the bachelor's degree from a regionally accredited institution is generally a necessary requirement for admission into a Gratz College graduate program. Applicants with a GPA lower than 3.0 may still be considered for admission with a *conditional* acceptance. A conditional acceptance will typically require a grade of at least 3.0 in the student's first two courses to continue in the program or other conditions as outlined in the student's acceptance letter. Program directors/advisors will monitor a conditionally accepted student's academic progress. If the student meets the conditions previously determined, a *full* acceptance will be offered.

Transfer Students

See the Transfer of Credits policy for transferring credits to graduate programs.

Undergraduate students can transfer up to 81 credits towards the Bachelor's degree as per the Transfer of Credits policy.

Graduate Programs

Graduate-level Institutional Learning Goals

While each graduate program at Gratz College has its own program goals, the following were developed as shared goals of the institution for all students pursuing advanced degrees.

Upon completion of a graduate degree at Gratz College, the student will demonstrate the ability to:

1. **Core Knowledge**
   Apply understanding of core knowledge, core skills, and contemporary issues within the respective field of study.
2. **Critical Thinking**
   Evaluate research and claims within the respective field of study, based on the standards of the discipline.
3. **Diversity**
   Negotiate complex interactions involving diverse and multiple points of view.
4. **Scholarship/Research**
   Utilize disciplinary scholarship and/or research, which has been located through appropriate use of technology.
5. **Values and Ethics**
   Reflect on personal experiences in order to develop values and goals.

Gratz College offers the following Master's Programs leading to degrees in:

- Master of Education
- M.A. in Antisemitism Studies
- M.A. in Holocaust and Genocide Studies
- M.A. in Human Rights
- M.A. in Jewish Studies
- M.S. in Nonprofit Management
- M.S. in Special Education
- M.S. in Teaching Practice

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

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

12-credit (unless otherwise noted) graduate-level certificates are available in:

- Advanced Hebrew (18 credits)
- Antisemitism Studies
- Education (Teaching, Leadership, STEM)
- Holocaust and Genocide Studies
- Jewish Chaplaincy (33-36 credits)
- Jewish Communal Service
- Jewish Studies
- Nonprofit Management
- Professional Hebrew
- Special Education (15 credits)

Master of Education

The Gratz College Master of Education (M.Ed.) degree is an online, 30 credit (10 course) program designed for teachers currently teaching in classrooms or other educational spaces.

The program invites students who want to critically engage with their practice and the greater educational terrain. As a student, you will be joining a community of scholar practitioners and encouraged to think broadly and creatively about teaching and learning.

The eight-week, asynchronous online courses allow students to learn from individual work and reflection, from other students, and from our faculty of practitioners. We hope students leave our program re-energized about teaching and inspired to continue their good work in the world. Students wishing to specialize in Jewish Instructional Education may choose a special 33-credit curriculum concentration which includes courses in Jewish Studies, teaching methods, and Fundamentals & Orientations in Jewish Education.

Program Goals
Upon completion of the Master of Education, the student will demonstrate the ability to:

1. **Critical Thinking**
   Evaluate and recharge a personal teaching practice.
2. **Diversity**
   Identify a diversity of learner needs in a learner centered classroom.
3. **Scholarship/Research**
   Respond to a variety of ideas on effective teaching and learning practices.
4. **Values and Ethics**
   Collaborate in a positive and effective shared online learning environment.
5. **Core Knowledge**
   Select context appropriate instructional and assessment approaches.

Requirements for the Following Concentrations (30 credits):
Creativity & Cognition
Curriculum & Instruction
Early Childhood
Holistic Learning
Educational Leadership
Integrated Learning

Required Core Courses (9 credits)
Select one course from each of the foundational areas:

Classroom Practice & Instruction
EDU 522 Assessment
EDU 510 Applying Universal Design
EDU 554 Issues in Contemporary Classroom Management

Holistic Learning
EDU 518 Law & Ethics
EDU 555 Culture & Family Dynamics

EDU 559 Teaching Tolerance in the Classroom

Philosophical Foundations
EDU 516 Instructional Design
EDU 532 Moral Education
EDU 591 School & Society

Concentration Courses (15 credits)
Arts Education (5 of these)
EDU 505 Teaching Through Movement
EDU 508 Teaching Through Music
EDU 540 Theories of Creativity
EDU 541 The Creative Educator
EDU 546 Arts Integration in the Classroom: Application Across Curriculum
EDU 563 Play as the Foundation of Learning
EDU 576 Introduction to Dance & Creative Movement*
EDU 577 Historical & Cultural Context of Dance & Creative Movement*
EDU 578 Creating Dance & Creative Movement*
EDU 579 Activity Management*
**These courses may be used towards the Creative Movement endorsement from the PA Dept of Education*

Creativity & Cognition (5 of these)
EDU 512 Motivating Today's Learners
EDU 520 The Empowered Learner
EDU 521 Growth Mindset
EDU 533 Integrated Learning
EDU 540 Foundations of Creativity
EDU 541 The Creative Educator
EDU 542 Creative Pedagogy
EDU 544 Creative Technologies
EDU 572 Brain Based Learning
EDU 574 Social & Emotional Learning in the Classroom

Curriculum & Instruction (5 of these)
EDU 505 Teaching Through Movement
EDU 512 Motivating Today's Learners
EDU 520 The Empowered Learner
EDU 546 Arts Integration in the Classroom: Application Across Curriculum
EDU 527 Teaching the Whole Child Through Multiple Intelligences
EDU 536 Kinesthetics Across the Curriculum
EDU 537 Teaching Conflict Resolution
EDU 542 Creative Pedagogy
EDU 544 Creative Technologies
EDU 574 Social & Emotional Learning in the Classroom
**or any of the Classroom Practice & Instruction foundational choices above not used towards that requirement*

Early Childhood (5 of these)
EDU 505 Teaching Through Movement
EDU 508 Teaching Through Music
EDU 527 Teaching the Whole Child Through Multiple Intelligences
EDU 533 Integrated Learning
EDU 543 Designers of Learning
EDU 546 Arts Integration in the Classroom: Application Across Curriculum
EDU 553 Child Development Prenatal through Grade 4
EDU 560 Leadership & Advocacy for Early Childhood Education
EDU 563 Play as the Foundation of Learning
EDU 565 Family & Culture for Early Childhood

Educational Leadership (5 of these)
EDU 514 Professional Learning Community & Mentorship
EDU 524 School as Cultural & Political Entity
EDU 528 Personality & Leadership Theory in the Classroom
EDU 538 Change & Accountability
EDU 560 Leadership & Advocacy
EDU 568 Introduction to Teacher Leadership
EDU 593 Instruction, Students, Resources
EDU 594 The Positive Classroom: Welcoming, Respectful, and Productive
EDU 595 The Purposeful Classroom: Interactive, Engaging, and Dynamic
EDU 596 Professional Responsibilities

Holistic Learning (5 of these)
EDU 510 Applying Universal Design
EDU 523 Gender & Learning
EDU 527 Teaching the Whole Child
EDU 549 Differentiation & Unit Design
EDU 556 Inclusive Practices in the Diverse Classroom
EDU 572 Brain Based Learning
EDU 574 Social & Emotional Learning in the Classroom
EDU 575 Social Justice in the American Classroom
EDU 590 Creating Safe Spaces: LGBTQ
EDU 597 Poverty & the American School
*****_or any of the Holistic Learning foundational choices above not used towards that requirement_

Holocaust and Genocide Studies
HGS 510 The Holocaust and European Mass Murder*
HGS 512 Teaching the Holocaust
HGS 567 Teaching the Holocaust through Museums and Memorials
HGS 519 Genocide Education
One elective course in Holocaust and Genocide Studies from the list below:
HGS 560 America's Response to the Holocaust
HGS 634 Hitler's Other Victims
HGS 507 Their Brother's Keepers: Rescuers and Righteous Gentiles
HGS 566 The Psychology and Sociology of Altruism and Rescue
**Students with little background in Holocaust and Genocide Studies must take HGS 510 as their first*

course.

Integrated Learning
Any 7 EDU courses for your concentration & electives

Jewish Instructional Education
JED 510 Fundamentals & Orientations in Jewish Education
Two JED courses (6 credits)
Two JED or JST courses (6 credits)
Electives (6 Credits) - choose from JED, JST, HGS, MGT, EDU
**Prerequisite/Co-Requisite: College level Hebrew III or exam exemption - Students must achieve a competence level of Hebrew III by the time they complete the degree program. In order to meet this requirement, they may take Hebrew at Gratz College, transfer credits from another approved program, or place out by testing.*

STEAM Education
EDU 535 Technology & the 21st Century Learner
EDU 544 Creative Technologies
EDU 505 Teaching Through Movement
EDU 508 Teaching Through Music
EDU 546 Arts Integration in the Classroom: Application Across Curriculum
EDU 548 STEM Content and Practices*
EDU 545 Inquiry and Guided Discovery*
EDU 547 Project Based Learning and Design Thinking*
EDU 549 Differentiation and Unit Design*
EDU 572 Brain Based Learning
**These courses may be used towards the Integrative STEM endorsement from the PA Department of Education*

Electives (6 credits)
Electives can be any EDU course which has not been used for a requirement above, or one of the following:
EDU 506 Wellness & the Educator
EDU 543 Designers of Learning
EDU 566 Trauma Sensitive Schools
EDU 605 Special Topics (depending on the topic, this course may be used for a concentration requirement)
Courses from other Gratz College graduate programs may be used with the permission of Program Directors from both programs.

Master of Science in Teaching Practice

The M.S in Teaching Practice promotes a deeper thinking about your classroom practice and the role of education in society. The ten-course (30-credit) program is designed for teachers with at least five years of teaching experience. As with the other education programs at Gratz, the program advocates for learning that matters for transformative potential in education.

The program includes the *Educational Inquiry* and *Capstone* class which asks students to research a specific issue in education, and to complete an applied project related to their professional practice.

The 8 week, asynchronous online courses allow students to learn from individual work and reflection, from other students, and from our faculty of practitioners. We hope students leave our program re-energized about teaching and inspired to continue their good work in the world.

Upon completion of the Master of Science, the student will demonstrate the ability to:

1. **Critical Thinking**
   Advance personal philosophies of education related to personal practice and the broader American education system.
2. **Diversity**
   Evaluate learning contexts and systems for opportunities in holistic learning.
3. **Scholarship/Research**
   Conduct a thorough literature review in an educational area and apply this research to an action project.
4. **Values and Ethics**
   Collaborate in a positive and effective shared online learning environment.
5. **Core Knowledge**
   Demonstrate skills in emerging areas of teaching leadership and research.

Required Core Courses: (6 credits)
EDU 591 School & Society
EDU 554 Issues in Contemporary Classroom Management, EDU 580 Current Issues in Secondary Education, OR any EDU 605 Special Topics course

Concentration Courses: (12 credits)
Teacher Leadership Concentration
EDU 568 Introduction to Teacher Leadership
EDU 514 Professional Learning Community & Mentorship
EDU 538 Change & Accountability
EDU 524 School as Cultural & Political Entity

Creative Movement Concentration
EDU 576 Introduction to Dance & Creative Movement
EDU 577 Historical & Cultural Context of Dance & Creative Movement
EDU 578 Creating Dance & Creative Movement
EDU 579 Activity Management

Integrated Learning Concentration

Any 7 EDU courses for your concentration & electives

Electives (6 credits)
Any EDU course which has not been used for a requirement above may be used for an elective. Courses from other Gratz College graduate programs may be used with permission of Program Directors from both programs

Capstone Project (6 Credits)
EDU 571 Educational Inquiry
EDU 599 Capstone

Master of Science in Special Education

The M.S. in Special Education focuses on the growth and academic success of students with diverse learning needs, and the teacher's essential role in creating, assessing, and intervening to ensure that success.
The ten-course (30-credit) program emphasizes both the student experience and the teacher's role in instructional design, assessment, and intervention. Five specialized special education courses prepare teachers for success in the contemporary landscape of special education. There is also a 15-credit (5-course) graduate certificate option.

Upon completion of the Master of Science, the student will demonstrate the ability to:

1. **Critical Thinking**
   Advance personal philosophies of education related to personal practice and the broader American education system.
2. **Diversity**
   Evaluate learning contexts and systems for opportunities in holistic learning.
3. **Scholarship/Research**
   Conduct a thorough literature review in an educational area and apply this research to an action project.
4. **Values and Ethics**
   Collaborate in a positive and effective shared online learning environment.
5. **Core Knowledge**
   Demonstrate skills in emerging areas of teaching leadership and research.

PK-12 Special Education Certification
This program is approved by the Pennsylvania Department of Education (PDE) for students seeking the PK through Grade 12 Special Education certification in Pennsylvania.
To be eligible for this program, students must already have a Pennsylvania Instructional I or II certification and be currently working in a school setting.

Gratz College will recommend to PDE those candidates who:

- Complete the 5 special education courses;
- Complete the 3 credit/8 week student teaching experience;
- Obtain required passing score on the certification examination.

Students will then apply directly to PDE for the certificate.
For students seeking the MS in Special Education and certification, the total program will be 33 credits.

Master's Plus

Students may take any courses of their choice from the Master's level education course selection. Students typically take in 15, 30, 45 or 60 credit blocks, but can take any number to fit their professional goals.

Graduate Certificates in Education

Please note: these programs do not lead to professional state licensure or certification.

Distinguished Teaching
EDU 593 Instruction, Students, Resources
EDU 594 The Positive Classroom
EDU 595 The Purposeful Classroom
EDU 596 Professional Responsibilities

Teacher Leadership
EDU 568 Introduction to Teacher Leadership
EDU 514 Professional Learning Community & Mentorship
EDU 538 Change & Accountability
EDU 524 The School as Cultural & Political Entity

Integrative STEM Education
EDU 545 Inquiry & Guided Discovery
EDU 547 Project Based Learning & Design Thinking
EDU 548 STEM Content & Practices
EDU 549 Differentiation & Unit Design

Special Education
EDU 621 Special Education Law
EDU 622 Professional Ethics in Special Education
EDU 623 A Systems Approach to Interventions & Specialized Instruction
EDU 624 Supporting Students with Low Incidence Population in Schools
EDU 625 Approaches for Positive Behavior and Social Skills in the Setting

Education Microcredentials

Integrative STEM Education (6 credits)
Select two courses from:
EDU 545 Inquiry & Guided Discovery
EDU 547 Project Based Learning & Design Thinking
EDU 548 STEM Content & Practices
EDU 549 Differentiation & Unit Design

Pennsylvania State Education Endorsements

For students in Pennsylvania, Gratz now offers the following endorsements. Endorsements highlight knowledge in new and emerging areas of teaching and learning. Students who hold an existing PA Level I

or Level II certificate will be eligible for this with the completion of the four courses and the completion of both 25 hours of appropriate field work and the learning portfolio to identify, document and analyze this work.

Skills for Teacher Leadership
EDU 568 Introduction to Teacher Leadership
EDU 514 Professional Learning Community & Mentorship
EDU 538 Change & Accountability
EDU 524 The School as Cultural & Political Entity

Creative Movement
EDU 576 Introduction to Dance & Creative Movement
EDU 577 Historical & Cultural Context of Dance & Creative Movement
EDU 578 Creating Dance & Creative Movement
EDU 579 Activity Management

Integrative STEM Education
EDU 545 Inquiry & Guided Discovery
EDU 547 Project Based Learning & Design Thinking
EDU 548 STEM Content & Practices
EDU 549 Differentiation & Unit Design

Master of Arts in Antisemitism Studies

Gratz College's Master of Arts in Antisemitism Studies, a first-of-its-kind interdisciplinary graduate program in the U.S., prepares students for successful careers in Jewish community organizations, education, advocacy, government relations, and public policy, among others. With antisemitism on the rise, it is more important than ever that interested individuals develop a deep knowledge of historical and contemporary antisemitism, and a functional skillset that prepares them to combat Jew-hatred and root out prejudice more broadly.
Students will choose two of three possible degree concentrations:

- Research
- Teaching
- Advocacy

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

1. **Critical Thinking:**
   Critically analyze the historical and contemporary manifestations of antisemitism, applying interdisciplinary perspectives to assess its impact globally.
2. **Diversity:**
   Reflect a nuanced understanding of how antisemitism intersects with other forms of prejudice, fostering inclusive approaches to combating hate in diverse societies.
3. **Scholarship/Research:**
   Conduct rigorous research on antisemitism, contributing original scholarship that advances the academic field and informs public discourse.
4. **Values and Ethics:**
   Demonstrate a commitment to ethical principles and human rights, advocating for social justice in combating antisemitism and related forms of discrimination.
5. **Core Knowledge:**
   Demonstrate a comprehensive knowledge of the historical, cultural, and ideological roots of antisemitism, equipping them to educate others and lead informed discussions on the topic.

Requirements: Master of Arts
The M.A. in Antisemitism Studies consists of 36 credits, all of which may be taken online, including 3 required courses, 7-8 electives, and a 6-credit thesis or 3-credit final project.

Required Courses
ASM 501: The Organizational Landscape of Antisemitism
HGS 510: The Holocaust and European Mass Murder
HRI 600: Antisemitism & Racism in America Today

Electives (7-8) Clustered by Concentration from the following options:
ASM 502: Academic Writing and Publishing
ASM 506: Antisemitism Education in K-12 Learning Environments
HGS 512: Teaching the Holocaust
HGS 519: Genocide Education
HGS 548: Measuring Political Violence
EDU 510: Applying Universal Design

EDU 516: Instructional Design
EDU 522: Effective Learning Assessment
EDU 553: Contemporary Issues in Classroom Management
EDU 559: Teaching Tolerance in the Classroom
EDU 591: School & Society
JST 505: Perspectives on American Judaism
JST 521: American Jews: Honoring the Past, Looking to the Future
JST 525: Jews in the Contemporary World
MGT 512: Professional Writing and Communication
MGT 542: Financial Management of Nonprofit Organizations
MGT 543: Marketing the Nonprofit
MGT 544: Fundraising
MGT 545: Strategic Planning in the Nonprofit Organization
MGT 553: Using Technology to Build Community and Grow Your Organization
MGT 555: Social Entrepreneurship
MGT 570: Conflict Management
MGT 572: Organizational Behavior
MGT 575: Project and Program Management

Project or Thesis
ASM 598: Master's Thesis (6 credits)
ASM 599: Master's Final Project (3 credits)

Graduate Certificate in Antisemitism Studies

The Graduate Certificate in Antisemitism Studies consists of 12 credits (4 courses) of the student's choosing, all of which may be taken online at the 500-level or the 600-level.

Transfer Credit Policy
All 4 courses from the ASM Certificate can be applied to the ASM M.A. degree program.

Master of Arts in Holocaust and Genocide Studies

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

Transfer Credit Policy from the MA to the PhD in Holocaust and Genocide Studies
2 courses from the Holocaust and Genocide Studies MA can be applied to the PhD program ONLY for students who have applied and have been accepted to *switch* from the MA to the PHD *while they are still completing their MA.* Students who have completed the MA may not use two MA courses towards the PhD.

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

1. **Critical Thinking**
   Utilize critical thinking to investigate topics in Holocaust and genocide studies and their larger historical contexts.
2. **Diversity**
   Recognize the diversity of cases of genocide and mass murder and of historical approaches to their study and analyze the unique experiences of marginalized groups within the specific historic context.
3. **Scholarship/Research**
   Identify basic scholarship on the Nazi murder of Jews 1933-45, as well as other contemporary genocides.
4. **Values and Ethics**
   Reflect on the impact of Holocaust and genocide studies on their own professional and personal identity.
5. **Core Knowledge**
   Identify the larger historical and cultural contexts, past and present, in which the Holocaust and other genocides have unfolded.

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

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

Electives (8-9) from the following options:
HGS 503: Women in the Holocaust
HGS 504: Holocaust Art
HGS 507: Their Brother's Keepers: Rescuers and Righteous Gentiles

HGS 511: History of Antisemitism
HGS 512: Teaching the Holocaust
HGS 517: Resistance in the Holocaust
HGS 518: State and Society in Nazi Germany
HGS 524: Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families
HGS 525: Post-Holocaust Theology
HGS 526: Nazi Germany and Corporate Collaboration
HGS 527: Native American Genocides
HGS 533: Before Hitler: East European Jewish Civilization
HGS 535: Literature of the Holocaust
HGS 537: Holocaust Historiography
HGS 541: From Armenia to Auschwitz: An Examination of the First Modern Genocides
HGS 554: The Warsaw Ghetto
HGS 555: Holocaust and Memory
HGS 556: Genocide Prevention
HGS 558: Gender and Genocide in the 20th Century
HGS 559: The Holodomor
HGS 560: America's Response to the Holocaust
HGS 562: The Church and the Holocaust
HGS 563: The Holocaust and Ethical Reasoning
HGS 632: Jews and Germany: Rise, Fall and Rebirth
HGS 633: Loss and Renewal: The Aftermath of the Holocaust
HGS 634: Hitler's Other Victims
JST 515: The Problem of Evil: The Jewish Response (cross-listed)
JST 615: Judaism and Christianity (cross-listed)

Project or Thesis
HGS 598: Master's Thesis (6 credits)
HGS 599: Master's Final Project (3 credits)

M.A. to Ph.D. in Holocaust and Genocide Studies

Students have the option of applying to both the M.A. and Ph.D. programs in Holocaust and Genocide Studies at the same time.

The M.A. to Ph.D. in Holocaust and Genocide Studies is a total of 75 credits, 27 M.A. credits and 48 Ph.D. credits. M.A. students who are approved to continue into the Ph.D. program do NOT have to complete a master's thesis or final project.

After 18 M.A. credits, students will be reviewed by the program director to determine if they are qualified to continue on to the doctorate. If approved by the program director, M.A. students will need to meet minimal standards of GPA (3.5) while completing their M.A., in order to continue on into the Ph.D. program.

M.A. students who are approved to continue into the Ph.D. program pay the M.A. tuition rate for the first 27 credits and then pay the Ph.D. rate after that. After completing **27** M.A. credits, M.A. students approved by the program director may begin to take Ph.D. courses.

Students who elect ***not*** to continue on to the doctorate, or who are not accepted to continue by the program director, will complete the 36-credit M.A. requirements with a thesis or final project and required electives as designated in the original MAHGS.

If a student has already completed the first 9 credits of the doctoral program and then decides to opt out of the Ph.D., those 9 credits (3 courses) will be applied back to the M.A. requirements, and the student may graduate with a terminal master's degree with no thesis or final project.

Students who have completed the Gratz College MAHGS who wish to apply to the M.A.-Ph.D. combined program must do so within two years of receiving the Gratz MAHGS. Gratz M.A. graduates may be awarded 9 credits towards the Gratz College Ph.D. at the discretion of the program director.

Students may still apply separately for the distinct MAHGS (36 credits including final project/thesis) and Ph.D. (48 credits including proposal and dissertation) program options.

Students enrolling in the Gratz Ph.D. with a completed master's degree from *outside* of Gratz College will not receive any transfer credits toward the Gratz Ph.D.

Graduate Certificate in Holocaust and Genocide Studies

The Graduate Certificate in Holocaust and Genocide Studies consists of 12 credits, all of which may be taken online. Any four courses in Holocaust and Genocide Studies may be taken at either the 500-level or the 600-level.

<u>Transfer Credit Policy from the Certificate to the MA in Holocaust and Genocide Studies</u>

All 4 courses from the current HGS Certificate can be applied to the HGS MA program. All 6 courses from the previous HGS Certificate can be applied to the HGS MA program.

Master of Arts in Human Rights

The MA in Human Rights is a 30-credit degree and is intended for students who are committed to social justice and the equality of all people and who have the desire to be leaders in the cause of Human Rights, which is especially urgent in today's troubled world.

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

1. **Critical Thinking:** Evaluate whether the foundational principles of Human Rights are currently being applied in human rights crises around the world.
2. **Diversity:** Articulate in what ways the various aspects of Human Rights reflect the diversity of human culture.
3. **Scholarship/Research:** Utilize the foundational documents and work of major leaders in Human Rights in academic research.
4. **Values and Ethics:** Articulate how studying the history and development of the field of Human Rights has affected your personal values and goals.
5. **Core Knowledge:** Demonstrate knowledge of the broad definition of "Human Rights" and its application in world situations.

27 credits (9 courses) in Human Rights Courses, which include the following courses, among others:
HRI 520 Universal Declaration of Human Rights
HRI 522 International Women's Rights
HRI 523 First Amendment Values
HRI 524 Civil Rights and Civil Liberties
HRI 525 Financial Equity and Human Rights
HRI 528 Sexual Identity and Gender Rights
HRI 529 International Health Rights
HRI 530 Patriarchy and Women's Rights
HRI 532/732 Ethical Perspectives on Human Rights
HRI 535/735 First Amendment Rights
HRI 600 Antisemitism and Racism

Capstone Project or Internship (3 credits):
HRI 599 Capstone Project or Internship

Graduate Certificate in Human Rights

Students who are interested in the field of Human Rights but who have no background in the subject may take the Graduate Certificate in Human Rights as a first credential. All the credits earned in the Certificate may then be applied to the MA in Human Rights.

Requirements for the Graduate Certificate in Human Rights (12 Credits)

- HRI 520 The Universal Declaration of Human Rights
- Any 3 additional courses in Human Rights

Master of Science in Nonprofit Management

The Gratz College M.S. in Nonprofit Management is a 33-credit graduate degree program designed for the adult working professional. Participants in the MSNPM program expand their understanding of the economic, ethical, organizational, social, and behavioral concepts which are critical to the management of organizations within the nonprofit sector. This practitioner-oriented program emphasizes managerial development and leadership skills as well as a consideration of ethical and social principles as they apply to real world situations in a 21st century global community. Through the design, implementation and presentation of applied research projects, students will demonstrate that they have mastered the application of theoretical knowledge to the solution of practical nonprofit organizational challenges. Case studies and projects will focus on diverse organizations including social service providers, community service organizations, hospitals, educational institutions and as well as religious entities.

Program Goals
Upon completion of the Master of Science in Nonprofit Management, the student will demonstrate the ability to:

1. **Lead** diverse organizations toward the ethical achievement of strategic goals
2. **Articulate** how change takes place in diverse circumstances
3. **Analyze** organizations from the structural, financial, human resource, and marketing perspectives
4. **Apply** research and data to decision-making
5. **Apply** the functional areas of management and donor relations in nonprofit settings

Requirements (33 credits, each course is 3 credits)
Required core (12 credits)
MGT 510 Fundamentals of Human Resources
MGT 512 Professional Writing and Communication
MGT 542 Financial Management of Nonprofit Organizations
MGT 544 Fundraising

Electives (18 credits)
MGT 543 Marketing the Nonprofit
MGT 545 Strategic Planning in the Nonprofit Organization
MGT 546 Fundamentals of Health and Health Systems
MGT 553 Using Technology to Build Community and Grow Your Organization
MGT 555 Social Entrepreneurship
MGT 572 Organizational Behavior
MGT 574 Theory and Future of Nonprofits
MGT 575 Project and Program Management
MGT 578 Nonprofit Law

Capstone (3 credits)
MGT 600 Capstone/Applied Research Project

Midcareer Fellowship (9 Jewish Studies credits, which may be applied to electives)

JST 504 The Jewish Family: Institutions and Traditions
JST 601 New Directions in the American Jewish community
JST Additional Jewish Studies Elective

Jewish Educational Administration Concentration
Required Core (15 credits)
MGT 510 Fundamentals of Human Resource Management
MGT 542 Financial Management Concentration
MGT 572 Organizational Behavior
JED 510 Fundamentals and Orientations in Jewish Education
JED 522 Supervision in Jewish Education
EDU 516 Principles of Instructional Design
EDU 522 Effective Learning Assessment

Foundational Education Courses (6 credits)
Students choose two courses from among the M.Ed. Foundational Courses such as:
EDU 510 Applying Universal Design in the Classroom
EDU 516 Principles of Instructional Design
EDU 518 Legal and Ethical Issues in the 21st Century Classroom
EDU 522 Effective Learning Assessment
EDU 532 Moral Education in the Classroom
EDU 554 Issues in Contemporary Classroom Management
EDU 555 Culture and Family Dynamics
EDU 559 Teaching Tolerance in the Classroom
EDU 591 School and Society

Electives (12 credits)
Two Jewish Education (JED) or Jewish Studies (JST) Electives
Two Nonprofit Management MGT Electives

*Pre/Co-Requisite: College Hebrew Level III or exemption by exam.

Hebrew Proficiency Requirement for Jewish Educational Administration Track
Candidates for the Jewish Educational Administration track of the M.S. in Non-profit Management must demonstrate competency in Hebrew language before graduation equivalent to graduate level Hebrew III. Students meet the Hebrew requirement by passing a Hebrew proficiency exam. Students who do not already possess this level of competency may satisfy this requirement through study in the College's Hebrew program or through transfer credits in another approved program. Hebrew levels l, II, and III, if needed, are taken in addition to the credits required for the M.S.

Joint Graduate Programs in Jewish Communal Service with the University of Pennsylvania
Students interested in pursuing careers in Jewish communal organizations have the opportunity

to earn a Master of Social Work (M.S.W) degree from the School of Social Policy and Practice (SP2) of the University of Pennsylvania simultaneously with a graduate certificate in Jewish Communal Service from Gratz College. Penn students enrolled in the MS in Nonprofit Leadership at SP2 can also combine their degree with the Gratz Graduate Certificate of Jewish Communal Service, the Graduate Certificate of Nonprofit Management, the Graduate Certificate in Jewish Education, or the full MA in Jewish Professional Studies. These programs include courses specifically designed for those who wish to work in the institutions of the American Jewish community.

Application Procedures

Separate applications (and fees) for these cooperative graduate programs must be submitted to Gratz College and to the School of Social Policy and Practice at the University of Pennsylvania. For more information, contact the Admissions Office at Gratz College at admissions@gratz.edu (215) 635-7300 ext. 140 and the Office of Enrollment Management, School of Social Policy and Practice, apply@sp2.upenn.edu or (215) 746-1934.

Requirements for the M.S.W./Graduate Certificate in Jewish Communal Service, the MS in Nonprofit Leadership/Graduate Certificate in Jewish Communal Service and the MS in Nonprofit Leadership/ Graduate Certificate of Nonprofit Management

This cooperative program enables students to take 2 courses at Gratz College that will count towards the Graduate Certificate in Jewish Communal Service *and* towards the electives needed in the M.S.W. program at the University of Pennsylvania. One practice class at SP2 counts toward the Graduate Certificate in Jewish Communal Service. For the MS in Nonprofit Leadership/ Graduate Certificate in Jewish Communal Service, the MS in Nonprofit Leadership/ Graduate Certificate of Nonprofit Management, or the Graduate Certificate in Jewish Education two courses from Gratz College count as the outside electives in the NPL program. Gratz College accepts one NPL core course as an elective in any of these graduate certificates. In each case, students take three courses at Gratz College and one course at SP2 to complete the certificates. Please see requirements for the certificates above.

Requirements for the MS in Nonprofit Management/MA in Jewish Professional Studies

Students completing the dual Master's complete 8 courses total at Gratz instead of the usual 10 courses in the MAJPS and 8 NPL courses instead of the usual 10. (Two core courses from Penn are accepted for the Gratz degree, and two Gratz courses are accepted as outside electives for the NPL degree). Students are encouraged to utilize summer semesters to complete multiple courses toward the Gratz MAJPS to minimize overloading during the fall and spring semesters of the NPL program.

Graduate Certificate in Jewish Communal Service

The graduate certificate in Jewish Communal Service prepares future Jewish communal professionals in other disciplines or enhances the Jewish studies background of those already employed within the Jewish community. It may also be taken by students pursuing full master's degree programs to broaden their career options. This is the certificate completed in conjunction with The University of Pennsylvania MSW program. The graduate certificate consists of four 3-credit courses for a total of 12 credits.

Requirements (All courses are 3 credits)
JST 610 New Directions in the American Jewish Community **OR**
JST 621 American Jews: Honoring the Past, Looking to the Future
Nonprofit Management Elective
Jewish Studies elective (classical)
Jewish Studies elective (modern)

Graduate Certificate in Nonprofit Management

The study of nonprofit management is essential training for community professionals to be able to do their work with expertise and efficiency. This certificate provides essential training on current trends in the American community and practical aspects of managing an organization. The graduate certificate consists of four 3-credit courses for a total of 12 credits.

Requirements (All courses are 3 credits)
4 Electives of student's choice from Nonprofit Management course selection

Courses include:

- MGT 510 Fundamentals of Human Resources
- MGT 512 Professional Writing and Communication
- MGT 542 Financial Management of Nonprofit Organizations
- MGT 543 Marketing the Nonprofit
- MGT 544 Fundraising
- MGT 545 Strategic Planning in the Nonprofit Organization
- MGT 553 Using Technology to Build Community and Grow Your Organization
- MGT 572 Organizational Behavior
- MGT 574 Theory and Future of Nonprofits
- MGT 575 Project and Program Management
- MGT 578 Nonprofit Law

Students who complete the graduate certificate in Nonprofit Management may apply the credits toward the Master of Science in Nonprofit Management degree.

Master of Arts in Jewish Studies

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

Program Goals

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

1. **Critical Thinking**: Identify the methodological bases of claims about the meanings of Jewish texts and claims about Jewish history and Jewish life, including peshat, midrash, and academic methodologies.
2. **Diversity**: Negotiate diverse and competing views of Jewish life, Jewish history and Jewish texts.
3. **Scholarship/Research**: Synthesize data from primary and secondary sources on specialized topics in Jewish studies.
4. **Values and Ethics**: Describe the impact of Jewish learning on their own professional and personal identity and values.
5. **Core Knowledge**: Apply major items of "Jewish cultural literacy" (or "Jewish operational literacy"), including basic Hebrew words, phrases, and value---concepts.

Requirements – 36 credits (All courses are 3 credits unless otherwise noted)
Co-requisite: Equivalent of Hebrew I*
Classical Jewish Studies: 9 credits, including JST 507 Seminar in Classical Judaism
Modern Jewish Studies: 9 credits, including JST 551 Judaism's Encounter with Modernity

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

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

***Hebrew Proficiency**

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

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

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

Graduate Certificate in Jewish Studies

Requirements – 12 credits (All courses are 3 credits)
4 Electives of student's choice from Jewish Studies Master's level course selection.

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

Graduate Certificate in Hebrew Instruction

Program Director: Dina Maiben, Ed.D.

12 credits (4 courses) in Hebrew language instruction:

- EDU 581 Methods of Second Language Instruction for Hebrew
- EDU 582 Introduction to Instructed Second Language Acquisition
- EDU 584 Techniques and Activities for Teaching Hebrew Reading and Writing
- EDU 585 Evaluation Practices and the Role of Errors in Hebrew Language Learning

Advanced Certificate in Jewish Chaplaincy

Gratz College's innovative chaplaincy program is the *first* to include an MA in Jewish Studies + Advanced Certificate in Chaplaincy + tailored placement in 4 units of CPE (or 1 unit and a residency) provided by agencies accredited by the Association for Clinical Pastoral Care**.** This program is designed to fulfill all Board Certification requirements for Neshama: Association of Jewish Chaplains, without separate equivalency requirements. At the completion of the program, students will be eligible to apply for Board Certification without requiring rabbinic ordination. This program prepares students to become compassionate, skilled, and Jewishly-literate chaplains able to serve individuals and communities at life's most meaningful moments.
Blending Jewish studies and spiritual care with hands-on clinical training, the program equips students to provide ethical and effective pastoral support in healthcare, military, correctional, campus, and communal settings. Graduates complete the academic preparation required for Board Certification and emerge ready to serve diverse communities with credentialed professional practice.

Program Goals
Upon completion of the Advanced Certificate in Jewish Chaplaincy, the student will demonstrate the ability to:

1. **Critical Thinking**: In interdisciplinary settings, demonstrate and articulate the role of the chaplain and professional chaplaincy competencies, including ethical and spiritually-informed decision-making, appropriate and research-based spiritual care interventions, self-supervision and self-care, and adherence to standards required for board certification in Jewish chaplaincy.
2. **Diversity**: Serve diverse populations with cultural humility, competency, and interfaith awareness, applying Jewish pastoral perspectives with healthy boundaries, respecting the beliefs and practices of others.
3. **Scholarship/Research**: Conduct spiritual assessments based in peer-reviewed, proven research models and develop care plans that address the religious, emotional, and existential needs of individuals in healthcare, military, correctional, campus, and communal settings.
4. **Values and Ethics**: Integrate Jewish texts, traditions, and ethical frameworks into professional spiritual care practice across diverse pastoral and clinical contexts and provide expert compassionate, trauma-informed spiritual care to patients/clients, families, and staff experiencing physical and psychological illness, crises, grief, existential distress, end-of-life situations, and other relevant lifecycle events.
5. **Core Knowledge**: Collaborate and advocate effectively with interdisciplinary teams (e.g., healthcare providers, counselors, social workers, and clergy) to support holistic care for individuals and communities, including at the intersection of hope, prayer, and meaning-making and establish a foundation of healthy self-care habits and beliefs that support longevity, inform self-differentiation, and promote ongoing professional and personal growth.

NAJC Board Certification
Board Certification (the gold standard in professional chaplaincy) requires:

- 72 academic credits (often completed through ordination and/or a Master's degree in Jewish Studies or a related field)

- 4 units of ACPE Clinical Pastoral Education or 1 unit and a residency
- 2,000 hours of professional chaplaincy work after completing 4 units of CPE/1 unit and a residency

Students are eligible to apply for NAJC Provisional Board Certification before completing the 2,000 hours. Full Board Certification is granted upon the completion of the 2,000 hours. Gratz graduates will receive support from the program director on understanding provisional and full certification processes, as well as on deciding the best path for them.

Students entering with a Master's degree or with rabbinic ordination can apply for the certificate as a standalone program. All graduate level transcripts will be evaluated to determine the number of credits the student will be required to take (between 24-42) to meet the competency requirements for Board Certification.

M.A. Jewish Studies (36 credits)
Students enrolled in the Master of Arts in Jewish Studies, please refer to that program page above.

Requirements – 33-42 credits
Core Requirements (12-15 credits)
JST 578: Spiritual Care A: "A Part of and Apart From": Jewish Chaplaincy in a Multifaith and Interdisciplinary Context
JST 579: Spiritual Care B: "The Wounded Healer": The Role of the Chaplain in Mental Health, Crisis, and Trauma-Informed Care
JST 580: Spiritual Care C: "How We Die": Jewish Perspectives on Death and Grief
JST 581: Spiritual Care D: "Prophet, Priest, or Person?": Liturgy, Spirituality, and the Role of Chaplain as Spiritual Leader
JST 582: Medical Ethics*
*Students who demonstrate an equivalency in Medical Ethics in their prior Master's level studies (in consultation with the program director) may be exempt from this course.

Clinical Pastoral Education Requirements (21 credits)
JST 650A-D: Clinical Pastoral Education I-VI

Doctoral Programs

Doctor of Education in Leadership

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

The program consists of eight core courses and six additional courses, in one of four concentrations: Jewish Education, Pre K-12 Education, Organizational Dynamics, or Higher Education. Students may elect an individualized concentration with permission of the Program Director. All students will complete a 6-credit Applied Dissertation, broken up into two parts: Proposal, and Final Report. The program is designed to be completed in three years.

Program Goals

Upon completion of the Advanced Certificate in Jewish Chaplaincy, the student will demonstrate the ability to:

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

Requirements

Total Credits: 48

Required Core – 8 courses (24 credits)

EDD 702: Critical Contexts in Educational Leadership
EDD 703: Cross Cultural Perspectives in Educational Leadership
EDD 704: Needs Assessment, Program Design, and Evaluation
EDD 705A: Methods of Inquiry A

EDD 705B: Methods of Inquiry B
EDD 706: Leading an Educational Organization
EDD 707: Strategic Planning for Educational Leadership
EDD 708: Advanced Research Topics

Concentrations – each 6 courses (18 credits)

- Pre K-12 Education
- Higher Education
- Jewish Education
- Organizational Dynamics

Courses may be selected from graduate courses in Higher Education, Pre K-12 Education, Jewish Education, or Non-Profit Management. Students need to consult with the Program Director to design the appropriate academic plan that meets their individual needs and the requirements of the Doctoral Degree.

Applied Dissertation – 6 credits

EDD 899: Proposal
EDD 900: Applied Dissertation Report

Doctor of Philosophy in Antisemitism Studies

Following the model of Gratz's world-leading graduate program in Holocaust and Genocide Studies, the Ph.D. in Antisemitism Studies operates as a 48-credit online degree (for those already with an M.A. or M.S.). Students will take a 3-course (9 credits) social science methods sequence that provides a baseline for the pursuit of quantitative and qualitative research in antisemitism. Publishing in Antisemitism Studies, a course focused on how to craft and publish peer-reviewed scholarship, is also required. Students can choose ten (10) courses as electives, and must complete a dissertation proposal (3 credits) and dissertation (3 credits).

Program Goals

Upon completion of the Doctor of Philosophy in Antisemitism Studies, the student will demonstrate the ability to:

1. **Critical Thinking:**
   Critically analyze the historical and contemporary manifestations of antisemitism, applying interdisciplinary perspectives to assess its impact globally.
2. **Diversity:**
   Reflect a nuanced understanding of how antisemitism intersects with other forms of prejudice, fostering inclusive approaches to combating hate in diverse societies.
3. **Scholarship/Research:**
   Conduct rigorous research on antisemitism, contributing original scholarship that advances the academic field and informs public discourse.
4. **Values and Ethics:**
   Demonstrate a commitment to ethical principles and human rights, advocating for social justice in combating antisemitism and related forms of discrimination.
5. **Core Knowledge:**
   Demonstrate a comprehensive knowledge of the historical, cultural, and ideological roots of antisemitism, equipping them to educate others and lead informed discussions on the topic.

Requirements: Doctor of Philosophy

The Ph.D. in Antisemitism Studies consists of 48 credits, all of which may be taken online, including four (4) required courses, ten (10) electives, and a dissertation proposal and dissertation.

Required Core Courses (9 credits)

ASM 721: Doctoral Scope and Methods
ASM 722: Qualitative Approaches to Antisemitism
ASM 723: Quantitative Approaches to Antisemitism

Required Publishing Course (3 credits)

ASM 724: Publishing in Antisemitism Studies

Electives (30 credits)

Choose from any non-required ASM 700-level courses. HGS courses as well as other relevant electives may be taken with the approval of the Program Director.

Dissertation (6 credits)

ASM 899: Proposal
ASM 900: Dissertation

Doctor of Philosophy in Holocaust and Genocide Studies

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

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

Program Goals

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

1. Critically assess scholarship and knowledge utilized during doctoral research.
2. Evaluate the diverse schools of thought encompassing Holocaust and Genocide studies coming from a diverse body of scholars.
3. Contribute original and profound research in the area of Holocaust and Genocide studies.
4. Articulate current ethical debates arising from the philosophical challenges posed by the Holocaust and other genocides.
5. Evaluate essential and specialized scholarship referring to historical and current genocides.

Program Structure

Designed to be completed in 5 years

2 required Summer B courses:

- Doctoral Research Methods Seminar (year 1) which will include a one-day orientation live on Zoom
- Publishing the Holocaust (year 2)

Core courses (3) and electives (9)

Dissertation in two stages: Proposal and Final Dissertation Report

Optional: Preparing a peer reviewed piece under review (not publication) for an academic journal

Total Degree: 48 credits

Required Core Courses – 3 courses (9 credits)

HGS 700: Unveiling the Underpinnings of Genocide

HGS 723: Genocide in the Modern World

HGS 737: Holocaust Historiography

Online Electives - 9 courses (27 credits)

Electives include:

HGS 703: Women in the Holocaust
HGS 711: History of Antisemitism
HGS 717: Resistance in the Holocaust
HGS 718: State and Society in Nazi Germany
HGS 719: Genocide Education
HGS 722: Gender and Genocide II
HGS 724: Holocaust, Genocide and International Law
HGS 725: A Geographical Approach to the Study of the Holocaust
HGS 726: The Psychology and Sociology of Altruism and Rescue
HGS 727: Post-Holocaust Theologies
HGS 728: The Role of Muslims and the Holocaust
HGS 729: Nazi Medicine and the Holocaust
HGS 730: The Cambodian Genocide
HGS 732: Germany Before the Holocaust
HGS 733: Loss and Renewal: The Aftermath of the Holocaust
HGS 744: Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families
HGS 747: Native American Genocides
HGS 756: Genocide Prevention
HGS 757: Rwanda's Genocide and Its Legacies
HGS 759: The Holodomor
HGS 760: America's Response to the Holocaust
HGS 762: The Church and the Holocaust

Seminar Dissertation Preparation
2 courses (6 credits)
HGS 898: Proposal
HGS 899: Final Dissertation Report

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

Doctor of Philosophy in Jewish Studies

Gratz's Executive PhD in Jewish Studies is a 48-credit program that offers a robust core curriculum of seven seminars and colloquia designed to cultivate expertise across the breadth of Jewish Studies. Doctoral students choose five course electives (or four course electives and one professional externship) to supplement their core training according to one of three concentrations:

- Public Scholarship
- Executive Leadership
- Jewish Peoplehood

Students take three seminars that expose them to the scope of Jewish wisdom, Jewish scholarly debates and the practice of Jewish Studies. They also cultivate written and oral methods of sharing their knowledge with others. Students enroll in four colloquia taught by a rotating group of experts in essential areas of Jewish Studies, offering an introduction to each scholar's field and a deep dive into the scholar's area of expertise. Students may choose to take each colloquium (A, B, C and D) OR select one type, multiple times (e.g., 2x Colloquium A, 1x Colloquium B, 1x Colloquium D).

In addition to core requirements and electives, students pursue a masterclass of guided readings with an expert in a subfield of their choice concluding with an oral or written defense demonstrating their mastery of that field. After completing coursework, students collaborate with a dedicated team of advisors and faculty to apply the knowledge and skills they have attained to complete a doctoral project that offers a unique contribution to the field of Jewish Studies.

Program Goals

Upon completion of PhD in Jewish Studies, the graduate will demonstrate the ability to:

1. Critically assess scholarship and knowledge utilized during doctoral research.
2. Demonstrate mastery of a refined subset of Jewish Studies by bringing forth new knowledge to the broader field.
3. Formulate clear and thoughtful connections between the field of Jewish Studies and the wider scope of human knowledge and wisdom.
4. Evaluate various scholarly methods and their applications for further academic research.

Program Structure

Designed to be completed in 4-5 years; 48 credits total

- 7 Required courses (21 credits)
- 5 Elective courses (15 credits)
- 1 Masterclass including defense (6 credits)
- Doctoral Project Proposal and Doctoral Project (6 credits)

Required Courses (21 credits)

JST 701: Seminar A: Seminal Works of Jewish Studies
JST 702: Seminar B: Jewish Memory and Historiography
JST 703: Seminar C: Public Scholarship and Education
JST 704: Colloquium A: Foundational Texts and Figures
JST 705: Colloquium B: The Lives of Premodern Jews
JST 706: Colloquium C: Judaism and Modernity
JST 707: Colloquium D: Contemporary Israel and the Near East

Electives (15 credits)
Elective courses identified with approval of program director that can draw from offerings in doctoral courses in Jewish Studies, Interfaith leadership, Holocaust and Genocide Studies, or Education.

Additional Required Coursework (6 credits)
Masterclass in subfield of student's choice
JST 898A: Masterclass A (3 credits)
JST 898B: Masterclass B (3 credits)

Dissertation and Proposal (6 credits)
JST 899: Proposal (3 credits)
JST 900: Doctoral Project (3 credits)

Language Requirements: All PhD students are required to have reading proficiency in Hebrew by the end of their first year of study.

Graduate Course List

Course Number Designations

ASM	Antisemitism Studies
EDU	Education
EDD	Doctoral Education
HEB	Hebrew
HIS	History
HGS	Holocaust & Genocide Studies
HRI	Human Rights
IFL	Interfaith Leadership
JCS	Jewish Communal Service
JED	Jewish Education
JST	Jewish Studies
MGT	Nonprofit Management
MUS	Music
NES	Near Eastern Studies
PSY	Psychology
STA	Statistics
YIDD	Yiddish

Courses numbered:
100-499 are undergraduate level 500-699 are Master's level
700 and above are doctoral level

*Course prefixes indicate the subject and/or department of the course.
*Full course descriptions available under "Courses" on the website and through academic program advisors.

Antisemitism Studies

ASM 501/701
The Organizational Landscape of Antisemitism
This course aims to provide students with a thorough understanding of the historical evolution of antisemitism research, introducing both foundational scholarship and contemporary approaches. Through critical analysis of key texts, debates, and methodologies, students will gain insight into the multifaceted and interdisciplinary nature of antisemitism studies. This course will offer students the opportunity to explore various advocacy organizations and professional avenues dedicated to combating antisemitism. Each of the eight modules will feature a guest lecture from a leading advocacy organization in the antisemitism space, providing students with firsthand insights, networking opportunities, and practical knowledge about the diverse strategies and initiatives aimed at addressing antisemitism on local, national, and global scales.

ASM 502
Academic Writing and Publishing
This course, through a combination of theoretical discussions, practical exercises, and hands-on

assignments, students will learn the principles of effective academic writing, including clarity, coherence, argumentation, and parsimony. Special emphasis will be placed on the unique challenges and considerations involved in researching and writing about antisemitism and other difficult topics, preparing students to navigate this complex field with rigor and sensitivity. Furthermore, students will explore the process of academic publishing, from selecting appropriate journals to understanding peer review and editorial feedback, preparing them to disseminate their research to broader academic audiences.

ASM 506/706
Antisemitism Education in K-12 Learning Environments
This course provides a field-wide overview of antisemitism education in K-12 learning environments, inclusive of both Jewish and non-Jewish (i.e. secular and parochial) spaces. It explores when, where, and how antisemitism education is appropriate, what it means to raise up Jewish voices beyond antisemitism, and how to both be encompassing of and move beyond Holocaust education as the default space where antisemitism is addressed. This deep dive into the growing space of anti-antisemitism is applicable to Jewish and non-Jewish educators, and is a chance to encounter emerging and existing best practices for this critical work.

ASM 518/718
Christian Antisemitism
This course explores the historical development, theological roots, and contemporary manifestations of antisemitism within Christian thought and practice. Through interdisciplinary analysis of religious texts, historical documents, and theological writings, students will trace the evolution of antisemitism from early Christian attitudes towards Judaism to its modern expressions. The course will examine the role of Christian doctrines, such as supersessionism and deicide accusations, in shaping antisemitic beliefs and behaviors throughout history. Additionally, students will critically engage with case studies, including the Inquisition, blood libel accusations, and the Holocaust, to understand the devastating impact of Christian antisemitism on Jewish communities. By the end of the course, students will gain a deeper understanding of the complex relationship between Christianity and antisemitism, empowering them to challenge harmful narratives and promote interfaith understanding and reconciliation.

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

ASM 721
Doctoral Scope and Methods
This foundational doctoral seminar explores the philosophy of science and the scientific method, particularly as applied within social sciences and the empirical study of prejudice and antisemitism. The course examines the theoretical foundations, epistemological assumptions, and critical perspectives guiding social science inquiry. Emphasis is placed on understanding scientific paradigms, theory-building, hypothesis generation, operationalization, and ethical standards. Students will critically assess the conceptual frameworks underpinning scholarly research, setting a strong foundation for advanced methodological training.

ASM 722
Qualitative Approaches to Antisemitism
This advanced doctoral seminar explores qualitative research methodologies applicable to the study of antisemitism. Students will critically engage with qualitative approaches including ethnography, oral history, narrative analysis, discourse analysis, and grounded theory. By examining seminal qualitative studies and contemporary scholarship on antisemitism, students will gain proficiency in qualitative methods, enabling them to design robust and nuanced antisemitism research projects. The course also emphasizes ethical considerations, challenges inherent in antisemitism research, and strategies for conducting sensitive qualitative investigations.

ASM 723
Quantitative Approaches to Antisemitism
This advanced doctoral seminar provides an intensive exploration of quantitative research methods for studying antisemitism. Students will master key quantitative techniques including survey research, experimental design, regression analysis, and data visualization. The course emphasizes applying statistical methodologies to empirical data sets focusing on antisemitic attitudes, incidents, and policies. Students will critically evaluate published quantitative studies and gain hands-on experience using statistical software packages, ensuring they are prepared to produce rigorous and policy-relevant antisemitism scholarship.

ASM 724
Publishing in Antisemitism Studies
This doctoral seminar provides practical instruction and guidance for publishing academic research in the field of antisemitism studies. Students will gain an in-depth understanding of the academic publishing process, from conceptualizing manuscripts to journal selection, peer review, and publication ethics. The course emphasizes developing clear and compelling academic arguments, structuring effective manuscripts, and navigating the scholarly publication landscape. Students will actively workshop their research papers with peer and instructor feedback, culminating in the preparation of manuscripts suitable for submission to peer-reviewed journals in antisemitism studies and related fields.

Master of Education Courses

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

EDU 506
Wellness and the Educator
This course focuses on the latest trends in health, nutrition, physical activity and wellness. From stress management and emotional health, to overall well-being, it explores personal health, beliefs and individual health behaviors to aid in personal and professional excellence. This course will offer key

strategies for the educator to create a healthy work/life balance in order to create a path to teacher wellness, enabling them to be a positive, uplifting presence in the classroom.

EDU 508
Teaching through Music
This course will explore the ways teachers can integrate music in everyday classroom activities. While focused on the elementary classroom, this course is open to all students who are looking for creative inspiration for their classroom. This course will specifically address the significance of music in cognitive and social emotional development of the child and provide tactics for using music as a tool for both instruction and assessment.

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

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

EDU 514
Professional Learning Community and Mentorship
This educational leadership course is designed to address the issues of professional learning community in a school as well as the issue of mentoring. This course will review resources for administrators as well as discuss topics in those areas.

EDU 516
Principles of Instructional Design
This course focuses on the application of instructional design principles to the planning of instruction. Course content examines the use of traditional instructional design practices, as well as progressive instructional design theories that respond to the needs of 21st century learners. Course topics focus on the theoretical bases and critical issues of instructional design, as well as research in learning and teaching, task and needs analysis, learner characteristics, and technological innovations.

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

EDU 520
The Empowered Learner
An Executive function is the cornerstone to success. Often described as the brain's "air traffic control center," it is a set of skills that allow us to set goals, see tasks through to completion, and shift gears when necessary. This course introduces students to the foundations of executive function, and offers strategies to enhance skills, build better thinkers, and empower learners in any classroom.

EDU 521
Mindset in the Classroom
How students perceive themselves as learners in the classroom has a marked effect on motivation and success. This course investigates how mindsets are developed, and what role they play in engagement, effort, and academic achievement. Course content focuses on the development of a framework for cultivating a growth mindset in the classroom, and explores strategies for encouraging students to continuously develop their abilities.

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

EDU 523
Gender & Learning
This course examines the role gender plays in learning. Current research on best practices as they pertain to gender will be examined and discussed, providing participants with the tools and strategies necessary to ensure educational equality within the classroom.

EDU 524
School as Cultural & Political Entity
In this course we will examine school culture, its effects on staff and students, and how it can be created with intention.

EDU 527
Teaching the Whole Child
The theory of multiple intelligences developed by Howard Gardner has been adopted by many educators and is often referred to in professional literature as a key to developing enhanced and engaging curriculum. In this course, students will review the theory including critiques, contemporary applications, and their own practice. The goal is to more effectively incorporate an understanding of multiple intelligences into the planning, learning environment, and assessment of specific educational experiences.

EDU 528
Personality & Leadership Theory in the Classroom
This course provides an overview of personality and leadership theory for learners and teachers. Styles of teaching, based on differing temperaments and modalities, will be explored and compared. Students will be asked to analyze leadership characteristics, examine their own leadership style in education, and encouraged to draw on their experiences in the classroom in connecting theory to practice.

EDU 532
Moral Education in Theory and Practice
This course introduces fundamental concepts in the field of moral development and moral education as presented in theoretical, empirical, and pedagogical literature. Course content focuses on the relationship between human development and lifelong trajectory of growth and learning. Attention will be devoted to pedagogies and practices for advancing understanding and engagement in Middot (Jewish Ethical Values) and Tikkun Olam (Social Action) in youth and adult educational settings.

EDU 533
Integrated Learning
This course investigates developmentally appropriate teaching strategies for preschool through grade one. The course will focus on how to avoid siloed learning and apply integrated learning principles by incorporating math, science, social, emotional, language, literacy, social studies, and the visual arts into the classroom.

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

EDU 536
Kinesthetics Across the Curriculum
This course is designed to empower teachers with the knowledge needed to utilize organized movement as an effective instructional tool within the modern classroom. Based on current research, and empirical study, participants will explore content based active learning techniques, designed to move students from direct objects of instruction to active, engaged participants in the process, fostering deeper emotional, interpersonal and kinesthetic connections to academic subjects.

EDU 537
Teaching Conflict Resolution
Realizing the importance of conflict resolution, this course seeks to improve problem solving skills among children in dispute. Strategies to promote trust, the constructive sharing of one's point of view, and active, productive listening will be explored in order to equip educators with the necessary tools to teach children how to resolve conflict in non-violent, healthy ways.

EDU 538
Change and Accountability
Students will explore the concepts of change and accountability and how to apply theory and experience necessary to change the culture of schools and meet expectations for accountability from internal and external stakeholders.

EDU 540
Foundations of Creativity and Innovation Theories
This course explores the theoretical foundations and practical applications of studies in creativity; topics include an overview of the leading creativity theorists and their respective methods for studying creativity. The course also highlights the major debates within the field including creativity versus intelligence,

extrinsic versus intrinsic motivation, as well as innate versus learned creative ability. A creativity assessment will be administered which is built upon the major characteristics of creative thinkers such as, originality, fluency and flexibility, elaboration resistance to premature closure, and tolerance of ambiguity. The assessment is designed to aid students in understanding and developing their own creativity.

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

EDU 542
Creative Pedagogy
This course presents a creative approach to teaching through a wide range of strategies and research-based methods that may be applied to classrooms by teachers. Learner creativity will be examined and the fostering of learner creative strengths by educators will be investigated. Course content introduces cooperative learning strategies that create learning environments conducive to building learner motivation and critical thinking.

EDU 543
Designers of Learning
An Educator's primary role is to develop curriculum that provides opportunities for students to learn course content versus the Educator just teaching the course content. This course will address how you can create powerful learning opportunities in an engaging and developmentally appropriate environment. Specific content will include deepening your understanding of integrating dispositions of learning, addressing the modalities and multiple intelligences of students, and designing curriculum, an engaging environment, and age appropriate assessments that are aligned with state standards.

EDU 544
Creative Technologies
In this course, students will learn to use technology to support the 21st-century skills of creativity/innovation, collaboration, communication, and critical thinking/problem-solving known as the 4C's. Students will create an e-Portfolio of lesson plans incorporating new programs and applications relevant to their subject area. Students will also present a newly learned technology during a webinar. This is a hands-on course where the assignments will engage students with new and creative technologies.

EDU 545
Inquiry and Guided Discovery
This course introduces inquiry and guided discovery as methodologies for classroom practice. In keeping with this approach to instruction, students will be encouraged to create, modify and assess classroom activities to promote more active engagement and deeper understanding of content knowledge. While common in STEM classes, this course will also explore how inquiry and guided discovery can be used across the curriculum.

EDU 546
Arts Integration in the Classroom: Application Across the Curriculum
This course introduces the importance of integrating arts education into the Pre K-12 curriculum. With a focus on dance, visual art and music, this course will consider the relationship of arts education to

cognitive and social-emotional development and provide strategies for applying arts education to any course content. With completion of the course, teachers will be able to enhance their own lesson plans, as well as serve as in-house resources on arts integration, no matter the content or context. No previous art experience is required for participation in this course.

EDU 547
Project Based Learning and Design Thinking
Students will learn how to teach STEM through effective Project-Based Learning (PBL) and Design Thinking/Process approaches. They will understand the relevant literature supporting these pedagogical practices and be prepared to begin utilizing these approaches in their classrooms and schools.

EDU 548
STEM Content & Practices
This course is designed as a general overview of STEM standards, content, and pedagogies. Given the pervasive movement to adopt the Next Generation Science Standards, this course pays special attention to three dimensional instruction and incorporation of science and engineering practices within the STEM classroom. This course interrogates the implications of these shifts on education broadly and the STEM classroom specifically, and translates 21st century standards to teacher practice.

EDU 549
Differentiation & Unit Design
This course is designed as an intensive overview of unit design principles and practices in diverse classrooms. Using the scholarship of McTighe, Wiggins, and Tomlinson, we examine how effective unit design and differentiation can develop and deepen students' understanding of important ideas. In Part I, we internalize the logic of backwards design and foundational components of differentiation. In Part II, we determine how to decompose content standards into desired results that enhance student meaning making. In Part III, we evaluate how differentiated assessments can be used as valid evidence of student learning. Finally, in Part IV, we design a learning plan that supports diverse learners and learning within the classroom.

EDU 553
Child Development Prenatal through Grade 4
This course examines and deepens your understanding of child development. You will have the opportunity to apply your knowledge through child observations and assignments. Gauging how development occurs, its sequences, what can interfere, and the elements necessary for healthy development are all aspects included in this course.

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

EDU 555
Culture & Family Dynamics
This course develops understanding of various aspects of cross-cultural contact with traditional and nontraditional families and diverse populations. Course content examines communities, language, culture, and other factors that affect student learning and development. Strategies for maintaining effective

home-school and community-school relations are emphasized.

EDU 556
Inclusive Practices in Diverse Classroom
This course introduces inclusive practices for working with students with learning differences. Course content will focus on creating awareness, providing accommodations, and evaluating the current thinking on best practices. The course will provide resources for teachers and emphasize the application to current practice.

EDU 559
Teaching Tolerance in the Classroom
With such major technological, social, and economic changes in America, society is under pressure to advance yet retain what is best. This pressure has created opportunities for positive change and also planted seeds of divisiveness and insecurity. Tolerance is the answer. It is an understanding and a skill that must be taught, modeled, and reinforced in public schools because safety is the top priority of schools and growth is the goal. In this course, K-12 teachers will examine the definition and the basic issues of tolerance, bullying, safe and supportive schools, mental health, social-emotional learning, and prejudice and discrimination based on culture, race, ethnicity, gender, sexual orientation, and/or income. This examination will be accomplished with various resources and activities such as articles, reflections, webinars, and case studies. The objective of this course is that K-12 teachers will be prepared to establish and lead tolerant classrooms where all students are safe, secure, and successful.

EDU 560
Leadership and Advocacy
This course addresses and answers the educational leadership questions: What is your responsibility as a leader and advocate for early childhood education prenatal through grade 4? Who can be a leader? How can you create positive change and influence positive outcomes for children and families? What is the early childhood leader's responsibility both ethically and legally?

EDU 563
Play as the Foundation of Learning
With the focus on accountability and standards, play has disappeared from early childhood programs birth to grade 4. This course examines the role of play in development and evaluates how play, accountability, and standards are actually fully aligned and complimentary.

EDU 568
Introduction to Teacher Leadership
This course is an introduction to educational leadership for aspiring lead teachers, mentors, instructional coaches, and department or grade level coordinators. Students will demonstrate their abilities in and understanding of teacher leadership as the gateway to enhancing instructional effectiveness and student and school success.

EDU 571
Educational Inquiry
This independent study is designed to assist a student in need of advanced coursework and to serve as the basis for course development (EDU 571 and EDU 599). This course introduces students to the process of educational research, including an understanding of research methodology and a guided experience in locating and interpreting existing research on a specific issue. The course culminates with a research

prospectus in support of the capstone project to be completed in EDU 599.

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

EDU 574
Social & Emotional Learning in the Classroom
This course will provide practical, creative, and meaningful approaches to integrate social emotional learning for diverse ages and classroom settings. Integrating social emotional skills is critical to increasing positive academic outcomes and leads to deeper learning. SEL with a culturally responsive approach inspires belonging, equity, and safety. Creating opportunities for developing self-awareness, emotional understanding, and social awareness engages the whole learner in dynamic experiences for learning.

EDU 575
Social Justice in the American Classroom
This course explores systems change through the prism of school discipline, employing co-production and restorative practices to add youth courts to the toolkit of class participants. The course will focus on the five core values of Edgar Cahn's groundbreaking time banking model: 1) Everyone has something to offer; 2) Building home, neighborhood and community is crucial work that must be valued; 3) Helping gains strength when receivers of help can contribute in turn; 4) People are stronger as a community, and; 5) Each and every person deserves respect for their core humanity.

EDU 580
Current Issues in Secondary Education
This course explores current issues and obstacles faced by the secondary educator. Through constructive conversation and scholarly review, participants will take a critical look at topics which impact their own personal instruction as well as the overall climate of secondary education within the United States. Topics will cover a wide span of issues, including but not limited to: the impact of adolescent development on instruction, the ethics of social media in the classroom, student apathy, the overbearing parent, mandated assessments, and school violence. Practical strategies to deal with these issues will also be addressed.

EDU 581
Methods of Second Language Instruction for Hebrew
This course will focus on the theories and methodologies for teaching Hebrew as an instructed language. Students will explore teaching techniques primarily for speaking and understanding a second language with an emphasis on developing grammar and vocabulary. A variety of languages will be used to demonstrate various principles and teaching methods. This course is designed for those who teach Hebrew to students who are native speakers of English.

EDU 582
Introduction to Instructed Second Language Acquisition
Participants in this course will learn the basic theories of second language acquisition as they apply

directly to teaching. From input and interaction to the development of interlanguage, and the role of one's native language, this course will provide a framework for understanding how students learn languages. Coursework will focus on how this research applies to native speakers of English who are acquiring Hebrew as a second language.

EDU 584
Techniques and Activities for Teaching Hebrew Reading and Writing
This course will be divided into two sections. The first will focus on teaching Hebrew reading and writing to beginning students. Starting with oral language activities for pre-readers, we will explore the best practices for introducing Hebrew phonics and beginning reading. The second half of the course will focus on developing students' skills in Hebrew reading and language arts.

EDU 585
Evaluation Practices and the Role of Errors in Hebrew Language Learning
When is an error not wrong? How can you measure the progress your students are making? How can you evaluate your own courses to make sure you are achieving the goals you desire? When should you correct an error and when should you ignore it? The answer to these crucial questions will form the core of this course. Participants will learn several evaluation techniques and will also receive a crash course in error analysis so they will be able to diagnose the different types of errors, their root causes and how best to help students learn to self-correct.

EDU 590
Creating Safe Spaces: LGBTQ
It is critical to create safer spaces for the lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students, families, teachers, and staff who are increasingly represented in our school communities. This course is intended to help educators develop inclusive classrooms, as well as serve as an ally and leader in their broader school communities. The course will focus on awareness, background knowledge, and the resources and skills to foster effective learning environments regardless of sexual orientation or gender identity.

EDU 591
School and Society
In America, there has always been a complex relationship between the school and the larger society. This course explores broad ideas at the center of that intersection, including the purpose and organization of education, democracy and education, evolving understandings of equity and opportunity, and the professionalization of teaching. Students will advance their own positions within these conversations by understanding the ideas and work of other thinkers, critically reflecting on underlying political and social forces and promoting their own personal philosophies of education.

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

EDU 594

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

EDU 595
Classroom Interaction & Engagement
Acknowledging the importance of student engagement, this course focuses on designing activities, discussions and assessments, which are driven by student involvement. It offers strategies for differentiation and techniques for communication that are both supportive and rigorous.

EDU 596
Professional Responsibilities
Built on the foundation that professional educators never stop honing their craft, this course affords personal reflection on instructional practices, as well as strategies to improve record keeping, school and home communication, and student involvement in all areas of education. It will also provide introduction to, and suggestions for, involvement in professional organization. As in all Distinguished Teacher courses, participants will create artifacts to be included in a professional portfolio.

EDU 597
Poverty and Education in American Schools
This course will explore the ways poverty impacts students, educators, and schools, considering poverty at both the classroom and policy level. Through the lens of workforce preparation and career development, we will also consider ways to help pave the path out of poverty for students, and to give them hope for the future.

EDU 599
Capstone
At the culmination of the Master of Science in Teaching Practice, students will complete a Capstone project that reflects a particular aspect of Teaching Practice, supported by their EDU 571 research prospectus.

EDU 621
Special Education Law
This course will equip students with comprehensive knowledge of special education processes. Students will become familiar with the Individuals with Disabilities in Education Act (IDEA), the cornerstone of special education law, Section 504 of the Rehabilitation Act, and Pennsylvania statutes and regulations governing special education law. The No Child Left Behind Act, the Family Educational Rights and Privacy Act, and the McKinney-Vento Homeless Assistance Act will also be discussed. The course covers the evaluation procedures, various exceptionalities, eligibility criteria, and the formulation and implementation of Individual Education Plans (IEPs). Emphasis will also be placed on understanding exceptionalities within diverse cultural contexts and family connections.

EDU 622
Professional Ethics in Special Education
This course will provide students with a thorough understanding of the ethical and legal responsibilities of

the teaching profession. Students will become familiar with Pennsylvania's Code of Professional Practice and Conduct for Educators. Students will gain knowledge in a variety of content areas including federal and state privacy laws, effective advocacy procedures, ethical practice for assessment, and legal requirements for safeguarding student health and welfare. The course will also include the review/analysis of case studies and the impact the case study may have on the Educator Discipline Act.

EDU 623

A Systems Approach to Interventions & Specialized Instruction

Special Educators must be prepared to implement research-based intervention models and data-driven, reliable assessments in order to plan individualized instructional plans for students with diverse learning and social challenges. Highlights of the course include: Review research and practice specific to specialized instruction for students with disabilities in language, reading, writing, math, and other content areas. Study processes of disability identification and monitoring student progress; and data-based decision-making for instruction, universal instruction, and interventions. Explore effective practices for a multi-tiered system of support (MTSS) and school-wide positive behavioral support. Learn how to lead professional learning in various capacities effectively.

EDU 624

Supporting Students with Low Incidence Population in Schools

This course will provide students with a comprehensive understanding of the complexities surrounding the education of students with low-incidence disabilities that affect a small percentage of the population. Students will gain insight into the challenges and considerations involved in providing effective education within the least restrictive environment, including problem-solving strategies, research-based instructional practices for K-12, and the provision of itinerant and related services. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Coursework will also encompass creating and implementing Individualized Education Programs (IEPs) and issues of inclusion, transition services, social-emotional learning, and independent living skills.

EDU 625

Approaches for Positive Behavior and Social Skills in the Setting

This course is thoughtfully crafted to instill in students a profound comprehension of positive behavior support strategies within the school environment, particularly for individuals facing social, emotional, and behavioral challenges. Emphasis will be placed on illuminating the definitions, characteristics, prevalence, causes, and assessment methodologies related to emotional and behavioral disorders. Within the course, a pivotal focus will be directed towards incorporating effective teaching practices, encompassing education service placements, functional behavior assessment, and, notably, the implementation of positive behavior supports and applied behavior analysis. The course structure will accentuate the direct application of acquired knowledge and skills within the classroom setting. Furthermore, it is anticipated that students' teaching experiences will serve as valuable contributions to class discussions and collective learning. This dynamic approach aims to enrich students' understanding of positive behavior support approaches and their practical integration within diverse educational contexts.

EDU 626

Teaching Literacy Skills Using a Structured Literacy Framework

This course provides educators with the knowledge and practical skills needed to effectively teach reading, writing, and comprehension to all students. The course delves into the foundational principles of a structured literacy approach, including the latest brain research on reading and language development. The course explores the interconnected components of literacy—phonemic awareness, phonics, fluency,

vocabulary, and comprehension—and how they contribute to a student's overall reading success. This course will examine the skill domains that contribute to effective written expression. Participants will learn to design and deliver explicit, systematic, multi-sensory, and cumulative lessons.

EDU 627
Teaching Literacy Skills to Students with Reading Difficulties
This course is designed to equip educators with the specialized knowledge and practical skills needed to support students with dyslexia and other reading challenges. It provides an in-depth exploration of a structured literacy framework, emphasizing the principles of explicit, systematic, multi-sensory and cumulative instruction. Participants will examine the foundational brain research on reading, understand the key differences between skilled and struggling readers, and learn about the five language-processing components of structured literacy: phonology, orthography, syntax, morphology, and semantics. The course will address the use of various literacy assessments—screening, progress-monitoring, and diagnostic—to inform instruction. The course will also focus research-based methods for building reading fluency, vocabulary, and comprehension, while exploring how to adapt instruction to accommodate cognitive, linguistic, and behavioral differences.

Holocaust and Genocide Studies Courses

HGS 503/703
Women in the Holocaust
This course analyzes the various experiences of women during the Holocaust including as victim, perpetrator, bystander, rescuer and as members of the resistance. We will frame the experience of German women as occupying a narrow landscape based on the Nazi ideology of “Kinder, Küche, Kirche” (Children, Kitchen, Church) and discuss the gendered experiences of Jewish women, including coping strategies and specific challenges to survival, utilizing survivor memoirs and secondary sources from leading scholars.

HGS 507/707
Their Brother’s Keepers: Rescuers and Righteous Gentiles
During the Holocaust, assistance from gentiles often meant the difference between life and death for Jews in occupied Europe. Those who provided aid to Jews risked the possibility of imprisonment or even death. We will explore what motivated gentiles to take such risks and rescue their Jewish neighbors and how rescue varied across occupied Europe.

HGS 510
The Holocaust and European Mass Murder
This course discusses the Nazi murder of the European Jews, covering the period from 1933 to 1945. We will focus on ideological foundations of Nazi Germany, prewar persecutions of German Jews and other “undesirables,” the development of WWII, and all the stages of the Holocaust. We will approach these topics utilizing the newest “integrated historiography” based on a panoramic perspective achieved by studying traditional sources (i.e., official documentation) as well as recently appreciated non-traditional sources (testimonies and personal documents).

HGS 511/711
History of Antisemitism
This course will examine the diverse forms that hatred of Jews has taken beginning with its roots in the

ancient world and focusing on the modern period. We will consider the differences between the varieties of antisemitism and how they intersect and influence social and political movements and phenomena. Students will learn how modern antisemitism is characteristically different from its premodern predecessor anti-Judaism.

HGS 512/715
Teaching the Holocaust
Lessons of the Holocaust reflect current concerns with racism and propaganda, ethical aspects of science and government as well as illustrate the complexities of human behavior and moral choice. This course will provide educators with significant historical, sociological, and psychological background for discussing the important questions and introduce age-appropriate teaching strategies, curricula, and resources.

HGS 513/713
Representing the Holocaust in Different Art Forms
Due to its enormity and unprecedented nature, the Holocaust has attracted artistic interpretation, private and public, trained and untrained, both from within and beyond the Jewish community. We will study art, film, photographs, and graphic novels in post-Holocaust efforts to interpret the Holocaust visually by survivors and by generations of artists who did not directly experience the horrors of the Holocaust themselves.

HGS 516/716
Stories, Not Statistics: Qualitative Research Focused on Personal Narratives
Go beyond the numbers and uncover the human stories that shape qualitative research. This course introduces key qualitative research methods—including interviewing, grounded theory, and narrative analysis—while guiding you through research design, ethics, and data interpretation. Using the Transcending Trauma Project archive housed at Gratz College, you'll gain hands-on experience analyzing real-world qualitative data and develop practical skills to design and conduct impactful studies.

HGS 517/717
Resistance in the Holocaust
This course analyzes various types of Jewish resistance during the Holocaust. Through a careful study of primary and secondary sources, the course will discuss the multifaceted forms of resistance staged by the Jewish people who were caught up in the murderous attempts of Nazi perpetrators. Apart from what is traditionally understood by armed resistance, cultural, religious, social, and educational responses to the destruction will be studied.

HGS 518/718
State and Society in Nazi Germany
This course serves as a general introduction to the historiography of Nazi Germany, with emphasis on the interpretation of social and political trends leading to the Nazi seizure of power, their subsequent attempts to create a race-based society and state, and the implications for understanding modern society generally. Foundational historical and historiographical works in the field will be studied.

HGS 519/719
Genocide Education
Theodor Adorno once said that "the premier demand upon all education is that Auschwitz not happen again." Auschwitz is a metonym for genocide as a generic concept, and the slogan, "never again," has been generalized under the banner of genocide prevention. Education plays an important role in this global movement against genocide. This course begins by introducing the relevant concepts and

historiography, as well as the theoretical lenses of difficult knowledge and conflict prevention. Then we explore some common practices, including the use of testimonies and mass media, images, films, and fiction, scenarios and simulations, and memorials, museums, and travel abroad opportunities.

HGS 522/742
Children of the Nazi Era
All children of Nazi-occupied Europe, from those raised to fulfill the Aryan ideal to those targeted for destruction, were deeply impacted by Nazi ideology, the horrors of war, and genocidal goals. For students seeking to broaden their knowledge of Holocaust history and educators seeking age- appropriate connections for the classroom, this course will explore the Nazi design for the children of Europe, the world response, and the experiences of children through their own lens.

HGS 524/744
Transcending Trauma: The Psychosocial Impact of the Holocaust on Survivor Families
The evolution of the fields of Holocaust and Trauma Studies has been striking over the past 60 years. We will present the current knowledge with expanded insights informed by our own research. The foundation for the course will draw upon the interview-based qualitative research of the Transcending Trauma project, the study of coping and adaptation after extreme trauma, presenting life histories of Holocaust survivors and their family members to contextualize the survivors' trauma within their pre-war and post-war experiences.

HGS 525/727
Post-Holocaust Theologies
The Holocaust raised profound challenges to conventional religious views of reality and the belief that God intervenes in human history. By surveying prominent Jewish and Christian theologians from 1966 to 2006, this course will focus on two major theological questions: (1) Why does God allow evil, epitomized by the Holocaust, to exist in the world? (2) What traditional Christian theological teachings may have played a part in the events leading up to the Holocaust? As we will see, the responses to these questions are varied, unsettling, and powerful.

HGS 527/747
The Native American Genocides
This course examines how the term genocide may be used to explain what used to be called the Indian problem in the United States and Canada. We will examine recent scholarship validating the use of genocide in this context and analyze the various approaches used to explain colonial genocide, both here and elsewhere around the world. We will also sample a few case studies, including Columbus in the Caribbean, the Puritans in Massachusetts Bay Colony, the Trail of Tears, American expansion westward, cultural destruction in the 19th and 20th century Indian residential schools, and so-called ecocide in the tar sands of Alberta, Canada.

HGS 528/728
The Role of Muslims and the Holocaust
This class explores the role that Muslims played during the Holocaust. It explores historical and religious antisemitism in the Arab world and the consequences that led to the denial and relativism of the Holocaust. The class explores how Muslims were also rescuers and victims with Jews in Arab countries under the Vichy government and how entrenched the colonial forces were in Arab/Muslim lands during World War II.

HGS 529/729
Nazi Medicine and the Holocaust
This course examines the racial policies and medical crimes of the National Socialist regime in Germany. Beginning with 1933 Sterilization Law, it traces the involvement of medical professionals in the T4 euthanasia program to medical experiments carried out in care facilities and the concentration camp system. It also covers the quest for justice and the reverberations of Nazi medicine in a contemporary context and how medical ethics continue to be shaped by the Nazi medicine and the Holocaust.

HGS 532/73
Germany Before the Holocaust
This course focuses on the development of Germany over the long nineteenth century and into the twentieth century, ending at the Nazi rise to power. Over the course of the semester we will explore the development of German nationalism and nation-building, the processes and responses to revolutions, industrialization, urbanization, and changing social structures, as well as the development of German imperialism and militarism. The purpose of this course is to provide a stronger depth of knowledge of the development of modern Germany in order to better understand the historical context in which Hitler's rise to power, the popularity of the Nazi party, and genocide were able to occur.

HGS 535/765
Holocaust Literature: Literary Responses to the Catastrophe Across Genres and Geographies
The Holocaust of European Jewry in World War II prompted an array of literary responses of various genres and languages which constitute now one of the most important textual canons of the 20th century. In this course, we will read the works of this canon and examine them in their cultural, historical, and aesthetic contexts. Among the questions to be investigated are: what is the difference between texts written during the war and in its immediate aftermath and the later epochs? How did representing the catastrophe of such magnitude on page impact on the very idea of literature and its capabilities? What is the relationship between Holocaust works and the earlier Jewish literature of destruction as well as the other genocides and atrocities?

HGS 536/73
The Holocaust and Jewish Law: Balancing Survival and Jewish Observance
This course explains the role that Jewish law (Halakah) played in decisions many Jews had to make during the Holocaust and after the Holocaust had ended. When confronted with the choice between survival versus Jewish observance, a wide variety of opinions results concerning which choice takes precedence. Some of the issues to be discussed include: Smothering a crying infant to save a community in hiding from the Nazis; the status of Jews who received expedient conversions to Christianity; when suicide is justifiable, and what should be done with the ashes of Jewish victims.

HGS 537/737
Holocaust Historiography
Historiography (from Greek: *historia*: narrative, story, and *graphia*: writing) is the discipline of how history is written. In the context of the Holocaust, historiography analyzes trends that have dominated historical writing about this event since the beginning of the field, when the Holocaust was still happening during the war. We will focus on significant turning points of Holocaust historiography, as well as on several major controversies of Holocaust research and commemoration.

HGS 538/738
Polish-Jewish Literature After the Holocaust

The Holocaust permanently changed not only the physical Polish landscape but likewise the cultural and literary landscapes as well. Post-Holocaust Polish-Jewish literature responds not only to the Holocaust but also to this cultural fracture. This course will explore questions such as: What is Polish-Jewish literature? How do ghosts figure into this body of literature and what do they represent? How do ghosts shape how memory is explored after the Holocaust? What is testimony and what is testimonial literature? Together, we will read literary works in translation by Julian Tuwim, Abraham Sutzkever, Isaac Bashevis Singer, Agata Tuszynska, Hanna Krall, Rutu Modan, and others alongside theorists such as Marianne Hirsch, Pierre Nora, James Young, Lawrence Langer, and Jacques Derrida to explore concepts of memory and testimony across literary genres. This class will have live lectures weekly, recorded for students unable to attend.

HGS 539/739

Publishing the Holocaust

This graduate seminar is an introduction to the complex world of academic publishing and is designed to give you in Holocaust & Genocide Studies practical experience in getting your work published in peer-reviewed journals. The course explains the publication process to students and shares strategies for achieving success in the academic writing arena, including setting up a work schedule, identifying appropriate journals for submission, working with editors, writing query letters, clarifying arguments, making claims for significance, and organizing material.

HGS 540/740

Holocaust Film: Representing the Catastrophe on Screen

This course aims to investigate the relationship between the Holocaust and film through historic, aesthetic, ideological, cultural, and psychological lenses. We will concentrate on a significant number of recently rediscovered and forgotten films—Polish, Czech, Yiddish, American, and French— produced in the immediate aftermath of the war to the 1960s, which challenge the idea that discussions and memorialization of the exterminated Jews were largely shrouded in silence. We will examine the relationship between documentary footage and live action in Holocaust cinematic representation and the construction of the survivor on screen. In addition, we will also watch and analyze a number of recently made Holocaust films that have challenged the existing historical and artistic conventions. The films include Our Children (1948), Border Street (1948), Pawnbroker (1964), The Juggler (1953), The Commissar (1967), Return from the Ashes (1965), Enemies a Love Story (1989), Kapo (1960), The Stranger (1946), Verboten! (1959), Black Book (2006).

HGS 552/722

Gender and Genocide II

This course examines the roles of women as victims, witnesses, survivors, and rescuers and takes an interdisciplinary approach, drawing upon narratives, memoirs, oral testimonies, literature and historical sources. Topics to be covered include: genocide as a means of male bonding and substitute for employment, the centrality of masculinities in acts and processes of genocide and mass atrocity including sexual violence, sexual slavery, forced prostitution, forced pregnancy, sterilization, and issues related to LGBT victims. *(HGS 558 recommended but not required as a pre-requisite.)*

HGS 554/754

The Warsaw Ghetto

This course discusses the Warsaw Ghetto, the largest Nazi ghetto in occupied Europe, and some of the earliest attempts to record its history. In studying this Jewish population, segregated by force in the capital of occupied Poland, the course will address several key issues concerning the terms of Jewish existence

behind the ghetto walls as well as aspects of the contemporary interactions between Germans, Jews, and Poles. Course topics will include the Nazi establishment of the Jewish District, the Jewish authorities (the *Judenrat*), Jewish welfare institutions, daily life in the ghetto, ghetto culture, relations among Jews and Gentiles, the Warsaw Ghetto Uprising, and other related aspects.

HGS 556/756
Genocide Prevention
The 1948 United Nations Convention for the Prevention and Punishment of the Crime of Genocide promised to "liberate mankind from [the] odious scourge" of genocide, but the "odious scourge" remains a serious problem in contemporary global affairs. Through a comparative analysis of Rwanda and the former Yugoslavia, this course will explore the following general questions: How do we know what genocide is and when it is occurring? What political factors inhibit international responses? Why is the principle of state sovereignty so problematic? Who is responsible for prevention? Finally, in retrospect, when does genocide end, and what are the "realistic" limits to truth and justice in the transitional process?

HGS 557
Comparative Genocide
The Polish-Jewish scholar Raphael Lemkin coined the term "genocide" in 1944. This class will explore the meaning of this term and specific instances of genocides throughout history in an effort to understand how and why genocides occur. Our focal point is the Holocaust, the mass murder of European Jewry by Nazi Germans and the most well-known example of genocide. We will also study genocide in other contexts, paying close attention to definitions of the term "genocide."

HGS 558/758
Gender and Genocide in the 20th Century
This course seeks to thematically examine genocide in the 20th century. It explores how the perpetration of and the experience of genocide can be better understood when using gender as a tool of analysis. This course touches on the Armenian Genocide, the Holocaust, and the genocides that occurred in Cambodia, Bosnia and Kosovo, and Rwanda. The course focuses on the role of male bonding as an induction to participate in mass murder, the particular threat to men and boys during genocide, the damage and restructuring of family life that occurs, the expanding and/or altering of gender roles for women, the particular female vulnerability of being targeted for rape, the loss of individuality women experience as their bodies become a space where genocide occurs, and finally how genocide is remembered and memorialized.

HGS 559/759
The Holodomor: Ukrainian Famine/Genocide of 1932-33
The Holodomor (famine/genocide) in Ukraine in 1932-1933 was a result of the collectivization policy of the Soviet government and took about four million lives. The Holodomor had a profound impact on the entire population of Ukraine. The course will analyze the reasons, mechanisms and consequences of the Holodomor, including the Soviet policy of collectivization of agriculture and why resistance toward this policy was the strongest in Ukraine.

HGS 560/760
America's Response to the Holocaust
This course explores a difficult, complex and emotionally charged subject: the American response to the

Holocaust. While most historians agree that the nation's response was inadequate, and that a more forceful and effective rescue policy might have saved many lives, they debate what was realistically possible to accomplish under the circumstances. These included the uncertain course of early Nazi policy, the Nazis' later military campaigns and determination to destroy the Jewish people of Europe, strong support for immigration restriction in America, and the U.S. involvement in the Allied war effort. We will also examine the roles of various branches of the American government, including the President and his advisors, Congress, the State Department, and other Cabinet secretaries, and the impact of public opinion, the press, religious groups, and private organizations on governmental policies related to rescue.

HGS 562/762
The Church and the Holocaust
This course will first focus on the roots of anti-Jewish teachings in Christianity and the anti-Jewish teachings of Martin Luther and their enduring influence on both the Roman Catholic and Protestant churches. We will then focus on the Roman Catholic Church and the role of Pope Pius XII in the Holocaust, as well as the resistance of the Church against Nazi ideology, including the efforts of the Confessing Church movement in Germany and the Orthodox Church in Greece. Lastly, we will take a brief look at Nostra Aetate and other post-Holocaust Christian efforts to eradicate anti-Jewish teachings from Christian theology.

HGS 564/764
The Holocaust and Transitional Justice
Drawing upon interdisciplinary perspectives from history, political science, law, sociology, and psychology, students will engage in an in-depth exploration of the Holocaust's profound impact on transitional justice processes worldwide. This course will analyze the development and evolution of transitional justice frameworks and mechanisms such as truth commissions, criminal prosecutions, reparations, memorialization, and institutional reform. It will also challenge students to evaluate the effectiveness of transitional justice approaches by investigating how they impact collective memory, conflict resolution, and societal transformation.

HGS 566/726
The Psychology and Sociology of Altruism and Rescue
Diplomats like Sousa Mendes and Sugihara, doctors, nurses, social workers, farmers, and others risked their lives to save Jews during the Shoah. Why did seemingly ordinary people risk their lives and often the lives of their families to help Jews who frequently were total strangers–while others stood passively by? What insight can be gained from them that will shed light on the broader questions of ethics and morality? Why is research on altruism and rescuers still relevant?

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

HGS 599
Master's Final Project
The 3-credit final project is a more practical approach to exploring and presenting *applied* research on a particular topic in the field of Holocaust and Genocide Studies. It must be completed under the guidance

of an advisor. It offers the student an opportunity to explore a topic making use of approaches both digital and analog.

HGS 607/757
Rwanda's Genocide and Its Legacies
In 1994, fifty years after the pledge of "Never Again," the Tutsi ethnic minority in Rwanda suffered a genocide that killed an estimated 75-80 percent of their population. In this course, we will explore the factors that led to the genocide of the Tutsi in Rwanda and how the Rwandan case compares to other cases of genocide and extreme violence. We will also explore the efforts made in post-genocide Rwanda to rebuild, pursue justice, and promote reconciliation and the lessons that can be learned from the Rwandan case.

HGS 612/712
Art in Extremis: Creative Resistance During the Holocaust
This course surveys art produced in extremis during the Holocaust, by individuals in exile or in the camps and ghettos. Together, we will explore how victims used artistic expression as both a means of documentation and as a form of "creative resistance" to communicate their protest, despair or hope. Course readings couple secondary literature with primary sources and ego documents of the period, such as the artists' own writings and diaries.

HGS 624/724
Holocaust, Genocide, and International Law
The purpose of the 1948 "UN Convention on the Prevention of the Crime of Genocide" was to prevent the recurrence of genocide after the Holocaust. Since the ratification of the Convention in 1951, genocide has continued to occur up until the present-day. This course will trace international law before and since 1948 to determine if and how law can be effectively applied to prosecute the perpetrators of genocide and to impact genocide prevention.

HGS 625/725
A Geographical Approach to the Study of the Holocaust
Propaganda, oppression, and assault evolved over time in Germany but, once perfected, was quickly enacted in countries subsequently conquered by the Nazis. Each country and its population, however, had different responses and interactions with Nazi rule depending on a range of factors. This course will provide a thorough review and in-depth analysis of the Nazi offensive through Europe and how each country and population was uniquely affected.

HGS 633/733
Loss and Renewal: The Aftermath of the Holocaust
This course will examine the final days of occupation and war in Europe and will focus on the lives of Jews and other survivors of persecution in the newly 'liberated' territories. What did 'liberation' mean for the 'Surviving Remnant' - hundreds of thousands who had survived concentration camps, slave labor, death marches, and life in hiding? What choices did Jews and other survivors have in the immediate aftermath of the war, and how did they cope with the tremendous loss?

HGS 634/734
Hitler's Other Victims
While Jews were the primary targets of persecution, Nazi racial and political ideology motivated the regime to attack other groups as well. The physically and mentally disabled, political opponents,

homosexuals, members of selected religious groups, Afro-Germans, Roma, Poles, and other Slavs were all persecuted by the Nazis. Organized thematically and loosely chronologically, this course spans from the Nazi rise to power through the end of WWII to examine the ways members of these groups were targeted by the Nazi regime and some of their responses to persecution.

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

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

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

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

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

Human Rights Courses

HRI 524
Civil Rights and Civil Liberties

This course explores the meaning and extent of the first ten amendments to the Constitution, called the Bill of Rights, which defines the essence of civil rights. These include the freedoms and rights guaranteed in the First Amendment (religion, speech, press, assembly, and petition) and the liberties and rights associated with crime and due process. Civil rights are also protected by the Fourteenth Amendment, which protects violation of rights and liberties by the state governments.

HRI 528
Sexual Identity and Gender Rights
The belief that there are only two genders which are assigned at birth, male and female, has been called into question in today's world. This course will study the changes taking place in how people understand their sexual identity, including their right to choose their own sexual identity. Discrimination against LGBTQ individuals will be addressed as well as gender rights.

HRI 530
Patriarchy and Women's Rights
This course explores the creation of religious patriarchy and how it has affected the lives of women for centuries. Focusing on Judaism and Christianity, we will study in what ways the Hebrew Bible and the New Testament support the concept of human rights, including significant but limited women's rights. We will then examine in what ways religious patriarchy in Judaism, Christianity, and other religious traditions has hindered women's rights and what efforts have been made to confront religious patriarchy and improve women's rights.

HRI 599
Capstone Project or Internship
As the culmination to studying Human Rights, MA students will choose to complete a Capstone Project that reflects a particular aspect of Human Rights, or complete a semester Internship with an organization that focuses on issues of Human Rights.

HRI 600/700
Antisemitism & Racism in America Today
This course focuses primarily on American antisemitism since World War II, responses to it, and the impact of growing anti-Jewish violence both on Jewish identity and Judaism in the United States. Special consideration will be given to understanding Anti-Semitism in the wider history of American racism as well as related issues including freedom of speech, the complex relationship of antisemitism and anti-Zionism, Jews and Whiteness and interfaith relations.

Interfaith Leadership Courses

IFL 621
Interfaith Lifecycle and Holidays

Judaism, Christianity, and Islam all share common human lifecycle events, and these are commemorated in rituals for birth, entering adulthood, marriage, and death. In addition, the three Abrahamic faiths observe holy days, celebrations, and fast days and follow religious observances specified in their religious calendars. This course will review the major lifecycle events and holy days of the three religious traditions and will emphasize the similarities they all share.

Jewish-Christian Studies Courses

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

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

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

Nonprofit Management Courses

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

MGT 512
Professional Writing and Communication
Students will gain a deeper understanding of professional writing and communications skills. They will develop competence in advanced written and oral communications, research and information literacy, reading and critical thinking.

MGT 541
Digital Media and Marketing

This course will examine the application of real-world and real-time digital media & marketing strategies and tactical methodologies so that students can directly and immediately apply learnings gained to their respective non-profit professional settings. Students will have the opportunity to explore digital marketing disciplines including modern social media marketing, website marketing, email marketing, content marketing, search engine optimization, search engine marketing, customer relationship management, mobile marketing, and digital analytics and performance management. This non-technical course is ideal for any student who wishes to expand their overall understanding of how to leverage digital media and marketing methodologies to generate consumer awareness, action, engagement, and conversion in today's dynamic business environments.

MGT 542
Financial Management of Nonprofit Organizations
This course will examine the critical financial considerations of the nonprofit organization, including sources of funds, reserve development and management, and financial accountability. In an environment that privileges accountability to funding sources in lieu of maximizing shareholder value, the students will consider the key financial measures and strategies required to ensure the effectiveness and sustainability of the organization. The course will also consider nonprofit financial statements as indicators of financial health and sound management.

MGT 543
Marketing the Nonprofit
This course will examine the particular marketing challenges associated with defining the approaches and services to beneficiaries as well as the cultivation of funding sources. At the organization and program levels, students will consider the application of marketing principles and branding to program design, promotion, and public relations, especially in relation to fundraising. The course will address a variety of methods for reaching the public such as traditional media, social media, and online communications.

MGT 544
Fundraising
Raising resources, or "fundraising" is a critical and valued skill at any nonprofit. This course will address the fundamentals of various fundraising forms, e.g., annual appeals, crowd source and digital platforms, corporate and foundation giving, major and planned gifts, and capital campaigns. You will learn applicable, actionable skills, including how to create a compelling case for support and tips and techniques for "making the ask." We also will discuss current trends and innovations in philanthropy, such as the recent upturn in support for social justice efforts/initiatives.

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

MGT 547
Organizational Ethics
This course will provide students with an introduction to the ethical issues facing managers in a variety of nonprofit and for-profit settings to equip them with the tools necessary to navigate these challenges and

act in an ethically appropriate way. Classical theories of normative ethics -- in particular, the consequentialist approaches of Jeremy Bentham and John Stuart Mill, the deontological approach of Immanuel Kant, and the virtue ethics approach of Aristotle -- will be critically examined and applied to a number of ethical dilemmas that arise in organizational settings. Students will be presented with practical frameworks for making ethical choices and taught to build ethical decision trees to evaluate the ethical implications of different courses of action. Ethical challenges that will be considered include hiring, firing, sexual harassment, compensation, conflicts of interest, product safety, deceptive advertising, pricing, and whistleblowing. The issue of corporate social responsibility will be explored. We will also consider the descriptive ethical question of why we fail to do what is right and what to do about it.

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

MGT 570
Conflict Management
Understanding that conflict is often a by-product of professional and personal interaction, this course offers strategies for constructively resolving issues at both the individual and group levels. Using self-reflection, personality inventories, and the study of temperaments, including the works of Myers- Briggs, Gregorc and Sternberg, it will enable participants to look beyond themselves, seeking to understand the greater motivations behind the actions and reactions of others.

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

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

MGT 575
Project and Program Management
This course will prepare students to manage scheduling, resource allocation, time/cost tradeoffs, risk

assessment, task coordination, team-building, progress monitoring, and post-project assessment through a comprehensive overview of project management. Special emphasis will be placed on program development, implementation, and program goals and assessment.

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

MGT 600
Capstone/Applied Research Project
In this culminating project for the program, students will apply the research skills they have learned throughout the program in conjunction with the leadership and management knowledge they have garnered to complete a research project of their choosing. Students will collect data (quantitative or qualitative) and tabulate their findings to support recommendations on their project. The project will include a literature review, methods section, data collection and analysis, and recommendations.

Jewish Education Courses

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

JED 507/807
Methods of Teaching Bible
This course uses the notion of pedagogic and hermeneutic orientations to understand a variety of approaches to teaching Bible, including literary approaches, historical-contextual approaches, critical and diachronic approaches, and approaches that use traditional and rabbinic commentary.

JED 508
Teaching Torah to Young Children
Participants in this course will develop greater comfort and competence both with learning narratives from the Torah and transmitting them authentically to 3 to 6-year-old children. A theoretical rationale as well as methodologies for presenting concepts of God, Mitzvot, Jewish holidays, values and Israel found in the narrative context will be integrated into the course. Criteria for selecting appropriate stories will be presented along with storytelling techniques and a range of creative experiences that bring the stories to life in the classroom. (Course may be taken for Bible or Jewish Education credit)(LHI course only)

JED 510
Fundamentals and Orientation in Jewish Education

The activities of Jewish learning are ultimately linked to more fundamental assumptions about the nature of knowledge, human growth, and Jewish purpose. Methodologically, this class looks beneath the surface of the educational activities to find the visions that guide them. It is a Jewish version of what the education scholar Stephen Brookfield characterizes as the "assumption hunting" game. The sharp contrasts between the educational philosophies of Michael Rosenak and Mordecai Kaplan will be among the tools used to further this investigation.

JED 514
Experiential Jewish Education
This course provides a general overview of the practice of experiential Jewish education. It explores the historical trends, pedagogical frameworks and current models relevant to the field. Actively engaging with course material, students will be encouraged to share their experiences as both participants and practitioners in the field of Jewish experiential education.

JED 522
Supervision in Jewish Education
This course offers principles and functions of developmental supervision and their applications to Jewish education, as well as approaches aimed at improving and evaluating instruction and learning. There will be ample opportunities for supervised practice. (This is a required course for the students in the M.S. NPM - Jewish Educational Administration track and can serve as an elective for the MEd - Jewish Instructional Education concentration).

JED 526
Educating Jewish Adolescents
Adolescence is a critical period in an individual's identity development, and Jewish adolescents, like their counterparts from all faith traditions, can find themselves questioning everything from who they are to how they fit into the world. At the same time, it is understood that meaningful Jewish engagement during the teen years results in an increased likelihood of individuals choosing to lead active Jewish lives in the future. This course will provide an overview on the best practices for teaching Jewish adolescents. It explores an array of topics including adolescent identity development, educational best practices for connecting with teens, and the unique issues of Jewish education for post-b'nai mitzvah students. By actively engaging with the latest research from the field, as well as hands-on assignments, students will be encouraged to share their insights and experiences as practitioners as well as from their own lives.

JED 606
Methods of Teaching Prayer: Skills, Concepts, and Affect
This course explores strategies and techniques for teaching prayer and liturgy. Students study selections from the liturgy and then explore ways to translate this content into pedagogic approaches that are consistent with the deep structure of the texts. Attention is also paid to home-school relationships, the role of Hebrew, evaluation of learning and developmental issues.

JED 607
Methodologies for Teaching Israel
For previous generations of Jewish educators, Israel was a reliable means of bringing communities together. In the present, teaching Israel has become increasingly complex, with questions and dilemmas stemming from learners and educators alike. This class will offer educators the chance to explore methodologies and best practices for teaching Israeli history, politics, culture, and current events. We'll

have the chance to explore our own Israel stories, and the ways in which we share them with our learners, and will use case studies of the challenges of teaching Israel to inform our work. We will delve into the "whys" of teaching Israel, and what success looks like in the world of Israel education.

JED 625

Disability Inclusion in Jewish Education

This class will explore select learning disabilities and developmental issues, how they may present in a classroom setting, and ways to respond effectively. By increasing knowledge of a variety of learning needs (including ADHD, sensory issues, processing challenges, anxiety and more), students will discover how accommodating these student needs actually benefits all students in our classrooms. By examining the current state of disability inclusion in Jewish education, students will develop a deeper understanding of how families with special needs experience the Jewish community and how educators can most effectively work with these families.

JED 627

Introduction to the Curriculum of the Jewish School

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

Language Courses

HEB 501

Hebrew I: Beginners

Hebrew I Online provides an interactive and fun introductory experience for students who have had some beginning exposure to basic decoding and writing in Hebrew. Students will meet twice a week for a live online session to learn and review the material. In addition, a special website will be available for students to log on at any time for learning and review. The course focuses on the development of all language skills (speaking, listening, reading and writing). Students will learn grammatical terms and principles such as pronouns, adjectives, gender and number agreement, prepositions, roots, numbers, special expressions, and the different categories (Gzarot) of Binyan Pa'al in the present and past tense. Students will read texts that reflect Hebrew and Jewish culture. Topics will include: home and school, food, family life, and the daily schedule.

HEB 502

Hebrew II: Advanced Beginners

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

HEB 503

Hebrew III: Intermediate

This course will continue the development of all language skills: reading, listening, writing, and speaking

and includes twice-a-week live webinar sessions. Weekly units will also include selections in Hebrew. In addition, study of advanced grammar and syntax will include all passive Binyanim, different Gezarot, and parts of speech.

HEB 504
Hebrew IV: Advanced
This course will focus on comprehension in reading modern Hebrew. Students will become acquainted with typical grammatical and idiomatic forms and vocabulary using selected texts. The grammar and vocabulary will be used in discussions of the ideas contained in the texts. The texts will include some significant prose and poetry passages.

HEB 505
Hebrew V: Advanced II
Building on students' existing foundation in Hebrew, this course develops greater fluency in reading, writing, speaking and listening through engagement with increasingly complex texts and communicative tasks. Students will expand their command of Hebrew vocabulary, grammar and idiomatic expression while exploring topics drawn from Israeli culture, Jewish history and contemporary life. Through discussions, readings and written assignments, students will strengthen their ability to interpret authentic Hebrew materials, communicate effectively in a variety of contexts and express increasingly nuanced ideas in Hebrew. Particular emphasis is placed on the practical application of language skills, enabling students to engage more confidently with Hebrew texts, conversations and cultural discourse.

HEB 510
Biblical Hebrew I
Biblical Hebrew I provides an introductory experience in the language of the Bible for students who can decode (phonetically read) Hebrew. The course focuses on the fundamentals of biblical Hebrew's grammatical structures and constructs, including its elaborate root word system and its rich vocabulary. After two semesters, students will be able to read and understand selected passages of the Hebrew Bible in the original.

HEB 805
Academic Hebrew
This course prepares PhD students to read, understand, and engage with scholarly articles in Hebrew across the humanities disciplines. Beyond building advanced linguistic competency, the course introduces students to the intellectual conventions, argumentative structures, and scholarly culture of Israeli humanities research, equipping them to integrate Israeli scholarship into their own research trajectories.

Jewish Studies

JST 503
Methods in Jewish Studies
This course instructs Master’s students in fundamental skills of graduate-level academic inquiry, writing, and thinking as practiced in the field of Jewish studies. In the process, students explore major debates among scholars over the academic study of Jews and Judaism. They also survey the diverse subjects, methods and disciplines that comprise this field.

JST 504/754

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

JST 505/755
Perspectives on American Judaism
While rooted in the philosophies of past generations, American Judaism has emerged in the twenty- first century as a multi-denominational enterprise. In addition to studying the social history, theology and organizational development of various American Jewish movements' guests representing Orthodox, Conservative, Reform, Reconstructionist, Hasidic and New Age points of view will discuss their vision and spiritual and ritual practice of Judaism. The role of God, prayer, commandments and obligations in a voluntaristic community, creation of new life cycle rituals and the impact of the Jewish feminist movement on American Judaism will all be explored.

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

JST 508/708
Modern Eastern European Jewish History
Previously HGS 533/753: Before Hitler: East European Jewish Civilization. This is an introduction to the unique civilization that Jews built in the lands of Eastern Europe, a civilization from which nearly all American and European Jews and half of all Israeli Jews are descended, and which the Nazis devoted particular fury to destroying. The course will begin with the first Jewish settlements in Eastern Europe during the Middle Ages and end with the revival of Jewish memory in contemporary Eastern Europe. We will examine traditional Jewish lifeways, Jewish-Gentile relations, the rise of Hasidism and the Jewish Enlightenment, and the development of modern Jewish societies, political movements and literatures.

JST 509/709
American Jews and Social Justice: Activists' Perspectives
This course explores the participation of American Jews in movements for social justice in this country from the mid nineteenth century to the present. Jews have been, and continue to be, disproportionately involved in movements for better working conditions, racial justice, gender equality, and immigrant rights, among others. Of course, not all Jews supported these causes; some were indifferent or opposed to them for a variety of reasons. Some Jewish activists were motivated by ethical principles or political views unrelated to their Jewishness, while others asserted that their activism was rooted in Jewish values and historical experience. This topic raises important questions about the balance between universalism and particularism in Judaism. Emphasis will be placed on the perspectives and contributions of individual Jewish activists, as discussed in their speeches and writings.

JST 510/710
Women in the Rabbinic Tradition
This course explores the legal status of women within the classical Rabbinic tradition and how this status

compares with the position of Jewish women in the modern world. Topics to be covered include: the legal status of minor daughters; the development of the traditional roles of wife and mother in the Rabbinic period; the legal position of the divorcee and widow; and obligatory and optional mitzvot for women.

JST 513/713

Children of Abraham—Textual Interpretation in Judaism and Islam

This doctoral-level reading seminar explores the relationship between Judaism and Islam through study of shared and conflicting Judeo-Islamic interpretations of seminal religious figures (Abraham, Isaac/Ishmael, David, Moses, Jesus/Mohammed, etc.) and how those figures stories became critical sites for Jewish and Muslim thinkers to expound on specific ideas about monotheism, orthopraxy and theocracy. In addition to recent secondary scholarship, students will engage with primary source texts from the Hebrew Bible and Qur'an, the hadith and the Talmud, the responsa literature (teshuvot/fatawa), Jewish and Muslim legal codes and polemics. The focus of the course is on the historical development of the two traditions with attentiveness to implications for contemporary Jewish-Muslim relations.

JST 515/715

The Problem of Evil: The Jewish Response

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

JST 516/716

Judaism and Islam

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

JST 517

Comparative Liturgy of Judaism & Christianity

This course focuses on the history, structure, and meaning of Jewish liturgy as it develops in Rabbinic Judaism, in comparison with the Roman Catholic Mass in Christianity. Common themes will be studied between the two liturgies, including penitential and petitionary prayer, liturgical creeds, and doxologies, as well as the Jewish roots of the Mass in the ancient Israelite Temple rituals, ancient Jewish belief, and Jewish liturgical practices.

JST 518/718

Job and the Problem of Evil

This course is a seminar on the book of Job and its interpretation in the Jewish tradition. The book of Job is nearly always interpreted as a discussion of why bad things happen to good people, so the course will also be an introduction to some trends of Jewish thought concerning that question.

JST 521/721

American Jews: Honoring the Past, Looking to the Future

This course surveys major trends and developments in American Jewish history from the community's

beginnings in the colonial period through the early twenty-first century. Students will become familiar with the leading personalities, events, movements and institutions that shaped Jewish life in the United States. Special emphasis will be placed on the evolution of Jewish religious ideas, practices and approaches in the American environment.

JST 523/723
Harmony of the Spheres: Judaism and Science
Judaism does not see Science and Religion as antithetical, but as two different spheres in harmony with one another. This course will examine the relationship between Judaism and Science from ancient times to today, including the following topics: Genesis and the Big Bang; the Jewish view of the universe; Jewish observance and Planetary Science; the possibility of life on other planets; Jews and Medicine; Talmudic views of Obstetrics and Gynecology; Talmudic knowledge of Astronomy, Anatomy and Psychology; and Jewish Ecological Science.

JST 524/724
Jewish Folklore
An introduction to Jewish folklore, from the Bible to the present day. Much of the course will focus on Jewish folklore from Eastern Europe. Special attention will be paid to folktales and folk literature.

JST 525/725
Jews in the Contemporary World
This course will survey Jewish life in the contemporary world since about 2010. Topics will include American Jewish demography, synagogue movements, and culture; Israeli Jewish society, culture, and politics; and a survey of Diaspora Jewish communities outside of the United States. Attention will be paid to changes such as the impact of new technologies, the growth of non-Ashkenazic Jewish communities, the growth of Haredi Orthodoxy, and the rise of mixed Jewish/non-Jewish families.

JST 528/728
Jewish Historical Fiction: Teaching and Creating
This course will explore the various aspects and uses of Jewish historical fiction (JHF). Questions to be explored will include: what makes "good" JHF; what characteristics should be subject to fictionalization and which should remain faithful to history; and which characters are best suited to JHF and how to incorporate actual and purely fictive historical figures. Selected passages from well-known (and some not so well-known) JHF novels and short stories will be used to illustrate these and other inquiries. Using trade "how-to" books, the course will provide hands-on instruction, and students will create their own JHF through workshop teams. Each individual student will also write a short JHF narrative.

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

JST 531/731

Sociology of Israel
This course will discuss the contemporary Israeli society and its various components: its population, its various components, and where and when they arrived; the culture(s) in the country and how they separate and unite the different parts of the population; how the population is socialized to Israeli society, whether as children (through their families, schools and youth groups) or as immigrants arriving as adults (learning the language, retraining for the labor force, learning about the political scene and through religious groups and practices). Israeli families, education, and the military will be presented and discussed. The other social institutions of the society will be presented and discussed, including religion (Jewish, non-Jewish, and secular); the labor force and economy, including two areas distinguishing Israel from its neighbors the high-tech sector and kibbutzim. The course will conclude with an explanation of the current political situation and next elections, whenever they will occur.

JST 532/732
Modern Jewish Thought
This course will study major thinkers and controversial issues in 20th and 21st century Jewish thought. The course will look at texts by thinkers such as Martin Buber, Mordecai Kaplan, Judith Plaskow, and others, and study issues such as Jewish centrism and extremism, pluralism, social justice and the Prophets, ritual and commandment, feminism and gender, and Zionism and Israel.

JST 533/733
History of Sephardic Jews
This course will survey the history of Sephardic Jews from the beginnings of Jewish settlement in Spain until the present day. Most of the course will focus on the history of Sephardic Jews after the expulsion from Spain in 1492. The course will also discuss the changing mythic conceptions of Spain and of Sephardic Jewry, both negative myths, and positive myths that are romanticizing and idealizing.

JST 535/735
Book of Samuel
This course is an introduction to the Book of Samuel (1 Samuel and 2 Samuel). We will read the entire book, and discuss the main characters as well as many of the subsidiary characters. We will also study the Jewish reception of the Book of Samuel and some of the current academic debates about the book and its characters. During the course we will learn a variety of reading strategies for reading the Bible.

JST 536/736
Tragedy and Hope in the Book of Jeremiah
Jeremiah's name is synonymous with foreboding prophecy, and his haunting words are read in synagogue during the three weeks leading up to Tisha B'Av. Jeremiah cuts a sad, lonely and misunderstood figure as he confronts the king and the people of Judah during their struggle for survival against the forces of the Babylonian Empire. Yet he never lost faith and hope that his people could experience renewal. We will be guided by many modern Jewish interpreters, including Abraham Joshua Heschel, as we study the most realistic of all the books of the Bible.

JST 537/737
History of Modern Israel
A long time before the state of Israel was established in 1948, the idea of a Jewish state had aroused much controversy both within the Jewish people and outside of it. The controversies did not stop after the state of Israel established and they continue until our time. In this course we will examine the history of Israel from the beginnings of the Zionist movement until the present day. The course focuses on the Zionist

movement, the waves of Jewish and non-Jewish immigration to Israel and within Israel, the Arab-Israeli conflict, and the social, economic and religious changes in Israel since 1948.

JST 538/738

The History of the Jews of Islam

This course is designed to introduce students to three broad fields: the study of Jewish history in the Islamic world; the comparative study of Jewish/Muslim rituals, legal practices, textual traditions and philosophies; and the study of Jewish-Muslim relations. Each week has a theme focused on developing specific skill methodological skill sets, drawing on approaches from Religious Studies, History, Sociology, Anthropology, Material Studies, Feminist and Queer Studies and Linguistics. Today, Jews and (Muslim) Arabs are portrayed as participants in a timeless conflict—a clash between two discrete ethnicities and religions. But for centuries, the vast majority of the world's Jews were part and parcel of the Arab-Islamic world. We will begin the class in the pre-Islamic Near East before examining formative Jewish-Muslim interactions at the time of Muhammad that shaped the development of Islam and rabbinic Judaism. Students then explore how Jewish merchants, scholars, weavers and sailors—men, women and children—lived their daily lives under Islamic rule. Thereafter, we will take a comparative dive into Jewish-Muslim rituals, legal practices, philosophy, as well as the treatment of women and sexual minorities in both faith traditions. Subsequently, we will investigate the ways colonialism and nationalism reshaped Jewish-Muslim relations, leading to the expulsion of most of the Islamic world's Jews in the second half of the twentieth century.

JST 540/740

Survey of Medieval Jewish History

This course is a history of the Jewish people during the Middle Ages. It will cover both the experiences of Jews in Islamic society and in Western Christian society, from the Byzantine period through the expulsion of Jews from Spain in 1492. Primary sources such as chronicles, memoirs, poetry, personal letters, rabbinic response and iconography will be studied.

JST 545/745

From Ancient Synagogue to Post-Denominationalism: The Transformation of the Kehillah

In this class we will study how and why the Jewish community has changed over the past 2,000 years to see how that transformation has informed the current state of Jewish community dynamics. We will begin with the synagogue in Mishnaic times in the Land of Israel, move to Babylon and the academies of the Geonic times, and then compare the differences between medieval European communities and those in Arab lands. Then we will trace the rise of the modern shul and temple with the advent of the Enlightenment which will bring us to the 20th century and the heyday of the modern synagogue in America. We will end by looking at the different ways that Jews are making community in the 21st century in a post-denominational world.

JST 548/748

Pirkei Avot

This course is an intensive study of selections from Mishnah Avot (also called Pirkei Avot). Pirkei Avot is the only tractate of the Mishnah which deals exclusively with issues of Jewish ethics and theology. It is an ancient work created by early Rabbinic sages, yet it is a timeless classic with enduring significance for Jews in the modern age. Selected commentaries to Avot will also be studied, including the earliest commentary to Avot, known as Avot de Rabbi Nathan; later medieval commentaries; and modern interpretations.

JST 551

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

JST 552/752
Conversion to Judaism from the Bible to the Present
This class studies conversion in Judaism from its Biblical roots to the present day. The course begins with the Bible, including the notion of a “ger” ("stranger" but later also "convert") in the Torah, and the Book of Ruth, the classic Biblical tale of conversion. Ancient and medieval Jewish texts on conversion and its rules are studied. Conversion to Judaism in the present day will be compared to practices and attitudes of the past. The course will also seek to understand the role conversion plays in today’s Jewish communities.

JST 575/775
Social Justice in Judaism
Judaism has a longstanding tradition of social justice, starting in the ancient biblical period and continuing to the present day. This course will first explore the roots of social justice in the Torah as well as ancient Rabbinic Judaism. Contemporary social justice issues, such as civil rights, universal human rights, welcoming strangers, care of the elderly and infirm, a just legal system, and ethical business practices will be discussed in light of their roots in Judaism.

JST 577
Jewish Memory and Historiography
This course will direct students to reflect on the long past of Jewish historical writing, and their own place in that history as future scholars of Jewish studies. Topics include: The history of Jewish historical writing, the relationship between Jewish historical writing and Jewish memory, the uses of the Jewish past as a resource for the present, and some recent debates within Jewish historical scholarship.

JST 578
Spiritual Care A: Jewish Chaplaincy in a Multifaith and Interdisciplinary Context
In this course, students will focus on building their “professional toolbox” of Jewish and clinical care resources. We will explore the role of a Jewish chaplain serving both Jews of all denominations, and non-Jews of all multifaith and multicultural backgrounds. We will learn research-based spiritual care assessment models and develop an understanding of chaplaincy in the psycho-social-spiritual model of whole person care. We will use case studies in various chaplaincy settings (adult and pediatric) to apply our learning. The course will emphasize the use of self, interfaith collaboration, and healthy boundaries in providing care for others in life’s most complex moments. Significant themes will include self-differentiation, cultural competency skills, and interdisciplinary teamwork.

JST 579
Spiritual Care B: The Role of the Chaplain in Mental Health, Crisis, and Trauma-Informed Care
Chaplains are often called to be a calming, compassionate presence in the most chaotic and stressful of moments. In this course, students will hone their skills in providing mental health, trauma-informed, and crisis chaplaincy. We will engage with simulations, case studies, research articles, and Jewish texts. Students will reflect on some of the most complex questions that arise in chaplaincy (i.e. theodicy, meaning-making, equity, moral injury, the desire to ‘fix’, ambiguous loss, etc). Students will be supported

in crafting their own professional framework or “personal hashkafah” for chaplaincy intervention.

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

JST 599
Master’s Final Project
Master’s final project in Jewish Studies; in this culminating project for the program, students will apply the research skills they have learned throughout the program in conjunction with the knowledge they have garnered to complete a research project of their choosing.

JST 600
MAJS Capstone Project
Master’s capstone project in Jewish Studies; in this culminating project for the program, students will apply the research skills they have learned throughout the program in conjunction with the knowledge they have garnered to complete a research project of their choosing.

JST 601/801
New Directions in the American Jewish Community
This seminar will provide an overview of the sociology of the American Jewish community in the context of the social history of the American Jewry. Students will become familiar with the demography and social characteristics of the community, as well as its social structure and institutions. The Jewish family, synagogue and communal organizations, and conflict between institution and patterns of innovation will be seen within the context of the current debate among sociologists of the Jews as to the future size and quality of communal life.

JST 603/803
Comparative Theology of Judaism and Christianity
This course focuses on some of the major theological beliefs in both ancient Judaism and early Christianity. While the course will be based primarily on the Thirteen Principles of Faith of Maimonides as well as the Nicene Creed and basic dogmatic theology of early Christianity, a variety of later Jewish and Christian points of view will also be included. The primary concepts covered include: God the creator; the unity of God and the Trinity; idolatry and icons; prophecy and the Holy Spirit; Scripture and tradition; reward, punishment, and forgiveness; and the Messiah, the world to come, and resurrection.

JST 604/804
Business and Workplace Ethics
The issue of business ethics has been prominent in the news recently because several large American corporations have been accused of serious fraud violations. Jewish law contains a great deal of discussion concerning business practices and business ethics, and the current climate is an especially urgent one in which to study these sources (in English translation.) The primary focus of this course is to study Biblical and Rabbinic sources and analyze how issues of business ethics develop historically in Jewish legal texts. Some topics for discussion include: honesty in business; honest merchandizing; business fraud in Jewish law; labor law; competition; fair profits; loans and interest; insider trading; and health and safety issues.

JST 607/807

Modern Jewish Bible Exegesis

This course surveys modern Jewish approaches to the interpretation of the Bible, including both traditionalist and critical approaches. Special attention is paid to modern Jewish that highlight issues of social justice, as well as the complex relation of Jewish Bible interpretation to Zionism.

JST 615/815

Judaism and Christianity

This course explores the common roots of ancient Rabbinic Judaism and early Christianity in the first five centuries CE. We study both the theological similarities between the two movements and the ways in which they developed into distinctly different religious traditions. Topics to be covered include: reward and punishment; heaven and hell; immortality of the soul; resurrection; martyrdom; and the messiah.

JST 616/816

The New Diaspora

This course will survey the history and present state of the Jewish Diaspora, focusing on the Jewish communities apart from the United States, especially Jewish communities in Europe, Latin America, and Africa.

JST 628/828

Kabbalistic Masters

This course provides an introduction to the Jewish mystical tradition, focusing on the classic text of Jewish mysticism, the Zohar; and on the early Hasidic masters, including the Baal Shem Tov and Rabbi Nahman of Bratslav. The course will cover topics such as mystical visions and experiences, mystical interpretation of the Torah, the doctrine of Sefirot, the mystical purpose of the commandments, and mystical concepts of prayer.

JST 630/830

Wrestling with Parashat ha-Shavua

This course is intended as an introduction to reading strategies that are useful in studying the Bible, and particularly in composing a short public speech about a section of the Torah, a devar Torah. The course will survey some of the most important reading strategies that are most common in the modern Jewish community and particularly those that do not require special additional expertise, such as either rabbinic expertise or Orthodox Jewish expertise or academic expertise. The strategies that are discussed in the course are open to most readers and not difficult to carry out.

JST 701

Seminar A: Seminal Works of Jewish Studies

This seminar surveys field-defining academic and popular works in the fields of Jewish law, mysticism, philosophy, liturgy, theology, literature and social science. Each class focuses on a different book and its critical reception, providing a foundation for appreciating the breadth of Jewish Studies and exposing students to the variety of research opportunities they can pursue.

JST 702

Seminar B: Jewish Memory and Historiography

This seminar explores the phenomenon of historical writing among Jews and asks how and why Jews wrote about their past from the books of the Hebrew Bible to the emergence of academic Jewish history as a "scientific" discipline in nineteenth-century Germany to the practice of history in our own day.

Students interrogate how historical writers' contemporary politics and anxieties shaped the ways they narrated Jewish history in response to anti-Judaism, antisemitism, totalitarianism, Zionism and anti-Zionism.

JST 703
Seminar C: Public Scholarship and Education
This seminar focuses on how scholars of Jewish Studies have applied their trade to write popular histories, religious works, policy papers and social-scientific analyses. Each class will take a different discipline and subject in turn, exploring issues like reforming Jewish day school education, responding to assimilation, delivering *divrei torah* (sermons), confronting antisemitism, explaining the US-Israel relationship, etc.

JST 704
Colloquium A: Foundational Texts and Figures
Example topics: Maimonides and his Mediterranean world; the Ba'al Shem Tov and the rise of Hasidism; (the biblical) Dinah and conceptions of Jewish womanhood; etc.

JST 705
Colloquium B: The Lives of Premodern Jews
Example topics: Medieval Jewish gossip in the Cairo Geniza; Crypto-Jews at the courts of the Inquisition; Jewish motherhood in medieval responsa; etc.

JST 706
Colloquium C: Judaism and Modernity
Example topics: Jews and Whiteness in America; Jewish responses to Marxism; Everyday Jewish life in the Shtetl; etc.

JST 707
Colloquium D: Contemporary Israel and the Near East
Example topics: Race in Israeli literature and film; Rav Kook and Religious Zionist thought; the Jew in Islamist Thought; etc.

JST 734
Men in Black, Women in Color: Gender in Orthodox Jewish History
This doctoral seminar explores the role of gender in shaping Orthodox Jewish history in the modern era. Through critical engagement with historical texts, ethnographies, and memoirs, students will examine how gendered expectations and norms have been constructed, reinforced, challenged, and redefined within Orthodox communities. The course interrogates both male and female roles within religious life, education, leadership, and communal authority, and considers how gender interacts with class, ethnicity, and geography in diverse Orthodox settings. Special attention will be paid to the development of women's religious education, the emergence of new models of female piety and leadership, and the gendered implications of religious reform and backlash in the modern era.

JST 739
Men in Black, Women in Color II: Gender, Culture, and Society in Orthodox Jewish Life
This doctoral seminar explores the role of gender in shaping Orthodox Jewish life across history, culture, religion, and contemporary society. Through engagement with historical scholarship, ethnography, memoir, literature, and digital media, students will examine how gender shapes Jewish experiences, identities, institutions, and cultural production. Students will critically evaluate competing scholarly

approaches and contribute original research to the growing field of Orthodox Jewish gender studies.

Doctor of Education Leadership Courses

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

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

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

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

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

EDD 706
Leading an Educational Organization
An analysis of the leadership characteristics that are essential for effective management in educational institutions. Students will be encouraged to relate theoretical concepts to their own real world practice.

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

EDD 708
Advanced Research Methods
This course builds on the foundation level knowledge obtained in *Methods of Inquiry* (EDD 705A/B). The course is designed to equip educators and researchers with the skills and knowledge necessary to evaluate existing literature and conduct rigorous dissertation-level research in the K-U field of education. The course will address quantitative, qualitative, and mixed methods research. Participants will learn to design, implement and analyze a research project, including leadership implications, ethical considerations and practical application of research findings. Students will apply what they are learning toward a first draft of their dissertation proposal, including Chapter 3 (research methodology). Students will share insights, references and resources with each other through formal discussion posts and scheduled Zoom sessions.

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

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

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

EDD 723
Student Affairs in Higher Education
This course will focus on the theory and practice of student affairs in higher education today, with an emphasis on academic advising, athletics, student life and safety, health and well-being, and the creation and support of living communities. The legal ramifications of all aspects of student life will be considered.

EDD 724
Planning, Budgeting and Finance
This course will provide the necessary foundation for higher education administrators to effectively function in different types of higher education institutions. Attention will be given to budgeting, long-range financial planning, and fundraising.

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

EDD 726
Politics and External Relations

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

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

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

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

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

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

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

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

EDD 900
Applied Dissertation Report

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

APPENDIX I: Undergraduate Degree Programs

Gratz College offers a Bachelor of Arts degree (120 credit hours) that combines intensive study in a major field of study with a required General Education (27 credit hours) component that consists of comprehensive core curricula in the humanities and the sciences. A full list of General Education and Major Requirements is listed below.

Undergraduate students can fulfill credit hours in one or more of the following ways: (a) completion of onsite or online coursework; (b) transfer of completed credit hours from other regionally accredited U.S. colleges; (d) credits earned via Advanced Placement (AP) courses completed in high school; (e) credits earned via the College Level Examination Program (CLEP), or similar types of credit, up to a maximum of 12 credits. All Gratz undergraduate students must complete a minimum of 39 credits in residence by completing onsite or online coursework.

Gratz College is proud to partner with a number of educational institutions to support undergraduate degree programs. All partner programs and curricula are overseen and developed by Gratz's faculty and are approved by the College's accreditors. Please consult the Gratz College website (www.gratz.edu) for an updated listing of partner programs and requirements.

Degree Completion

Gratz College offers undergraduate Degree Completion Programs leading to a Bachelor of Arts degree. Students participating in the Degree Completion Program must have accumulated a minimum of 60 undergraduate-level credit hours at approved institutions or through recognized testing options. These credits will be articulated as block credit. Only credits earned at Gratz will be counted towards a student's grade point average.

Please consult the relevant sections in the Academic Catalog for policies pertaining to student privacy, academic standards, student services, admissions, and financial aid. The regulations outlined in these sections apply to all Gratz students. Note that a full-time undergraduate student is defined as a matriculated student who is enrolled for 12 or more credit hours per semester. An undergraduate student enrolled in 6-8 credit hours is defined as a half time student and an undergraduate student enrolled in 9-11 credit hours is defined as a three-quarters time student.

Academic Honors

Undergraduate students who are eligible will receive Latin Honors at graduation. To be eligible for "Cum Laude," an undergraduate student must attain a minimum cumulative grade point average of 3.5; for "Magna Cum Laude," a student must attain a minimum cumulative grade point average of 3.75; and for "Summa Cum Laude," a student must attain a minimum cumulative grade point average of 3.9. Latin Honors are based on Gratz College courses only.

Academic Advising

Academic advising is a vital component to successful completion of a degree. Advisors maintain current information on all academic policies and procedures. Each Gratz student is assigned a primary advisor. Students must meet with an advisor before registering for upcoming semester courses. The purpose of academic advising is to assist students in completing a degree program. Advisors support students in the follow essential areas:

- Understanding and meeting Gratz College's academic requirements

- Setting academic goals and monitoring the student's progress
- Selecting and sequencing courses from semester to semester

Undergraduate Educational Outcomes

All Gratz academic programs draw a set of outcomes from the College's institutional outcome framework. Graduates of the College's undergraduate program will be expected to demonstrate understanding and application of the following institutional learning outcomes:

1. **Critical Thinking**
   Evaluate information based on skills of reasoning, problem solving, and analysis.
2. **Diversity**
   Identify points of divergence, and respect for their respective cultural and intellectual underpinnings, between legitimate points of view.
3. **Scholarship/Research**
   Apply understanding of the major conceptual, theoretical, and methodological foundations related to general education and the professional field.
4. **Values and Ethics**
   Make informed choices that reflect personal and professional ethics and respect for diverse views.
5. **Core Knowledge**
   Exercise knowledge and applied wisdom in personal and professional decision-making and leadership practices.

Undergraduate Transfer Credits

Students in the B.A. degree completion program must transfer in 60 credits, and may transfer in up to 81 credits.

Students who have taken undergraduate college courses at another institution ***prior*** to attending Gratz College must submit official transcripts reflecting grades for those courses during the application process. Additional documentation, such as course descriptions and syllabi, may be required by program directors or the dean to determine which courses qualify for transfer credit. Coursework that lies outside the scope of the degree program is not necessarily applicable for degree credit. Only grades of C or better are eligible for transfer credit for undergraduates.

Gratz College undergraduate certificate programs do not permit the transfer of any credit toward degree requirements from outside institutions.

General Education Requirements

All undergraduate students must complete 27 credit hours of the General Education requirement. The purpose of the General Education requirement is to ensure that every student acquires the essential core of an undergraduate education. The requirements stress breadth of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge that will help students prepare for success in a continually changing world. The General Education requirements are detailed below.

Course Requirements

Course Categories	Minimum Required Credits	Course Criteria for Satisfying the Requirements
English Composition	6 credits	Courses designed to prepare students to speak, read, and write effectively
Natural Sciences	3 credits	Course in the biological or physical sciences, including Physics, Chemistry, Geology, Biology, Astronomy, Anatomy, Physiology
Mathematics	3 credits	College-level Mathematics course, including Statistics, Algebra, or Calculus
History	3 credits	Course in World, Western, Non-Western, or American History
Social Science	3 credits	Course from among Anthropology, Economics, Geography, Political Science, Psychology, or Sociology
Literature or Fine Arts	3 credits	Course in Art, Music, Theater, Literature
Diversity	3 credits	Course intended to introduce students to the modern issues of Multiculturalism, Race, Gender, Sexual Identity, Class, or Religion
Philosophy	3 credits	Course in ancient, medieval, modern, or contemporary Philosophy, Ethics (for Psych major must be Ethics)

Dual Enrollment

Dual enrollment is an acceleration program that allows pre-collegiate students to take postsecondary coursework and simultaneously earn credit toward a high school diploma, a career certificate, and/or a college degree. The College specializes in providing highly engaging online dual enrollment courses for high school juniors and seniors. Interested students apply online at Gratz College or through a partner high school. Students must have a 3.0 high school GPA, be in good academic standing with junior or senior status.

Non-Degree Undergraduate Courses and Programs

Gratz also partners with schools, synagogues, and other programs from across the country and world to provide courses online or onsite at schools directly in approved states, including for-credit internships and fellowships, travel programs, and more. Gratz College opens doors to undergraduate programs, offering non-matriculated students a chance to earn college credits. These credits can later be submitted for transfer at other accredited colleges and universities. See the Gratz College website for program-specific application processes.

Undergraduate Program Tracks
Majors
Business
Students pursuing a major in Business will obtain a foundation in the study of business, combined with a liberal arts education. Courses cover key concepts and theories and practices across various business disciplines including accounting, finance, economics, marketing and management. The curriculum is designed to prepare students to enter graduate schools or to pursue employment in the business world using contemporary tools and technologies, including artificial intelligence and computer applications.

Requires completion of:
STA 101 Introduction to Statistics within General Education

Major Requirements (36 credits)
ACC 101 Principles of Accounting I
ACC 102 Principles of Accounting II
ECO 111 Macroeconomics
ECO 112 Microeconomics
MAR 301 Introduction to Marketing
MGT 301 Principles of Management and Organizational Behavior
FIN 331 Principles of Financial Management
BUS/LAW 201 Business Law
3 elective credit hours in Ethics
9 elective credit hours in Business/Data Analytics/CIS for Business Majors
15 upper-level credits are required in the major

Computer Science
Students pursuing a major in Computer Science will obtain a foundation in computer science, combined with a liberal arts education. The curriculum 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.

Pre-requisite for Computer Science Major:
CIS 205 Introduction to Computer Science
Or
CIS 101 Computer Concepts & Applications
Prerequisite for Math Courses within the major:
MAT 131 Precalculus or equivalent

Major Requirements (36 credits)
CIS 213 Computer Programming I
CIS 241 Data Structures
CIS 311 Database Management Systems
CIS 315 Computer Programming II
CIS 330 Computer Systems Architecture
COS 352 Operating Systems
MAT 231 Calculus I

STA 101 Intro to Statistics
MAT 370 Discrete Math

9 elective credit hours in Computer Science
15 upper-level credits are required in the major

Communication Sciences and Disorders

Students pursuing a major in Communication Sciences and Disorders will obtain a foundation in speech-language pathology and audiology, combined with a liberal arts education. The curriculum is designed to prepare students for admission to graduate programs in speech-language pathology and audiology, as well as the courses required for American Speech-Language-Hearing Association (ASHA) certification. The program also provides a foundation for students wishing to go into other related fields like education and healthcare.

Major Requirements (36 credits)
CSD 222 Introduction to Communication Disorders
CSD 300 Clinical Methods and Observation in Speech-Language Pathology and Audiology
CSD 301 Speech and Hearing Science
CSD 303 Audiology
CSD 315 Normal Speech and Language Development
CSD 320 Language Disorders
CSD 333 Anatomical and Physiological Bases of Speech
CSD 400 Phonetics
CSD 402 Disorders of Articulation and Phonology

6 elective credit hours in Communication Science and Disorders
3 elective credit hours in Physics
15 upper-level credits are required in the major

Education

Students pursuing a major in Education will obtain a foundation in the study of education, combined with a liberal arts education. The curriculum is designed to equip students with skills to successfully teach so children will learn, develop self-discipline, and be intrinsically motivated. Courses cover key concepts, theories and practices in classroom management, curriculum planning, teaching methodology and childhood development. Students are prepared to enter graduate programs in education and related fields.

Major Requirements (36 credits)
PSY 230 Psychological Foundations of Education
EDU 101 Foundations of Teaching and Learning
EDU 360 Classroom Techniques and Management
EDU 420 Instructional Design
PSY 383 Survey of Exceptional Children
EDU 498 Internship in Education OR
EDU 450 Practicum in Jewish Education I

18 elective credits hours in Education
15 upper-level credits are required in the major

Jewish Studies

The Bachelor of Arts in Jewish Studies is designed to provide students with a broad and rigorous foundation in Jewish Studies. The curriculum encompasses Hebrew language, Biblical Studies, Jewish history, literature, philosophy, and culture. Through interdisciplinary coursework, students develop critical thinking, analytical, and communication skills while engaging deeply with Jewish thought, culture, and texts.

Major Requirements (36 credits)
Jewish Studies Core (9 credits in JST 100-200 level)
Jewish Studies Advanced Core (9 credits in JST 300-400 level)
Bible (12 credits in BIB 100-400 level)
Hebrew (6 credits in HEB 100-400 level)

15 upper-level credits are required in the major

Psychology

Students pursuing a major in Psychology will obtain a foundation in the study of psychology, combined with a liberal arts education. The curriculum is designed to ensure graduates are prepared for positions as psychology professionals in business, industry, or government, as well as for graduate study in all fields pertaining to psychology. The coursework explores the theories, concepts, and research of psychology, and how these are applied in practice.

Major Requirements (36 credits)
PSY 101 Introduction to Psychology
STA 101 Intro to Statistics
PSY 280 Human Growth and Development
PSY 322 Research Methods in Psychology
PSY 352 Theories of Personality OR PSY 331 Introduction to Counseling
PSY 360 Abnormal Psychology

3 Credits from the following:
PSY 290 Multicultural Psychology
PSY 370 Social Psychology
PSY 379 Seminar in Social Psychology
PSY 397 Group Dynamics

3 credit hours in Ethics
12 elective credit hours in Psychology
15 upper-level credits are required in the major

Minors

Business

Minor Requirements (18 credits)

ACC 101 Principles of Accounting I OR FIN 331 Principles of Financial Management
MAR 301 Introduction to Marketing
MGT 301 Principles of Management and Organizational Behavior
ECO 112 Microeconomics

Two of the following elective courses:
BUS/LAW 201 Business Law
ACC 102 Principles of Accounting II
ECO 111 Macroeconomics

Recommended: one of the following Ethics courses:
ETH 390 Ethical Interpersonal Communication
ETH 337 Business Ethics and Jewish Law

Communication Sciences & Disorders

Minor Requirements (18 Credits)
CSD 222 Introduction to Communication Disorders

Five of the following elective courses:
CSD 300 Clinical Methods of Observation in Speech-Language Pathology and Audiology
CSD 301 Speech and Hearing Science
CSD 303 Audiology
CSD 315 Normal Speech and Language Development
CSD 320 Language Disorders
CSD 333 Anatomical and Physiological Bases of Speech
CSD 399 Aural Rehabilitation
CSD 400 Phonetics
CSD 402 Disorders of Articulation and Phonology
BIO 101 or BIO 110 Fundamentals of Biology OR Biology I: Molecular and Cells

Recommended: STA 101 Introduction to Statistics
3 credits of Physical Science

Education

Minor Requirements (21 credits)
PSY 230 Psychological Foundations of Education
EDU 101 Foundations of Teaching and Learning
EDU 420 Instructional Design
PSY 383 Survey of Exceptional Children

Three of the following elective courses
EDU 379 Sociology of Education/PSY 379 Seminar in Social Psychology
EDU 450 Practicum in Jewish Education I
EDU 451 Practicum in Jewish Education II
PSY 280 Human Growth and Development
EDU 265 Integrating Technology in the Classroom

EDU 270 Education: Theory and Practice
EDU 282 Introduction to Instructed Second Language Acquisition

Pre-Health Sciences

Minor Requirements (21 Credits)

BIO 110 Biology I: Molecular and Cells
BIO 121 Anatomy and Physiology I
BIO 122 Anatomy and Physiology II
STA 101 Introduction to Statistics

One of the following science courses:
BIO 230 Microbiology
CHE 107 Fundamentals of Chemistry
CHE 123 General Chemistry I
PHY 101 Fundamentals of Physics

One of the following elective courses:
BIO 115 Medical Terminology
BIO 265 Nutrition
BIO 301 Psychobiology
PSY 280 Human Growth and Development
PSY 360 Abnormal Psychology

Psychology

Minor Requirements (21 Credits)

PSY 110 Introduction to Psychology
STA 101 Introduction to Statistics

Five of the following elective courses:
PSY 230 Psychological Foundations of Education
PSY 280 Human Growth and Development
PSY 322 Research Methods in Psychology
PSY 331 Introduction to Counseling
PSY 352 Theories of Personality
PSY 360 Abnormal Psychology
PSY 370 Social Psychology
PSY 378 Psychobiology
PSY 379 Seminar in Social Psychology
PSY 383 Survey of Exceptional Children

Recommended: One ethics course

Undergraduate Course List

Art and Graphic Design

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

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

ART 112 (3 credits)
Fundamentals of Painting
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 the landscape, and acquiring drawing skills like sighting and measurement for the purpose of accurate representation.

ART 115 (3 credits)
Foundations of Adobe Creative Suite
Introduces the software Photoshop, Illustrator, and InDesign from the Adobe Creative Suite. Focuses on the practical implementation of the core tools of each program. Discusses the varied usage of each program as well as their integration with each other. For non-graphic design certificate students.

ART 120 (3 credits)
Introduction to Adobe Creative Suite
Introduces the core software suite of Adobe Creative Cloud, including Photoshop, Illustrator, and InDesign. Emphasizes the development of a working knowledge of the software tools and how they integrate with each other. Focuses on selecting programs to use for design objectives and integrating the programs together. For graphic design certificate students.

ART 150 (3 credits)
Foundations of Design
Introduces the visual components that serve as fundamental principles in the field of design. Discusses the study, classification, and application of Gestalt theories of perception, color systems for designers, and pattern making. Covers design methodology, processes, and language; the critique process; project workflow; and professional practices and presentation. Explores art history to develop knowledge of art concepts, vocabulary, color theory, and composition.

ART 205 (3 credits)
Fundamentals of Web Design

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

ART 220 (3 credits)
Computer Graphic Design I
Introduces the principles of visual communication design, graphic design, page layout, and typography. Covers design elements and design solutions for the projects presented and explored through the various projects, with an emphasis on typography and layout. Emphasizes the use visual vocabulary and the application of design theory. Introduces procedures of client-designer relationships and the process of design creation. Emphasizes design history and print production.

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

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

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

ART 410 (3 credits)
Design and Layout
Further develops techniques for enhanced visual presentations using design, layout and typography with an emphasis on typographic contrast, organization and composition.
Pre-requisite: ART 298 (Digital Illustration) and ART 394 (Digital Image Manipulation)
Co-requisite: ART 396 (Publication Design) OR faculty permission

ART 412 (3 credits)
Advanced Graphic Design
Serves as the culmination of a student's training in graphic design. Students conceive, design and execute a variety of projects to prepare a professional portfolio reflecting their knowledge of design theory and technical expertise. Course will expose students to advanced design theory and higher-level utilization of adobe creative suite software. Students utilize design theory and technical skills to create original pieces for their design portfolio.
Pre-requisites: ART 298 (Digital Illustration) and ART 394 (Digital Image Manipulation)
Pre- or Co-requisite: ART 410 (Design and Layout)

Biblical Literature

BIB 102 (3 credits)
Textual Studies in Bible
Designed as a text-based Chumash class in which students, working in pairs, use guided study sheets to analyze the text, generate questions and then explore the various relevant commentaries in search of answers. Joint class discussion follows with a review of the material as well as an analysis of the topic's relevance to contemporary Jewish life.

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

BIB 325 (3 credits)
Living Tehillim in Challenging Times
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 diverse, 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.

BIB 410 (3 credits)
Unique Women in Tanach
Focuses on lesser-known women in Tanach. Researches all the topics in Tanach in which these women are mentioned, analyzes the commentaries to gain a deeper understanding of the essence of these women and evaluates how their trials and achievements impacted their own lives and the future of the Jewish people.

Biology

BIO 101 (3 credits)
Fundamentals of Biology
Covers the major principles of biology. Introduces biochemistry, cell structure and function, energy transfers in cells, photosynthesis, cellular respiration, cell cycle, classical genetics, molecular biology, and ecology. Recommended for non-science majors.

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

BIO 110 (4 credits)
Biology I: Molecular and Cells with Lab
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. This course is designed for science majors. Note: Credit may not be earned for both BIO 110 and BIO 109.

BIO 115 (3 credits)
Medical Terminology
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.

BIO 220 (4 credits)
Anatomy and Physiology I with Lab
An advanced level science course designed to prepare students for college level health courses. Students with a strong interest in pursuing the health, medical, or research science fields or with a desire to understand how the human body works will enjoy exploring all the body systems covered in this course. Systems covered include cells and tissues; skin and membranes; the skeletal, digestive, endocrine, cardiovascular and respiratory systems. In addition to learning the anatomical features of each system, students will come to understand the physiological functions that maintain homeostasis. Students will learn about homeostatic imbalances, diseases, and genetic syndromes for each body system and how the body responds to each situation. 4 credits. This course is designed for science majors. Pre-requisite: BIO 109 or 110

BIO 221 (4 credits)
Anatomy and Physiology II with Lab
A continuation of BIO 121, the course prepares students for college level health courses. Students with a strong interest in pursuing the health, medical, or research science fields or with a desire to understand how the human body works will enjoy exploring all of the body systems covered in this course. Systems covered include the nervous and muscular systems; urinary, immune, and reproductive systems and human development. Students will learn about homeostatic imbalances, diseases, and genetic syndromes for each body system and how the body responds to each situation. This course is designed for science majors. Pre-requisite: BIO 109 or 110

BIO 230 (4 credits)
Microbiology with Lab
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 256 (3 credits)
Nutrition
Provides an overview to 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.

BIO 301 (3 credits)

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

Business

ACC 101 (3 credits)
Principles of Accounting I
Offers an introduction to accounting, exploring the accounting environment, the debit/credit system, internal controls and the importance of ethics in accounting. Introduces students to preparing journal entries, and eventually, adjusting and closing entries. Discusses merchandise accounting and the various methods that businesses use to evaluate their financial information, as well as provide important business and job skills to be used in the professional/ corporate world.

ACC 102 (3 credits)
Principles of Accounting II
Continues to explore the accounting environment and will elaborate on specific GL accounts and Financial Statements. Teaches how to prepare Statements of Cash Flow, analyze various other financial statements, and incorporate computer software into the accounting process. Further provides important business and job skills to be used in the professional/corporate world. Pre-requisite: ACC 101 (Principles of Accounting I).

BUS/LAW 201 (3 credits)
Business Law
Presents a broad introduction to legal environment of U.S. business. Develops a basic understanding of contract law, torts, agency and government regulation, employment law, real property, and intellectual property. Focuses on practical issues confronted in the business environment.

CIS 220 (3 credits)
AI Fundamentals and Applications
Examines the application of artificial intelligence concepts and methodologies to address complex business challenges and drive organizational value. Explores key topics including data sourcing, algorithmic workflows, and machine learning principles to automate routine tasks, optimize operational processes, and generate actionable insights. Prepares students to strategically leverage AI technologies across various business domains.

ECO 111 (3 credits)
Macroeconomics
This course introduces students to the study of the overall economy. Topics include national income accounting, unemployment, inflation, aggregate demand and supply, economic growth, and the roles of

fiscal and monetary policy. Emphasis is placed on real-world applications and policy analysis.

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

FIN 111 (3 credits)
Personal Finance
Surveys fundamentals of personal finance and introduces the tools necessary to manage one's own finances, including budgeting, career development, and investing.

FIN 331 (3 credits)
Principles of Financial Management
This course provides an introduction to the principles and practices of financial management within modern business organizations. Students will learn how businesses raise, manage, invest, and evaluate financial resources in order to maximize firm value and support effective decision making. Topics include the role of the financial manager, financial statements and ratio analysis, time value of money, interest rates, capital budgeting, risk and return, cost of capital, financing through debt and equity, and the valuation of stocks and bonds. Emphasis is placed on practical applications, problem solving, financial analysis using Excel, and the use of financial information to support managerial and investment decisions in real-world business environments.

MAR 301 (3 credits)
Introduction to Marketing
Surveys the general concepts of marketing. Provides the basic knowledge to understand the "4 P's" of marketing, consumer behavior, target markets and web-based marketing and reinforces the applications of marketing terms to contemporary issues.

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

STA 301 (3 credits)
Data Analytics
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 101 (Introduction to Statistics)

Chemistry

CHE 123 (4 credits)
General Chemistry I with Lab
This introductory college chemistry course provides an overview of the principles of inorganic chemistry. Topics include: The Periodic Table and its families; atoms and atomic structure; molecules and ions; chemical reactions; moles, molar mass and stoichiometry; gas laws; thermochemistry; introduction to chemical equilibria; acid-base concepts in aqueous solutions; oxidation-reduction processes and electrochemical cells; quantum theory; the chemical bond; molecular geometry; and intermolecular forces. Laboratory experiments will demonstrate the main principles taught in lectures and introduce techniques and instruments used in experimental chemistry. This course is designed for science majors.

Computer and Information Science

CIS 101 (3 credits)
Computer Concepts and Applications
Teaches the basic components of a computer system, the terms being used in the computer world today and to understand the role of technology. Introduces basic computer skills using Microsoft Office software with focus on Word, Excel, PowerPoint and Access.

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

CIS 205 (3 credits)
Introduction to Computer Science
This foundational course explores core computing concepts including hardware, software, databases, and networking. Students will apply creative problem-solving techniques by designing, testing, and analyzing algorithms using fundamental programming structures. The course emphasizes practical programming, where students learn to design, implement, and test algorithms to solve problems creatively and efficiently.

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

CIS 213 (3 credits)

Computer Programming I
This course provides a formal introduction to the discipline of computer science through the study of programming principles and software design. The curriculum emphasizes analytical problem-solving, structured logic, and the mechanics of writing clean, verifiable code. Students will explore the universal building blocks of software development, establishing the foundation necessary for advanced computational study.

CIS 241 (3 credits)
Data Structures
This course teaches implementations and use of standard data structures such as linked lists, arrays and binary tree. The course deals with describing data types, and applying them to efficiently solve classic algorithmic problems such as sorting, searching and evaluation of the order of operations in mathematics. The course also examines the use of recursion to solve various conceptual and mathematical problems. Computational complexity analysis is also taught. This course instructs students how to apply the concepts taught here using the C# programming language. Pre or co-requisite: CIS 213 (Computer Programming I), or faculty permission.

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

CIS 315 (3 credits)
Computer Programming II
Computer Programming II introduces the student to the concepts in object-oriented programming including objects, inheritance, polymorphism, and encapsulation. Throughout the course the student will be involved in a collaborative project that involves developing and coding a tiered architecture system. 3 credits. Pre-requisite: Computer Programming I, or faculty permission.

CIS 330 (3 credits)
Computer Systems Architecture
Introduces the various hardware and software components necessary to process information digitally, as defined by the structure and architecture of computers and their organizations. The topics will include the components and layers of the computing systems, starting with electronic gates and progressing to higher level software. Pre-requisite: CIS 205 (Introduction to Computer Science) or one computer programming course.

CIS 351 (3 credits)
Programming Languages
Addresses 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. Pre-requisite: CIS 213 (Computer Programming I).

CIS 355 (3 credits)

Computer Systems, Networks and Information Technology
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.

COS 340 (3 credits)
Machine Learning in Python
Covers machine learning and data-driven problem-solving using Python. Emphasizes principles of the machine learning workflow, from data extraction and cleaning to model building, evaluation, and optimization. Topics include exploratory data analysis with Pandas and NumPy, supervised learning (regression and classification), unsupervised learning (clustering), model evaluation metrics, ensemble methods, and neural network and deep learning architectures using tools such as scikit-learn, and PyTorch. Helps students learn how to solve real-world problems by designing, implementing, and deploying end-to-end machine learning solutions. Pre-requisite: one course in Python, or faculty permission.

COS 342 (3 credits)
Advanced Data Structures & Algorithms
This course will introduce advanced data structures and algorithms. The course will cover complex data structures such as self-balancing trees, hash tables, and heaps. Students will learn how to effectively apply these data structures to solve problems. The course will also cover algorithm design, analysis and application. Students will learn common searching and sorting algorithms. Additionally, algorithmic paradigms such as greedy algorithms, divide and conquer algorithms, and dynamic programming will be studied.

COS 352 (3 credits)
Operating Systems
This course is an overview of principles involved in designing a modern operating system. We will focus on the engineering challenges faced when designing an operating system and the variety of approaches used to overcome these challenges. Among the topics discussed will be process management, the services provided to users, and how users can request services through system calls, algorithms for and approaches to CPU scheduling, disk scheduling; file management, memory management, input/output handling, concurrent programming and the challenges that arise from it such as critical sections, process co-ordination, and deadlock. Pre-requisite: Intro to Computer Science, or faculty permission.

CIS 365 (3 credits)
Web Programming
Introduces students to the current standard of HTML. Discusses the basics of CSS for the design and layout of webpages as well as the basics of client side scripting through Javascript and server side scripting through PHP. Topics include databases for websites and the use of SQL to connect to the databases. Pre-requisites: CIS 315 (Computer Programming II) OR faculty permission.

CIS 490 (3 credits)
Senior Seminar in Computer Science
Builds upon a student's knowledge and computer programming skills through a guided independent

research seminar. Students select an area of interest within the field of Computer Science and engage in an independent research project resulting in an original project or program that can be a part of student's portfolio. The seminar further prepares students for entering the professional world in high tech fields. Pre-requisite: Senior standing in Computer Science major OR faculty permission.

Communication

COM 101 (3 credits)
Fundamentals of Communication
Trains students to be successful speakers and communicators in all aspects of academic and professional life. Instructs students on how to construct an argument, effectively transmit information and speak with confidence. Develops all aspects of delivery, both in formal speeches and interpersonal communication.

CSD 222 (3 credits)
Introduction to Communications Disorders
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.

CSD 301 (3 credits)
Speech and Hearing Science
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 speech and hearing mechanisms.

CSD 303 (3 credits)
Audiology
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.

CSD 315 (3 credits)
Normal Speech and Language Development
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.

CSD 320 (3 credits)
Language Disorders
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.

CSD 333 (3 credits)

Anatomical and Physiological Bases of Speech
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.

CSD 399 (3 credits)
Aural Rehabilitation
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.

CSD 400 (3 credits)
Phonetics
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 82 spoken languages of individuals with speech sound disorders. Explores variations in production including dialect and other differences.

CSD 402 (3 credits)
Disorders of Articulation and Phonology
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.

CSD 430 (3 credits)
Neurological Bases of Communication
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.

Education

EDU 101 (3 credits)
Foundations of Teaching and Learning
Introduces students to the methods, curriculum patterns and trends in education. Provides a background to developing classroom management techniques to be implemented in the classroom. Students participate in guided observation of actual classrooms.

EDU 103 (3 credits)
Models of Jewish Leadership
Through the academic study of leadership and Jewish leaders, students will explore leadership through a Jewish lens. Utilizing case studies, students will examine the role of Judaism in an individual's leadership style, the challenges unique to leading in the Jewish community, and the ethics of leadership. They will identify leaders who inspire them, and will consider and reflect upon their own strengths as leaders, identifying areas for personal growth.

EDU 105 (3 credits)
Dynamics of Education
Teaching is many things: an art and a skill: an opportunity and a responsibility; a challenge and a reward. Successful teaching requires patience, purpose and preparation. Successful teaching, in the short term and over the course of a career, requires the development of the skills and sensitivity necessary for reflective practice and continuing personal growth. This course will provide an introduction to that world, and to some strategies that will help you to help your students – and you – to learn.

EDU 265 (3 credits)
Integrating Technology in the Classroom
Introduces the theories and techniques of educational technology. Discuses use of technology to improve learning, motivation, engagement, assessment, self-assessment, and classroom management in traditional classrooms, hybrid classrooms, and distance learning environments.

EDU 270 (3 credits)
Education: Theory and Practice
Looks at the major theories of Education and how they are applied in the classroom. Teaches how to incorporate the different schools of thought into age-appropriate classroom curriculum and examines the main branches of Education: differentiated instructions, lesson planning, classroom management, and more. This course is a requirement for Student Teaching.

EDU 281 (3 credits)
Methods of Second Language Instruction for Hebrew
This course will focus on the theories and methodologies for teaching Hebrew as an instructed language. Students will explore teaching techniques primarily for speaking and understanding a second language with an emphasis on developing grammar and vocabulary. A variety of languages will be used to demonstrate various principles and teaching methods. This course is designed for those who teach Hebrew to students who are native speakers of English.

EDU 282 (3 credits)
Introduction to Instructed Second Language Acquisition
Participants in this course will learn the basic theories of second language acquisition as they apply directly to teaching. From input and interaction to the development of interlanguage, and the role of one's native language, this course will provide a framework for understanding how students learn languages. Coursework will focus on how this research applies to native speakers of English who are acquiring Hebrew as a second language.

EDU 284 (3 credits)
Techniques and Activities for Teaching Hebrew Reading and Writing
This course will be divided into two sections. The first will focus on teaching Hebrew reading and writing to beginning students. Starting with oral language activities for pre-readers, we will explore the best practices for introducing Hebrew phonics and beginning reading. The second half of the course will focus on developing students' skills in Hebrew reading and language arts.

EDU 285 (3 credits)
Evaluation Practices and the Role of Errors in Hebrew Language Learning
When is an error not wrong? How can you measure the progress your students are making? How can

you evaluate your own courses to make sure you are achieving the goals you desire? When should you correct an error and when should you ignore it? The answer to these crucial questions will form the core of this course. Participants will learn several evaluation techniques and will also receive a crash course in error analysis so they will be able to diagnose the different types of errors, their root causes and how best to help students learn to self-correct.

EDU 355 (3 credits)
Teaching Women in Literature
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.

EDU 360 (3 credits)
Classroom Techniques and Management
Analyzes effective approaches to classroom management. The course focuses is on four components of classroom management: classroom structure, limit-setting, responsibility training, and back-up systems.

EDU 379 (3 credits)
Sociology of Education
This course explores social psychological issues that pertain to children and adolescents. Social psychological concepts such as motivation, self-esteem, gender differences, conformity, and aggression will be investigated as they pertain to children and adolescents in educational contexts. Cross-listed as PSY 379 Seminar in Social Psychology.

EDU 415 (3 credits)
Differentiated Instruction
Provides an overview of the principles of differentiated instruction including content, process, and product, reading strategies across the curriculum, implementing IEPs in the general education classroom, teaching through different modalities, co-teaching, universal design for learning, formative and summative assessment for guiding instruction and response to intervention/multi-tiered systems of support. Students will apply skills learned to develop a model lesson to present to the class. Pre- or Co-requisite: PSY 383 (Survey of Exceptional Children)

EDU 420 (3 credits)
Instructional Design I
Prepares the student to design curricula containing learning objectives, instructional strategies and assessments that are aligned. Using the principles of Understanding by Design (Wiggins and McTighe) and authentic assessments (Popham), students are guided in the practice of designing a unit of study that begins with the end in mind and emphasizes the use of authentic assessments that demonstrate mastery of a variety of goals to monitor student achievement. Beyond the foundational principles, the course explores contemporary approaches to curriculum design, educational technology, and authentic, real-world learning experiences.

EDU 450 (3 credits)

Practicum in Jewish Education I
Exposes student to a supervised classroom experience through observation and teaching Jewish Studies. Topics include key elements in a well-run classroom, basics of curriculum design, role of play in the learning experience, the classroom setting, meeting students' physical, social, cognitive and emotional needs and communication skills. Pre- or Co-requisite: EDU 101 (Foundations of Teaching and Learning).

EDU 451 (3 credits)
Practicum in Jewish Education II
Continues the supervised classroom experience for practical application and implementation of educational theories and methods for teaching Jewish Studies. Topics include: lesson planning, curriculum design and implementation, classroom management, communication skills. Pre-requisite: EDU 450 (A Practicum in Jewish Education I). Pre- or Co-requisite: EDU 101 (Foundations of Teaching and Learning).

EDU 490 (3 credits)
Student Teaching
Provides an opportunity to understand all dimensions of teaching and to apply what they have learned in their classes. Students are placed in a school for a 15-week period in the Spring Semester, working closely with a participating teacher. Students will be assisting in the classroom, as well as giving model lessons, writing self-assessments, and receiving feedback. This is a mandatory course for Education minor/majors. Pre-requisites: EDU 101 (Foundations of Teaching and Learning) and EDU 270 (Education: Theory and Practice).

EDU 496 (1 credit)
Internship in Education
Offers an opportunity for students to explore an area of interest in the field of education. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 45 hours at their placement and write weekly reflections of their experience. This course requires a special application.

EDU 498 (3 credits)
Internship in Education
Offers an opportunity for students to explore an area of interest in the field of education. The goal is for students to see the work environment that they envision working in, while gaining insight into that profession by working closely with a mentor. Students are required to do 135 hours at their placement and write weekly reflections of their experience. This course requires a special application.

JED 415 (3 credits)
Jewish Educational Leadership
This primarily asynchronous online course critically examines the practice of leadership in informal educational settings. Students will learn skills necessary to be effective communicators and conveyors of information. Students will learn soft skills that will increase their relationship-building capabilities. Students will engage in high level discourse relating to moral and ethical dilemmas of best educational practices.

English

ENG 111 (3 credits)
English Composition I
An intensive writing course in which students will explore and practice narrative and academic writing techniques in order to further develop their skills as critical thinkers and writers. This course will also include reviews of basic lessons on grammar, sentence structure, and writing conventions. Students will also learn peer editing strategies that will help them assist others with their writing as well as give them a clear methodology for revising their own work.

ENG 112 (3 credits)
English Composition II
Continues the intensive writing program begun in English Composition 1. In this course students will explore and practice expository, descriptive, and persuasive writing techniques, as well as continuing with and expanding the peer editing strategies introduced in English Composition 1. By focusing on audience and perspective, students will develop their understanding of writing as a recursive practice.

LIT 103 (3 credits)
World Literature
The course provides a broad literary experience spanning genres, continents and epochs. Examination of various classic and modern texts enables the student to focus on alternate and competing realities and to speculate about the epistemological, moral, historical-cultural, gender-informed and psychological bases of reality. The themes of exploration, introspection, alienation, dehumanization, exile, moral relativity and perspectival consciousness figure prominently as reading and discussion topics. Honing of verbal and written skills will proceed through essays, creative writing, in-class assignments and other projects.

Ethics

ETH 337 (3 credits)
Business Ethics and Jewish Law
Studies Jewish law as it relates to the world of commerce and business, focusing on classic halachic literature and its application to modern situations. Emphasizes the ethical principles that govern conduct in the world of commerce, as elucidated by the Talmud and related commentaries. Special emphasis is placed on common ethical questions and the practical application of Jewish moral principles.
Formerly RAB 337 Jewish Law: Economics and Business Ethics

ETH 466 (3 credits)
Medical Ethics and Jewish Law
Discusses the structure and development of medical ethics and halacha as it relates to Medicine. Covers the Jewish approach to health, healing and major issues in the field of medicine.
Formerly JST 466 Judaism in Medicine: History, Ethics and Halacha

ETH 390 (3 credits)
Ethical Interpersonal Communication
Studies the laws of interpersonal communication with an emphasis on the laws of speech drawing from the Chofetz Chaim, Gemara, Midrashim, Rambam, Rabeinu Yona, other Rishonim and

Acharonim.

History

HIS 101 (3 credits)
Introduction to U.S. History
This survey course introduces students to the history of the United States from the native societies of pre-Columbian times to the present day. Through the analysis of primary sources. Charts, and maps, students will explore the social, political and economic root causes and effects of the Revolutionary and Civil Wars; the Industrial Revolution and westward expansion; the Great Depression, New Deal and both World Wars; and the growth of the civil rights movements that defined the end of the twentieth and beginning of the twenty-first centuries.

HIS 120 (3 credits)
The History of Ancient Israel
Introduces students to the origins of the people of Israel in the ancient times through the Hellenistic period. Through the examination of primary sources and archaeological finds, explores the birth of Jewish civilization while also gaining an understanding and appreciation for historical research.

HIS 140 (3 credits)
Medieval Jewish History
Surveys history of the Jewish people during the Middle Ages. Covers both the experiences of Jews in Islamic society and in Western Christian society, from the Byzantine period through the expulsion of Jews from Spain in 1492.

HIS 161 (3 credits)
Modern Jewish History I
Modern Jewish History 1 explores the major events and movements in Jewish history, from the mid-seventeenth century through the early twentieth century. It focuses primarily on the themes of continuity and change, oppression and resilience, and the varied ways in which Jewish communities, primarily in Europe and the Middle East, responded to the challenges and opportunities of modernity.

HIS 162 (3 credits)
Modern Jewish History II
Modern Jewish History 2 explores the major events and movements in Jewish history, from the start of World War I through the middle of the twentieth century. It especially delves deeply into the antecedents, course and aftermath of the Holocaust and culminates with the establishment of the State of Israel. As with Modern Jewish History 1, the themes of continuity and change, oppression and resilience, and the varied ways in which Jewish communities responded to the challenges and opportunities of modernity lie at the center of this course.

HIS 165 (3 credits)
Introduction to the Holocaust
This course serves as a general introduction to the Holocaust. It covers the period from the Nazi seizure of power in Germany in 1933 to the end of World War II in 1945. The course emphasizes the social and political trends that led to the rise of the Nazis, their attempts to create a race-based society, and implications for understanding modern society in general. A special focus of the course is the Nazi

murder of nearly 6 million Jews, but we will also set these events within the larger context of the mass murder of 14 million non-combatants by the Nazis and Soviets during this period.

HIS 170 (3 credits)
American Jewish History
This course is a survey of the American Jewish experience from the Colonial Era to contemporary times. The course examines this topic from religious, cultural and social viewpoints. It also studies the nature of "American exceptionalism" in modern Jewish history, as Jews in the United States have reached high social and economic stations without severe threat of antisemitism.

HIS 180 (3 credits)
Antisemitism and the Modern Jewish Experience
This course is a survey of the history of antisemitism in Europe and the United States and how this form of hate has changed in its religious, social, and racial forms. Precedents of Antisemitism, like all forms of prejudice, has shaped group identity and how the Jewish community has interacted with allies and opposing groups. The survey will also explore how the dynamics of antisemitism inform other hate-oriented tropes directed at minority groups. Attention will also be paid to Jewish and non-Jewish responses to antisemitism as well as the more recent rise of anti-Zionism and how this political position interacts with global antisemitism.

HIS 190 (3 credits)
African Americans and Jews: The Margins and Mainstreams of American Life
Some observers describe the historical relationship between Black and Jewish Americans as a "grand alliance" while others have disputed that an alliance existed at all. What accounts for such disparate descriptions? Is the emergence of such divergent narratives itself a historical artifact that offers insight into the complicated relationship between these communities? This course explores the relationship between Black and Jewish Americans, including people who were both Black and Jewish, from the seventeenth century to the end of the twentieth century. It provides an opportunity for students to think historically about key concepts including race, citizenship, antisemitism, and Zionism.

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

HIS 310 (3 credits)
Matriarchs and Memoirs
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.

HIS 315 (3 credits)
Jews & Christians in Renaissance Europe
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.

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

HIS 340 (3 credits)
Women in Jewish History and Culture
Investigates the lives of Jewish women from early modern times until today and how gender influenced their experiences. Focuses on four major themes: women's daily lives, women's participation in the economy and public sphere, women's religious lives, and women's family lives. Introduces students to the sources and methods of historical research, while fostering critical reading, thinking and writing skills.

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

Holocaust and Genocide Studies

HGS 101 (3 credits)
From Armenia to the Yazides: The Holocaust and Other Genocides
This course is designed to raise student awareness of genocide and mass atrocities providing them the opportunity to engage with lessons of the Holocaust, genocides, and other human rights violations. Participants will create an action plan in the form of a presentation to use in raising public awareness of the Holocaust, genocide and other human rights violations in their home communities.

HGS 103 (3 credits)

Resistance and Rescue in the Holocaust
The Holocaust was a time in which great darkness overtook many areas of the world. And yet, in the midst of this destruction and suffering, there were people who refused to give in to the darkness. Some resisted with force. Others resisted spiritually. Still others resisted by rescuing. This course will explore resistance and rescue during the Holocaust, dedicating the first half of the semester to considering physical, spiritual, and cultural attempts to resist the Nazi specter. The second half will consider acts of rescue in the Holocaust— focusing on instances of rescue and how these instances differed depending on the country or territory in which they occurred.

Human Rights

HRI 101 (3 credits)
Foundation of Human Rights
This course prepares students with the basic knowledge and understanding of human rights. Through experiential activities and the integration of multimedia students will be able process complex human rights topics and will be able to articulate with language commonly used in the human rights field. Each lesson, or cluster of lessons, includes project-based outcomes. Examples include a Declaration of the Rights of Teenagers (the UDHR lessons), and a Truth and Reconciliation plan (Gacaca courts lesson).

Jewish Studies

JST 103 (3 credits)
An Introduction to Jewish Feminism in the United States
Students in the course will explore the Jewish values of activism and feminism. They will engage in Talmud and midrashic interpretations of the text, as well as in contemporary feminist theories. Students will learn about the feminists on whose shoulders we stand, their contributions to the feminist movement, as well as challenges to their actions and beliefs. They will also learn about feminism and intersectional identity, power and privilege, and lesser-known feminists who've also made an impact on society. This learning will be converted into an opportunity for mentorship as Teen Leaders conduct calls with and provide guidance and community building for first year Kol Koleinu fellows. Each month, these students will join the Moving Traditions' jGirls+ Editorial & Photography Fellowship for their feminist learning workshop.

JST 104 (3 credits)
Introduction to Literary Editing
Students will explore various perspectives on the author-editor relationship; familiarize themselves with craft elements of short fiction, nonfiction, and poetry; understand the basic differences among copyediting, line editing, and developmental editing; and develop a personal editorial mission statement informed by the Jewish, feminist values of jGirls+ Magazine.

JST 110 (3 credits)
Judaism and Christianity
Judaism and Christianity are two of the world's major religions. Many individuals are familiar with one of these religions or the other—but generally do not consider the relationship that exists between Judaism and Christianity. In the first century, Christianity developed out of Judaism, and for many

years, Christians saw themselves as Jews. Because of this shared heritage, in which Judaism serves as the root of Christianity, the two religions have much in common. This course will seek to go back in time to see the foundations of Judaism and the foundations of Christianity—acknowledging what these two faiths have in common and how they can learn from one another.

JST 111 (3 credits)
Antisemitism
Surveys antisemitism through historical and sociological frameworks to understand the roots and pervasiveness of hate.

JST 113 (3 credits)
Jewish Geography: Understanding World Jewish Communities
In this course students will explore the history and cultures of a variety of world Jewish communities including the Sephardic and Mizrachi communities, the Jews of Yemen, Ethiopia, Kaifeng China and more. We will hear their music, see their artifacts and taste the foods that have enriched the Jewish world.

JST 115 (3 credits)
Civil Discourse: Disagreeing without Being Disagreeable
Explore the ethics of language and civic discourse through the lens of influential Jewish texts and traditions.

JST 116 (3 credits)
Introduction to Talmud
Surveys the method, makeup, and reception of the Talmud. The course provides an introduction to rabbinic literature through historical and literary frameworks.

JST 120 (3 credits)
The History of Ancient Israel
This course introduces students to the origins of the people of Israel in the biblical and second Temple periods through the Hellenistic period. Through the examination of primary sources and archaeological finds, students will explore the birth of Jewish civilization while also gaining an understanding and appreciation for historical research. Students will trace the historical development of the Israelites in the Land of Israel, from their nomadic roots and early settlements through the rise of the monarchy and the divided kingdom, the Babylonian Exile and return. The course culminates with the beginning of the rabbinic period, including the earliest forms of Christianity, the Hellenistic period and the revolts against Rome.

JST 130 (3 credits)
Jerusalem Through the Ages
Courses analyzes “Jerusalem” as a laboratory to learn about Jewish history and heritage by exploring the city from its earliest history through the modern day. Students will encounter the entirety of Jewish history as well as studying the development of Christianity and Islam, all of which impact the city of Jerusalem today.

JST 140 (3 credits)
Jews in Medieval Christendom and the Orbit of Islam
Traces the crystallization of Jewish culture in exile and the moving of the center of the Jewish world to

Babylon, and eventually to Europe. Students will trace the rise and development of Christianity and Islam, both as religions and as philosophies, and study the survival of Judaism under the influence of Christianity and Islam, exemplified by the Golden Age of Spain. Addresses the effect of the Crusades on both the Land of Israel and on Diaspora Jewry.

JST 143 (3 credits)
Jewish Business Ethics
A survey of the principles of Jewish business ethics, and their application in solving contemporary workplace dilemmas. The course pays special attention to how traditional Jewish texts are used and debated to define the contours of ethical behaviors and ideas.

JST 144 (3 credits)
Jewish Joy + Thriving
Explores the connections between ancient and timeless Jewish wisdom and ritual, and the modern questions of thriving, self-care, and personal wellness that each individual faces. By taking a survey approach to Jewish experiences, including mikvah, minyan, Shabbat, pilgrimage, and more, viewed through the lens of what it means to thrive as individuals and as a community, we will unpack core lessons of how Judaism informs best practices for living lives of meaning and joy.

JST 178 (3 credits)
Israel Today: Continuity & Change
This course covers the history of Zionism, the establishment of the State of Israel, and how the presence of a Jewish homeland has impacted world Jewry for more than half a century. We will explore the State of Israel as the center for the Jewish people, and how Israel has absorbed immigrants from many diverse cultures. We will also examine the geo-political context of the modern Middle East, including the wars Israel has fought, the Arab-Israeli conflict and the Peace Process.

JST 230 (3 credits)
Foundations of Life: Legal Definitions, Ethical Dilemmas, and Personal Growth
An exploration of a legal, ethical, and philosophical perspective on the definition of life and how to attain success and realize one's potential. Includes a comparative legal examination of the definition of life, when it begins and ends, and a discussion of the ethical ramifications of that definition. Presents a Judaic philosophy on the purpose of life that emphasizes the inherent worth of every individual and their personal mission in life. Drawing on findings in Positive Psychology and Jewish literature, the course covers tools to identify personal goals and attain success in one's personal and professional life, and have a positive impact on the community and the world.

JST 239 (3 credits)
Foundations of Ethics: Principles, Purpose, and Personal Responsibility
This course is a foundation for thinking critically and thoughtfully about the ethical, interpersonal, and societal challenges. It explores three areas where moral questions most often arise: relationships, real-life personal dilemmas, and larger world issues. Topics include family conflict, bullying, forgiveness, honesty, privacy, wealth inequality, ethical consumerism, medical decision-making, freedom, technology, environmental responsibility, charity, and humanity's broader purpose and responsibility in society. Designed to encourage reflection and discussion from a philosophical, legal, and moral perspective, the course addresses complex questions. Drawing on Jewish thought and sources, the course invites students to engage these timeless questions in a meaningful and relevant way.

JST 246 (3 credits)
The History of Zionism and Israel
This course explores the relationship between the people of Israel and the Land of Israel from ancient times to the present, while focusing primarily on the emergence of modern Zionism and the development of the State of Israel on the world stage. Students are exposed to the many varieties of Zionist thought and ideologies, in parallel with unfolding historical events. By presenting continuation and changes in Israel's history and society, students will learn about military and diplomatic issues and the different groups and parties – among them, Ultra-Orthodox (Haredim), Palestinian citizens of Israel, Ethiopian Jews, Religious Zionist, Jewish settlers, Ashkenazi vs Mizrahi/Sephardic Jews – which create the fabric of Israeli society from its formative years to the current era. The course will also discuss new trends in Israeli society. Students will pursue and present a research project on an aspect of contemporary Israel of their choosing. At the end of the course, students will have an understanding of Israel and its complexities and be able to develop their own positions concerning the State of Israel.

JST 331 (3 credits)
Hassidism
Advanced analysis and text-based study of hassidic thought and writings. Special attention paid to the reception history of the hassidic masters and the incorporation of earlier elements of Jewish mysticism into the nineteenth century revivalist movement.

JST 478 (3 credits)
Feminism and Jewish Perspectives of Women
This course examines the role of women through the study of key female figures in Tanach and their interpretation in classical Jewish sources. Through close reading of biblical texts, Midrash, Talmud, medieval commentaries, and modern Jewish thinkers, students will explore fundamental questions concerning the role of women in the Jewish nation, the nature of leadership and influence, family and community, spirituality and religious obligation, and the relationship between Jewish and feminist perspectives. Using prominent women in Tanach as case studies, students will investigate how Judaism conceptualizes gender roles, human nature, moral responsibility, and national destiny. The course emphasizes primary-source analysis and seeks to identify the enduring philosophical themes that emerge from the lives of these women and their impact on Jewish history and thought.

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

JPH 378 (3 credits)
Writings of the Maharal
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.

JLT 385 (3 credits)

Nature's Song: Studies in Perek Shira 161
Analyzes Perek Shira, an ancient literary composition with components attributed to King David. Studies the Biblical and Rabbinic verses describing the elements and living creatures in nature to gain an appreciation of the natural world and its timeless spiritual lessons.

JPH 412 (3 credits)
The Life and Works of Ramchal
Discusses the time period that Rabbi Moshe Chaim Luzatto, the Ramchal, was born into and its context in that phase of Jewish history. Examines the life of the Ramchal and the many great works of Torah he wrote in his 40 years of life. The central text will be the "Derech Hashem", one of the great works of Jewish philosophy, theology, and spirituality ever written.

Languages

HEB 201 (3 credits)
Hebrew I: Beginners
Introduces grammatical terms and principles such as pronouns, adjectives, gender and number agreement, prepositions, roots, numbers, special expressions, and the different categories of verbs in the present and past tense. Students will read texts that reflect Hebrew and Jewish culture, including selections of modern Hebrew literature and classical texts.

HEB 202 (3 credits)
Hebrew II: Advanced Beginners
Focuses on the development of all language skills (listening, speaking, reading and writing) which are mastered through more advanced syntactic and grammatical structures. Grammatical items include past tense verbs, pronominal suffixes, construct form, and additional verb structures.

HEB 203 (3 credits)
Hebrew III: Intermediate
Focuses on the development of all language skills: reading, listening, writing, and speaking. The emphasis will be on comprehension of modern Hebrew poems and short stories through reading and class discussion.

HEB 204 (3 credits)
Hebrew IV: Advanced
Course expands students' knowledge of Hebrew through exposure to modern Hebrew literature, short texts pertaining to Israeli history and culture, and conversational dialogues. Students will be responsible for preparing selected texts for presentation and discussion in class.

HEB 205 (3 credits)
Hebrew V: Advanced II
Building on students' existing foundation in Hebrew, this course develops greater fluency in reading, writing, speaking and listening through engagement with increasingly complex texts and communicative tasks. Students will expand their command of Hebrew vocabulary, grammar and idiomatic expression while exploring topics drawn from Israeli culture, Jewish history and contemporary life. Through discussions, readings and written assignments, students will strengthen their ability to interpret authentic Hebrew materials, communicate effectively in a variety of contexts

and express increasingly nuanced ideas in Hebrew. Particular emphasis is placed on the practical application of language skills, enabling students to engage more confidently with Hebrew texts, conversations and cultural discourse.

HEB 3 Introductory Hebrew I (3)
HEB 6 Introductory Hebrew II (6)
HEB 9 Intermediate Hebrew I (9)
HEB 12 Intermediate Hebrew II (12)
HEB 14 Advanced Hebrew I (14)
HEB 16 Advanced Hebrew II (16)
The comprehensive Hebrew Language Exams measure levels of mastery in reading comprehension, oral comprehension, writing skills and grammar.

HEB 210 (3 credits)
Biblical Hebrew
Introduction to the language of the Bible for students who can decode (phonetically read) Hebrew. The course focuses on the fundamentals of Biblical Hebrew's grammatical structures and constructs, including its elaborate root word system and its rich vocabulary.

HEB 213 (3 credits)
Seminar in Biblical Hebrew
Introduces students to the work of biblical scholarship. Participants in this seminar will work independently to understand, interpret and translate selected texts from the Hebrew Bible.

YIDD 201 (3 credits)
Yiddish I
This course provides an interactive introductory experience with Yiddish. The course focuses on the development of the four language skills (listening, speaking, reading and writing) with an emphasis on basic grammatical patterns, sentence structures, and the present tense.

YIDD 202 (3 credits)
Yiddish II: Advanced Beginners
This course analyzes grammatical patterns such as modal verbs, complemented verbs, dative case, adjectival endings, and the past tense. The course will incorporate Yiddish poems and songs as well as texts in English that introduce students to various aspects of Yiddish culture.

YIDD 203 (3 credits)
Yiddish III: Intermediate
This course aims to develop language skills: reading, listening, writing, and speaking, with an emphasis on the verbal and written engagement with and comprehension of a wide variety of authentic Yiddish materials.

YIDD 204 (3 credits)
Yiddish IV
This course aims to develop language skills: reading, listening, writing, and speaking, with an emphasis on the verbal and written engagement with and comprehension of a wide variety of authentic Yiddish materials.

YIDD 3 Introductory Yiddish I (3)
YIDD 6 Introductory Yiddish II (6)
YIDD 9 Intermediate Yiddish I (9)
YIDD 12 Intermediate Yiddish II (12)
YIDD 14 Advanced Yiddish I (14)
YIDD 16 Advanced Yiddish II (16)
The comprehensive Yiddish Language Exams measure levels of mastery in reading comprehension, oral comprehension, writing skills and grammar.

Math

MAT 121 (3 credits)
College Algebra
Covers and expands upon topics and skills that were introduced in high school algebra. These topics include, but are not limited to solving equations and inequalities, systems of equations and inequalities, linear relations and functions and polynomial and radical equations.

MAT 131 (3 credits)
Precalculus I
This course introduces the foundations of analysis designed to precede the calculus sequence with emphasis on trigonometric functions and graphs. Students will learn to apply trigonometric functions and will explore techniques for solving equations.

MAT 132 (3 credits)
Precalculus II
This course continues to introduce the foundations of analysis designed to precede the calculus sequence with emphasis on learning techniques for solving problems and inequalities. Topics include properties of absolute value, polynomial, rational, exponential and logarithmic functions, inequalities as well as algebraic expressions and equations.

MAT 231 (3 credits)
Calculus I
Calculus I covers limits and continuity, introducing the fundamental ideas of differential calculus. Students learn techniques for finding derivatives and apply them to analyze rates of change and solve real-world problems.

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

MAT 320 (3 credits)
Linear Algebra
In-depth survey and analysis of framework and language for the study of differential equations and modern algebra. Encompasses the application of determinants, matrices and vector equations.

MAT 370 (3 credits)
Discrete Mathematics

Discrete Mathematics is an introduction to the mathematical structures and reasoning used in computer science and related fields. The course develops skills in logical thinking, formal proof techniques, and problem solving. Topics include sets, functions, counting methods, elementary number theory, and basic probability. Students also explore relations and Boolean algebra, along with the growth of functions and discrete structures that model real-world problems.

STA 101 (3 credits)
Introduction to Statistics
This course provides students with an understanding of statistics and its importance. Topics include measures of central tendency; distributions; graphic depictions of data sets; measures of spread and position; probability; binomial and probability distributions; hypothesis tests; correlation and regression.

Music

MUS 201 (3 credits)
Dimensions of Music
Provides an introduction to the world of Classical music. 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 a better understanding of the language of music and its significance

Near Eastern Studies

NES 107 (3 credits)
Israel: The Socio-Political History of a Modern State
Survey of the history, politics, society, economics, and culture of modern Israel. Curriculum traces the Jewish connection to ancient Israel, origins of Zionism, making and keeping the state, Arab-Israeli negotiations, and Israel's place in Middle Eastern and Jewish History.

Political Science

POL 303 (3 credits)
Society and Politics in American History
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, urbanization, industrialization, expansion of the franchise, and developing concepts of American society.

Psychology

PSY 110 (3 credits)
Introduction to Psychology

This course is a broad introduction to the field of psychology. Students explore the key figures, diverse theoretical perspectives, and research findings that have shaped some of the major areas of contemporary psychology. This course also examines the research methods used by psychologists across these areas to study the origins and variations in human behavior.

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

PSY 280 (3 credits)
Human Growth and Development
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. Pre- or Co-requisite: Intro to Psychology.

PSY 290 (3 credits)
Multicultural Psychology
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.

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

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

PSY 322 (3 credits)
Research Methods in Psychology
Introduces experimental design and inference. Teaches the experimental method and its application to recent problems in psychological research. Discusses ethics and the feasibility of different research designs. Pre- or Co-requisite: Intro to Psychology and Intro to Statistics, or faculty permission.

PSY 331 (3 credits)
Introduction to Counseling

Defines the role 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. Pre- or Co-requisite: Intro to Psychology.

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

PSY 360 (3 credits)
Abnormal Psychology
Presents an in-depth review of the historical and philosophical foundations of abnormal psychology and psychopathology, as well as the development of classification systems for mental disorders and its implication for diagnosis and treatment. Discusses the integrated roles of biology, psychology and social context, issues related to assessment, legal considerations and the role of ethics and morality. Pre- or Co-requisite: Intro to Psychology.

PSY 370 (3 credits)
Social Psychology
Provides an introduction to research and theory in social psychology. Covers the processing of social information, social influence, persuasion and attitude change, social interaction, and group phenomena. Applies social psychology principles to current social problems and topics. Pre- or Co-requisite: Intro to Psychology.

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

PSY 379 (3 credits)
Seminar in Social Psychology
This course explores social psychological issues that pertain to children and adolescents. Social psychological concepts such as motivation, self-esteem, gender differences, conformity, and aggression will be investigated as they pertain to children and adolescents in educational contexts. Cross-listed as EDU 379 Sociology of Education.

PSY 381 (3 credits)
Differentiated Instruction
Explores the principles of differentiated instruction including content, process, and product, reading strategies across the curriculum, implementing IEPs in the general education classroom, teaching through different modalities, co-teaching, universal design for learning, formative and summative assessment for guiding instruction and response to intervention/multi-tiered systems of support.

Students will apply skills learned to develop a model lesson to present to the class. Cross-listed as EDU 415.

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

PSY 397 (3 credits)
Group Dynamics
Provides an understanding of group processes, group formation and development, as well as the development of social skills in small groups. Cross-listed as SOC 397. Pre- or Co-requisite: Intro to Psychology.

Sociology

SOC 101 (3 credits)
Introduction to Sociology
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.

SOC 204 (3 credits)
The Sociology of Crossing Cultures: Experiential Learning in the Dominican Republic
This course offers an immersive, experiential learning opportunity in the Dominican Republic, examining the sociological dimensions of culture, leadership, and social change. Through direct engagement with local communities, students will explore leadership, service learning, and cultural adaptation while participating in community-driven projects aimed at addressing sustainability and social justice goals. Students will reflect on the process of crossing cultural boundaries, challenge their own perceptions of leadership, and develop skills in collaboration, critical thinking, and global citizenship.

SOC 397 (3 credits)
Group Dynamics
Provides an understanding of group processes, group formation and development, as well as the development of social skills in small groups. Cross-listed as PSY 397.

SOC 460 (3 credits)
Sociology of the Family
Considers contemporary family roles and functions in light of cross-cultural and historical comparisons as they are influenced by social forces.