

TOURO UNIVERSITY

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HTC

בית המדרש לתורה

A MEMBER OF TOURO UNIVERSITY

Course Catalog 2023 - 2026



TOURO UNIVERSITY

Where Knowledge and Values Meet

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ACCREDITATION

Hebrew Theological College was chartered by the North Central Association of Colleges and Schools Commission in 1997. In 2001, the North Central Association's postsecondary functions were reorganized into the Higher Learning Commission.

Hebrew Theological College is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, (312) 263-0456. The Higher Learning Commission is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

POLICY OF NON-DISCRIMINATION

Hebrew Theological College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, gender identity, sexual orientation, or citizen status in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

Inquiries or complaints concerning the non-discrimination policies should be sent to Mrs. Rita Lipshitz, Title IX Coordinator at lipshitz@htc.edu or (773) 973-0241 ext. 3109.

As an alternative, individuals may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the above. The Office for Civil Rights is located at 500 West Madison St, Chicago, IL 60661. They may be reached by phone at (312) 730-1560 or via email at OCR.Chicago@ed.gov.

Hebrew Theological College

2023-2026

CATALOG OF THE DEPARTMENT OF TALMUD AND RABBINICS

MAX BRESSLER SCHOOL OF ADVANCED HEBREW STUDIES

WILLIAM AND LILLIAN KANTER SCHOOL OF LIBERAL ARTS AND SCIENCES

IMPORTANT NOTICE

This Catalog contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Hebrew Theological College. Some of the subjects described in this Catalog are covered in detail in official policy and procedure documents found online and elsewhere. You should refer to these documents for specific information, since this Catalog only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Institutional Compliance. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This Catalog is neither written nor meant to confer any rights or privileges on students or impose any obligations on HTC. No individual or representative of HTC (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Catalog is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented, or discontinued in whole or in part, at any time with or without notice. All changes will be posted on the HTC website. Although we will attempt to inform you of any changes as they occur via the HTC email address assigned to you upon activating your TouroOne portal account, it is nevertheless your responsibility to keep current on all College policies, procedures, and practices. Your assigned HTC email address is the official method of contact for all such notices and for all HTC communication.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. Different jurisdictions have different licensing requirements and standards. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition permits a student to register and take the courses and programs available and offered by HTC. Acceptance in HTC does not form the basis of a contract. Indeed, a student's acceptance may be revoked if it is later learned, among other things, that his or her qualifications have been misstated or overstated, or there is some other omission or misrepresentation. Except as noted in the paragraph below, no contract rights exist or are established in the student-educational institution setting by and between HTC and the student. To this end, you waive and HTC disclaims any contract or liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and a student's academic success in them. Thus, you waive and HTC further disclaims any liability in tort in connection with any of the foregoing. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled. These disclaimers are, in effect, covenants not to sue binding on students, and are tacitly agreed to by a student's matriculation or continued matriculation in our programs.

Registration and matriculation at HTC after the issuance of this Catalog is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from HTC and/or this Handbook, which is not resolved through HTC's internal mechanism shall be exclusively resolved through final and binding expedited arbitration conducted solely before the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be at a convenient office on an HTC campus. See "Arbitration of Disputes" provision for a more elaborate treatment.

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MISSION STATEMENT

Mission Statement: *Hebrew Theological College/Beis HaMidrash LaTorah* strives to produce Torah scholars and Torah-imbued graduates committed to the principles of Orthodox Judaism, preparing them for advanced graduate and professional programs and to serve the Jewish community and humanity through their professional and personal vocations.

CORE VALUES AND VISION

ללמוד וללמד, לשמר ולעשות
To Learn, To Teach, To Observe, and To Do

Hebrew Theological College is a Torah- centered institution dedicated to:

- Promoting growth in Torah learning and scholarship.
- Fostering increased commitment and adherence to the principles of Orthodox Judaism.
- Incorporating the highest ideals of general academia and professional studies.
- Embracing a spectrum of Orthodox perspectives within our community.
- Service to the community and to its moral, social, and cultural development.
- Instilling in our students an attachment to the State of Israel and its people as well as a sense of responsibility for their welfare.

Vision: Striving for Excellence: Building on its history as the preeminent Torah institution of higher learning in the Midwest, Hebrew Theological College will continue to provide rabbinic and lay leaders who are equipped through advanced Judaic and general education to meet the evolving needs of the Orthodox Jewish community as it confronts the emerging challenges of a multicultural world while fulfilling its eternal destiny as illuminated by Torah values.

HTC Conceptual Framework: Hebrew Theological College enhances the intellectual skills, cultural sensibilities and ethics of all of its students through the traditional methodology of religious study that has been the hallmark of the Jewish heritage of scholarship. Concurrently, Hebrew Theological College promotes the academic and spiritual aspirations of its students such that their lifestyles and professional careers will reflect Torah values.

To Learn: Hebrew Theological College values learning as a lifelong pursuit, and models and instills this value in its students. The faculty model scholarship and the pursuit of excellence, encouraging students to engage in learning as critical thinkers and effective communicators. Hebrew Theological College engages in continuous assessment of student learning outcomes.

To Teach: Hebrew Theological College prepares its students with the knowledge and skills to be effective agents of positive change. Furthermore, all students will act, either formally or informally, as teachers. It is axiomatic to Orthodox Jews, that instruction, be it textual or moral, spiritual or behavioral, is an integral part of their lives. The preparation received at Hebrew Theological College serves as the foundation for a life filled with teaching in one's family, society, classroom or synagogue.

To Observe: Religious commitment is at the cornerstone of the Orthodox Jewish life. Through the lessons learned by example and in the classroom, Hebrew Theological College students enhance their

appreciation for Jewish Heritage while increasing their own personal commitment to following the tenets of Jewish tradition.

To Do: Hebrew Theological College values action, not simply intention, as components of change and growth. Improving a society is accomplished with the individual actions of each one, and the actions of all individuals acting as one. The value of service is instilled in the students so that they see themselves as part of the greater good, with the potential of improving life for others.

The College operates within the framework of Halachah, Jewish law, as prescribed in the Shulchan Aruch, the Code of Jewish law. The needs and goals of each student are met in an atmosphere conducive to learning and the free exchange of ideas. The faculty and administration of the College are dedicated to providing personal and career guidance and tutelage. The growth of the individual is further encouraged by a program of cultural, communal, social and recreational activities that allow for leadership training, creative expression and the development of lifelong friendships.

HISTORY OF HEBREW THEOLOGICAL COLLEGE

In 1919, a group of Chicago rabbis met to evaluate the priorities of higher Jewish education in their community. The Beis HaMidrash LeRabanim was founded at this meeting, with ten students. On October 15, 1921, the name of the school was officially changed to Hebrew Theological College Beis HaMidrash LaTorah and chartered by the State of Illinois as a degreegranting institution of higher education. The school was established on the West Side of Chicago and a building was erected to accommodate the growing student body. Shortly thereafter, the Teachers Institute for Women was established as a division of Hebrew Theological College to provide women with opportunities for advanced Jewish studies and to prepare those seeking careers in Jewish education.

From 1922 until 1946, Hebrew Theological College was led by the esteemed Rabbi Saul Silber. Along with the studies of Rabbis and Talmud, one of Rabbi Silber's major goals was the training of Orthodox rabbis to meet the needs of the American Jewish community while, revolutionary for those times, requiring a baccalaureate degree, of all students before ordination.

The continuing growth of the College and the population shift made it necessary to relocate. In 1958, a new classroom and administration building was completed in suburban Skokie and operations in the new location began at once. The Synagogue Building was completed shortly thereafter. The Bressler School of Advanced Hebrew Studies, endowed by Mr. Max Bressler, was created to ensure that all undergraduates participated in a Core Curriculum encompassing a broad base of knowledge in Bible, Hebrew Language, Jewish History, Law, and Philosophy.

The Liberal Arts and Sciences program was established in 1959, to further promote the goal of encouraging students to pursue general knowledge while completing a rigorous Judaic Studies program. The school was endowed by William and Lillian Kanter and named The Kanter School of Liberal Arts and Sciences. By the late-1980s HTC made a concerted commitment to establishing a full range of course offerings leading to a Bachelor of Arts degree in Judaic Studies for both men and women at their respective campuses.

In 1976, the women's division for teacher training was endowed and named the Anne M. Blitstein Teachers Institute for Women. In addition to the Hebrew Teacher Certification, the Blitstein Teachers Institute for Women's department of Education developed a program leading to State of Illinois Certification in either Elementary or Special Education.

The growth of the women's division from a part-time evening program to a full-time all-day seminary/college program necessitated the acquisition of a second campus in 1994, including classrooms, computer labs, library facilities, faculty and administration offices as well as student residence facilities.

The Kanter School of Liberal Arts and Sciences offers a variety of courses preparing students for graduate and professional studies in allied health sciences and other professional career programs. Options for adding additional majors to the program of study were introduced gradually during the 1990s and 2000s.

Change has continued at Hebrew Theological College during the last 2 decades. In 2015, this nearly 100-year-old institution became a member of the Touro College and University System, opening a variety of opportunities for students at the undergraduate and graduate levels of study. In 2023, the Women's College was endowed by Robert and Debbie Hartman and named the Sarah Hartman Women's College of Touro at HTC.

Today the additional majors offered are Accounting, Business (General, Marketing, Ecommerce), Computer and Information Sciences, Education (Elementary, Secondary, Special), English, Graphic Arts and Design, Health Sciences, Psychology, and Speech and Communication Disorders.

Hebrew Theological College is a beneficiary of the Jewish Federation of Metropolitan Chicago and, currently, remains accredited by the Higher Learning Commission.

History Of Touro University

Touro University is a Jewish-sponsored independent institution of higher learning and professional education. The University was established to further the Jewish heritage and to serve the larger American community.

Touro University was chartered by the New York State Board of Education in June 1970 and opened a year later. The College grew from an initial class of 35 students to an international university system of approximately 19,000 students worldwide today. The mission of perpetuating and strengthening Jewish heritage, while at the same time providing the highest quality educational opportunities to society as a whole, continues to inform all of Touro's endeavors. In addition, Touro is one of the largest providers of graduate education in the medical and health sciences fields in the United States. Today, Touro enjoys the strong leadership of Chancellor, Rabbi Doniel Lander, and President and CEO, Dr. Alan Kadish, in furthering Touro's historic mission.

Touro's schools serve a variety of communities, providing diverse, innovative, and engaging programs in a range of fields—from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The distinctive educational experience offered through Touro's diverse programs are in keeping with the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, compassionate concern for society and respect for applied knowledge and discovery.

It is this commitment to the Jewish intellectual tradition that is at the foundation of Touro's many outstanding achievements by faculty and students throughout our system. At the same time, the Touro University experience consists of more than classroom instruction; Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured in many ways.

TOURO UNIVERSITY MISSION AND GOALS

Touro University is an independent institution of higher education under Jewish auspices, established to promote and perpetuate the Jewish heritage, as well as to serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, social justice, and service to society. Touro offers undergraduate, graduate and professional programs that serve diverse components of the Jewish community and the larger society, especially those who have been historically underserved. These academic offerings span Jewish studies, the liberal arts and sciences, and medical and health sciences.

Touro is a university where personal growth, scholarship and research are fostered and where men and women are prepared for productive lives of dignity, value, and values. The core values of the University are based on two fundamental components, as reflected in Hillel's dictum in Ethics of the Fathers, "If I am not for myself, who will be for me? And if I am concerned only with myself, what am I?" These values mirror Touro's commitment to quality education as well as integrity, inclusivity, equity and respect for all members of the Touro Community.

The following goals support Touro's Mission:

1. To impart and enrich the Jewish heritage and its tradition of intellectual inquiry and to incorporate its ethos into the University's academic offerings
2. To promote inclusivity, ethical behavior, and social responsibility through the curriculum and community outreach

3. To advance the career interests and professional aspirations of our students through a broad range of academic programs and innovative approaches
4. To advance faculty and student research and scholarship
5. To promote educational opportunities and access, focused on the student experience and student success

FACILITIES OF THE HEBREW THEOLOGICAL COLLEGE

SKOKIE CAMPUS

HTC boasts two major campuses. Its Skokie campus is located at 7135 North Carpenter Road, and 5440 Fargo Avenue, Skokie, IL 60077. Situated in the southwest corner of the Village of Skokie, HTC's Skokie campus offers a suburban, collegiate atmosphere while remaining near Chicago's major centers and the city's local Orthodox community. This campus supports HTC's men's undergraduate program, the Main Library of the Saul Silber Memorial Library, the business and financial aid offices and the Fasman Yeshiva High School.

The Skokie campus includes a large Talmud study hall, classrooms fitted with audio/visual equipment, computer and science laboratories, an extensive library facility, dormitories and a kitchen and dining hall. The large campus with its extensive infrastructure provides an enriching intellectual climate coupled with Torah values. The faculty is student-focused, and class size is kept small to build community and encourage creative and intellectual exchange between faculty and students. Faculty members are scholars with considerable reputations who are selected because of their ability to engage and instruct the next generation of leaders. The student body is comprised of young men from Chicago and from across the country. Each student wishes to pursue careers in a wide range of liberal arts coursework and majors and to study with premier Torah scholars.

THE CHICAGO CAMPUS OF THE SARAH HARTMAN WOMEN'S COLLEGE OF TOURO AT HTC

HTC's Chicago-based campus at 2606 Touhy Avenue, Chicago, IL 60645, is in the heart of the local Orthodox community. The Chicago campus houses HTC's women's division. It supports top-tier classrooms, library, science and computer laboratories and administrative offices. Comfortable and spacious dormitory facilities are located adjacent to the classroom building.

The women's college offers a comprehensive curriculum leading to a baccalaureate degree with a major in Judaic Studies and options for additional majors in Accounting (leading to the CPA), Business (General, Marketing, Ecommerce), Computer and Information Sciences, Education (leading to Illinois State Certification in Elementary, Secondary, and Special Education, and HTC Certification of Teachers of Judaica – Elementary and Secondary), English, Graphic Arts and Design, Health Sciences, Psychology, and Speech and Communication Disorders. The Health Sciences major provides prerequisite courses for graduate and professional education leading to careers in Medicine, Nursing, Physician Assistant, and Physical and Occupational Therapy. In addition, the women's college offers a Cooperative BSN (Bachelor of Science in Nursing) Program in Cooperation with North Park University. This program is currently expanding to the Beis Midrash Men's Division.

Location of Administrative Facilities

Rabbi Gavriel Bachrach, Registrar

Bachrach@htc.edu ph. 847-982-2500 ext. 1128

The Office of the Registrar is located on the second floor at 7135 N. Carpenter Road, Skokie, Illinois 60077.

Mr. Ira Clair, CFO

Clair@htc.edu ph. 847-982-2500 ext.1140

The Office of the Bursar is located on the second floor at 7135 N. Carpenter Road, Skokie, Illinois 60077

Student Account Manager, Office of Financial Aid

Bursar@htc.edu ph. 847-982-2500 ext.1135

The Office of Financial Aid is located on the second floor at 7135 N. Carpenter Road, Skokie, Illinois 60077

Rabbi Yair Olstein, Coordinator of Admissions for Beis Midrash Division

Ph. 847-982-2500 ext. 1113

Admissions for the Beis Midrash Men's Division is located at 7135 N. Carpenter Road, Skokie, Illinois 60077

Mrs. Beryl Mann, Admissions Officer at Sarah Hartman Women's College

mann@htc.edu ph. 773-973-0241 ext. 3101

The Office of Admissions for the Hartman Women's College is located at 2606 West Touhy Avenue 60645

THE SAUL SILBER MEMORIAL LIBRARY

Campus Libraries

Saul Silber Memorial Library

Main Library (Skokie Campus)

Students and Faculty on both campuses have access to the extensive digital library of Touro University, including major scholarly databases for the humanities, social sciences, natural sciences, and health sciences, as well as an extensive Judaic Studies collection, including the Otzar HaChochma database. Students can also arrange to borrow physical or digital volumes from other Touro branch campuses, as well as other schools in the Illinois College Interlibrary Loan System.

Main Library

The Saul Silber Memorial Library is the prime academic library that supports curricula and research of faculty and students at Hebrew Theological College. The Library collects the full spectrum of Jewish literature (except for materials for juvenile readers). The Library has cataloged over 70,000 items that include books in Hebrew, English, and other languages; periodicals, pamphlets, museum objects, micro-forms, video and audio tapes, music CD's, manuscripts, and art work. The Library collects the general studies materials that support the curriculum. These items are housed in three different locations: Main Library, Chadar Iyung and the Sarah Hartman College for Women Library. The cataloged items can be accessed through the Online Public Access Catalog (OPAC), which is available through the HTC website.

The strongest areas of the collections are in Rabbinic literature (classical texts, their commentaries, and Rabbinic Responsa), Bible, Holocaust Studies, and Jewish history. The Library has a significant collection on the history of Jews in Chicago. The Library has approximately 10,000 volumes in its Liberal Arts and Sciences collection. These volumes cover all aspects of general education and support the College's general studies programs. Materials can be found by accessing the library's online catalog.

Electronic resources are provided to students for their research needs on both campuses. Both the Main Library and the Hartman Library provide multiple computers devoted to student/faculty use, as well as computers serving the reference desks. The Library subscribes to the full-text journal database, EPSCO Aca-

ademic Search Premier, which provides hundreds of articles from periodicals and academic journals across all disciplines.

The Main Library's hours are posted outside the library and online, and are subject to change depending on student need. The Hartman Library is open for use year-round (except for Shabbat and holidays, religious and legal) from 9:00 am until midnight.

Beis Midrash and the Aron Friedman Chadar Iyun

The Beis Midrash (study hall) and Chadar Iyun (study/research room) collections were integrated into the Library system of Hebrew Theological College. The Beis Midrash, where students spend significant time studying independently or in small groups, houses volumes of Talmud, Jewish Law, and Bible, along with their commentaries and translations. The Aron Friedman Chadar Iyun, located in the Beis Midrash building, houses additional commentaries and responsa. The room also provides an inviting atmosphere, allowing for quiet research and study. These collections total approximately 4,500 volumes above and beyond those in the Saul Silber Library.

Sarah Hartman Women's College Library (Chicago Campus)

The library division at the Sarah Hartman Women's College of Touro serves to support the curriculum and the research needs of the students and faculty. The Hartman Library contains about 7,200 items, including books, periodicals, and videotapes and DVD's. Specialized holdings include the Dr. Esther Levy Robinson Memorial Psychology Resource Library Collection. There are extensive resources in support of the Departments of Education and English – which provide the option for a major only at Sarah Hartman Women's College.

Circulation Policies

Students, faculty, and other HTC staff have full borrowing privileges. The standard loan period for books is three weeks. Videos may be checked out for one week. Faculty may request to borrow books for a semester. Periodicals circulate at the discretion of the library staff. Reference books are non-circulating and for room use only. Some materials are restricted because of age, value, condition, or other factors. Members of the public may check out books that are not needed for classes and not otherwise restricted, if they join the Friends of the Library. HTC Alumni Association members are granted the same borrowing privileges as Friends of the Library.

Additional Resources and Reciprocal Agreements

The services of the Saul Silber Library are augmented by a reciprocal agreement that has been long-standing between Hebrew Theological College and the library of the Spertus Institute of Judaic Studies. With a current and valid photo ID from HTC faculty and students may borrow resources from the Asher Library of Spertus Institute, access Asher Library online catalog and have materials sent through interlibrary loan, either through phone or email. Hebrew Theological College was a member of the North Suburban Library System, whose members shared interlibrary loan privileges. This system has now been subsumed by Reach Across Illinois Library System (RAILS), which opens the public libraries of suburban communities, as well as various libraries of public and private colleges and universities to HTC students and faculty.

Additionally, students avail themselves of the public libraries of Skokie, Evanston and Chicago that are in close proximity to the two campuses.

Additional information about the library can be found on the HTC website.

STUDENT LIFE AND ACADEMICS

Students are attracted to Hebrew Theological College for many reasons. The College offers a great variety of majors and pre-professional options. The curriculum incorporates an opportunity for students to pursue a solid program of Jewish Studies, enabling students to anchor and deepen their Jewish identity while preparing for professional careers. HTC's alumni have compiled an outstanding record of acceptances at graduate schools of business, law, and in the fields relating to health sciences, psychology, and speech. HTC graduates are employed by major corporations, institutions, hospitals, and government agencies.

Beyond these considerations, it is the distinctive milieu of the College that sets it apart from so many other universities. In a world of impersonal and bureaucratic educational systems, HTC offers a warm and nurturing culture in which to grow. Classes are deliberately kept small to allow students as much one-on-one contact as possible. Small classes enable professors to teach efficiently and interact with students, rather than lecture to halls full of students. Students and teachers form bonds that often last long past their years at HTC. The administration is friendly and accessible, and truly cares about the students.

STUDENT ACTIVITIES

Opportunities for extracurricular activities are numerous and varied at HTC. Sarah Hartman Women's College students have edited and published *The Quill* and *Apogee*, literary and scholarly journals, respectively. Various student groups have invited noted speakers to campus. These include leading rabbinic personalities, business leaders and scholars. Holiday chagigas, Melave Malkas, picnics, Wendella Boat Rides, Shabbatonim, ski trips, and art projects are but some of the activities offered at Sarah Hartman Women's College. The Beis Midrash offers Melave Malkas with auspicious speakers, Shabbatonim, and ski trips.

DEAN'S LIST AND HONORS

HTC recognizes and rewards academic excellence and scholastic achievement in a variety of ways. The Dean's List is compiled at the end of each semester to recognize outstanding academic achievement. Students qualifying for inclusion must be enrolled in at least 12 semester hours with a grade point average (GPA) of at least 3.5 with no single grade lower than B-.

Students graduating with the following criteria are considered to graduate with distinction as listed below:

- GPA 3.8 and above: Summa Cum Laude
- GPA 3.6-3.79: Magna Cum Laude
- GPA 3.40 – 3.59: Cum Laude

The following additional requirements must be met:

1. No grade lower than B- in the student's major
2. Minimum of 60 semester hours in residence

TRANSCRIPTS

Hebrew Theological College has partnered with Parchment to order and send transcript and other credentials securely. Students can request official copies of their transcripts through the Parchment website:

<https://www.parchment.com/u/registration/21954503/account>

All official transcript requests must be cleared by the Bursar before processing. Processing of official transcripts requires 7-10 business days after receiving Bursar clearance, longer during peak periods.

RUSH Service

Same-day transcript request service is now available. Here's how the RUSH system works: ● There is a limit of two official transcripts per order.

- Requests must be submitted online – please follow the steps below - no later than 12 noon on business days.
- Transcripts will be available by 3 PM on the same day.
- RUSH requests submitted after 12 noon will be processed on the next business day.
- A fee of \$30.00 is added to the applicable transcript charge for RUSH orders.
- Student copies can also be requested with RUSH service.

Viewing and Printing Your Unofficial Transcript from TouroOne:

1. Log into your TouroOne account at <https://touroone.touro.edu/sso/login>
2. Click on the "Academic" tab and click on "View Academic Transcript (Unofficial Transcript)" under the "My Records" portlet.
3. If you wish to print, right-click using your mouse then select print.

ADVISEMENT AND COUNSELING

Academic advising is a vital component in successfully completing a degree or course of study. Advisors maintain current information on academic policies, procedures, and deadlines. In addition, advisors provide a valuable perspective to students on how to best address their goals and interests at Hebrew Theological College. Students pursuing additional majors or certificate programs are required to meet with their advisors on a regular basis or prior to online registration via the TouroOne portal. Each HTC 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 as well as helping them develop spiritually and emotionally. Advisors work with students in five general areas:

1. Understanding and meeting Hebrew Theological College's academic standards and requirements.
2. Setting academic goals and monitoring the student's progress.
3. Discussing opportunities within students' chosen disciplines for continued study or careers.
4. Selecting and sequencing courses from semester to semester.
5. Discussing and monitoring the student's religious, social, and emotional development.

Students are required to speak to an academic advisor before registering for courses, at which time the advisor will release an alternate PIN number for online registration each semester. Students register for courses through the TouroOne Portal with the ID and password assigned to them upon acceptance to HTC. For online support, students are encouraged to contact the Touro Helpdesk (nonstop@touro.edu). In addition, advisors and the Registrar and Deans' Office are available to assist.

Students can view undergraduate progress, final grades, unofficial transcripts and course websites through the TouroOne portal.

Any change of registration must be done online via the TouroOne Portal. Changes in registration cannot be made by telephone. Changes are allowed only during the first two weeks of a 15-16 week semester (first week of a 7-9 week semester). After that, students may withdraw from a class with the final grade of "W" through the first nine weeks of a 15-16 week semester (or first three weeks of a seven to nine-week term) by submitting a completed add-drop form to the office of the registrar. Withdrawal of the student from a course or all courses could have financial aid implications. Please see the Financial Aid, Satisfactory Academic Progress, and Return to Title IV sections of this catalog.

Students who withdraw from class merely by absenting themselves will receive the final grade of "WU." No tuition refund will be issued in this situation. Voluntary and repeated unofficial withdrawals from class will result in the student being barred from further attendance in the college.

TUTORIAL SERVICES AND WRITING CENTER

Tutorial services are available in a variety of disciplines on both the Beis Midrash and Sarah Hartman Women's College campuses. The Writing Center program provides both remedial and general guidance for students regardless of whether they are currently enrolled in an English course. HTC also features a Math Center for tutoring in Math. The Limudei Kodesh Center offers help in classes in Hebrew language and Limudei Kodesh classes. In addition, when deemed necessary, a Dean or Departmental Chair may make arrangements for a student to receive assistance. For more information, contact the appropriate Dean.

CAREER PLACEMENT SERVICES

Hebrew Theological College provides its students with the tools to manage their careers. Career counseling includes preparing resumes, identifying appropriate positions, working on self-presentation skills, negotiating, and evaluating a job offer, assistance in finding internships, part-time jobs and post-graduation employment. Deans and Department Chairs provide additional support to individual students through internships, employment referrals, on-campus recruiting, and job search support. Students work closely with the HTC deans, faculty in the Department of Business and Jewish Vocational Services-Chicago to chart career paths.

OPPORTUNITIES FOR GROWTH AND EXPLORATION OUTSIDE THE CLASSROOM

Student organizations and academic societies are very active at HTC, scheduling lectures, field trips, and conducting volunteer work. HTC students have also prepared Torah and literary journals. The Honors Program offers many opportunities to develop leadership skills and to advance their opportunities. In addition, student governments on both campuses are invited to attend Faculty Senate meetings.

DORMITORY HOUSING

Hebrew Theological College maintains three student residence halls. Students wishing to avail themselves of College housing should contact the Dean of their division as early as possible before the start the academic term for which housing is requested, since space is often limited.

Men:

Beis Midrash Dormitory
7135 North Carpenter Road
Skokie, IL 60077

Women:

Sarah Hartman Women's College Student Residences
2608 West Touhy Avenue AND 7224 W. Rockwell Avenue
Chicago, IL 60645

TRANSPORTATION

Hebrew Theological College is accessible by public transportation from all points in Chicago. Suburban bus and train service are also available, and there is ample free parking space on campus. The main campus is approximately 20 minutes away from both O'Hare International Airport and the downtown Chicago area.

PRIVACY/PROTECTION OF PERSONAL INFORMATION POLICY

HTC is committed to protecting the privacy of the personal information of its employees and students, potential employees and potential students, independent contractors, vendors, and other stakeholders. HTC values the trust of those we deal with, as well as the general public, and recognize that maintaining this trust requires being transparent and accountable in how information that you chose to share with us is treated. During the course of HTC's various educational programs and activities, including the maintenance and operation of the HTC website, personal information is frequently obtained and used. Anyone from whom such information is collected should expect that it will be carefully protected and that any use of or other dealing with this information is subject to consent. Our privacy practices are designed to achieve this. However, HTC accepts no liability for information supplied via an unsecure connection.

Nature of Data on the Internet: It is HTC's intent to guard any personal information that is submitted via electronic means, and HTC will continue to take steps to maintain the security of this information. However, the open nature of the Internet is such that data may flow over networks without security measures and may be accessed and used by people other than those for whom the data is intended. Therefore, in submitting personal information to HTC from an unsecured and unencrypted connection, you assume the risk of a third party obtaining that information. Please do not supply HTC with personal information in such a manner.

Résumé and Data Collection: Résumés and other data sent to HTC via the internet will be held in confidence and used only for the purpose of considering the submitting party for employment. Such information is not shared with third parties external to HTC. Remember, sensitive and personally identifying information should be password protected when being sent via email.

Personal Information: Any time HTC collects information that is voluntarily submitted, it is HTC's intent to inform the individual why this information is being requested and how it is going to be used through the electronic form. Personal information that may be collected from an individual includes phone number, electronic mail address, and other information provided at various times. HTC uses the personal information collected online to process requests, inform individuals of educational opportunities they might find interesting, and to perform services that meets the individual's needs. HTC intends to protect and secure the personal information that is submitted to it. HTC will not sell, distribute, or give your personal information to

any third party without an individual's knowledge and consent. HTC shall not be liable for any personal information that is submitted to external vendors or to any web site linked to the HTC site.

Defining Personally Identifiable Information: Personally Identifiable information is any information that can be used to distinguish, identify or contact a specific individual. This information can include an individual's opinions or beliefs, as well as facts about, or related to, the individual. Exceptions include directory information and business contact information and certain publicly available information, such as names, addresses and telephone numbers as published in telephone directories - these are not considered personal information. Where an individual uses his or her home contact information as business contact information as well, we consider that the contact information provided is business contact information and is not therefore subject to protection as personal information. HTC is responsible for personal information in its possession or custody.

Protection of Personally Identifiable Information: HTC endeavors to protect any Personally Identifiable Information (PII) which is sent for any valid reason. HTC will endeavor to ensure that any Personally Identifiable Information being sent electronically is encrypted. To do this, HTC will create an access password which can be used to view the encrypted information. The password must be e-mailed separately from the encrypted data. Any email sent regarding Personally Identifiable Information (whether the information itself or the password) will list the types of files being sent (a copy of the manifest must be retained by the sender).

Hard copy and electronic files containing Personally Identifiable Information must be:

- Sent via a shipping method that can be tracked with signature required upon delivery.
- Double packaged in packaging that is approved by the shipping agent (FedEx, DHL, UPS, USPS)
- Labeled with both the "To" and "From" addresses on both the inner and outer packages.
- Identified by a manifest included in the inner package that lists the types of files in the shipment (a copy of the manifest must be retained by the sender).

Privacy Practices: HTC has developed the following privacy practices in order to ensure that personally identifiable information is protected:

Accountability: HTC is responsible for all personal information under its control. The Chief Information Security Officer (CISO) is responsible for understanding the broad impact of privacy, for the implementation of policies and procedures, and handling any complaints.

Consent: Knowledge and consent by the individual for the collection, use and disclosure of personal information will be obtained by HTC. Indeed, any submission/input of personal information is tacit consent to collection, use and disclosure of personal information obtained by HTC. This privacy policy is therefore provided in a prominent manner and specifies the nature of the information uses. Individuals have the ability to notify HTC to opt-out at any time (subject to later agreed-to legal or contractual restrictions and reasonable notice). As can be readily discerned, this consent is stated in such a manner that individuals supplying personal information can reasonably understand how the information will be used or disclosed.

Limiting collection: The collection of personal information shall be limited to that which is necessary for the purposes identified by HTC. All personal information shall be collected by fair and lawful means. HTC does not collect personal information indiscriminately. Both the amount and type of information collected is limited to that which is necessary to fulfill the purposes identified. Any new purposes for the use of an individual's personal information will require the individual's consent. HTC will only collect personal information by fair and lawful means and will never collect information by misleading or deceiving individuals about the purpose

for which information is being collected. HTC will require and obtain consent with respect to collection, use or disclosure and never will obtain such consent through deception.

Limiting Use, Disclosure and Retention: Personal information will not be used or disclosed for purposes other than those for which it was collected, except with the consent of the individual or as required by law. Personal information will be stored in confidence and accessed only by authorized HTC employees, faculty and agents or consultants retained by HTC. Personal information will be retained only as long as necessary for the fulfillment of those purposes.

Accuracy: By supplying your personal information, students affirm that such information is accurate, complete and up-to-date as is necessary for the purposes for which it is used by HTC, taking into account its use and the interests of the individuals. Personal information shall be sufficiently accurate, complete and up-to-date to minimize the possibility that inappropriate information be used to make a decision about the individual. HTC will update an individual's personal information only when necessary to fulfill the specific purposes for which it was collected.

Safeguards: HTC will take steps to protect personal information from theft and loss, as well as unauthorized access, disclosure, copying, use or modification. The methods of protection include:

- Physical measures (locked filing cabinets, restricted access to files and offices)
- Technological measures (passwords, encryption, firewalls, and audits)
- Organizational measures (clearances, "need-to-know" access, etc.)
- Staff training that includes the sharing of all HTC privacy policies and procedures

Openness: HTC will make readily available to individuals, specific information about HTC's policies and practices relating to the management of personal information. HTC will make these policies and practices understandable and easily available through a variety of forms, including this very policy. Information about these policies and practices may be made available in person, in writing, in publications and on the HTC website. The information made available will include:

- the name or title and business address of the person who is accountable for HTC's privacy policies and practices and to whom complaints or inquiries can be forwarded
- the means of gaining access to personal information held by HTC
- a description of the type of personal information held by HTC

Individual Access: Upon request by an individual, HTC shall inform the individual of the existence, use and/or disclosure of his or her personal information and be given access to that information. An individual shall be able to challenge the accuracy and completeness of the information and have it amended as appropriate. Individuals have the right to be given access to their personal information (except where it contains references to other individuals or if it cannot be disclosed for legal, security or commercial proprietary reasons). HTC will advise the individual of the reason for denying the access request. HTC will respond to an individual's request within a reasonable time and at minimal or no cost to the individual related to retrieval, photocopying, and delivery.

TOURO UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY

As a member of Touro University, HTC adheres to the policy of Academic Integrity. Touro University is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of ethical, scholarly, and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, and professional conduct in their academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, plagiarizing, and utilizing AI tools without acknowledgment of such, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates. Furthermore, it misrepresents student efforts and mastery of course material both absolutely, and relative to others in their courses.

HTC views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the university community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro University policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. It is presented here in order to educate the faculty on the parameters of and the enforcement of the policy.

The International Center for Academic Integrity (ICAI), of which Touro University, and as a branch, HTC is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity.¹ To sustain these values, Touro University's Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies
- Properly acknowledge all contributors to a given piece of work
- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments

- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

HTC works with faculty and students to promote an institutional culture of academic integrity, provides effective training that creates a commitment to academic integrity, and establishes clear procedures to deal with allegations of violations of academic integrity and monitoring the adherence thereto.

VIOLATIONS OF ACADEMIC INTEGRITY

The following are considered to be violations of academic integrity and are prohibited by the Touro University System. Students, faculty, and other members of the Touro community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section “Procedures in Response to Violations of Academic Integrity”).

PLAGIARISM

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one’s own original work. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

INTENTIONAL PLAGIARISM

Plagiarism takes many forms. **Flagrant forms**, or **intentional plagiarism**, include, but are not limited to:

- Purchasing a paper
- Commissioning another to draft a paper on one’s behalf
- Intentionally copying a paper regardless of the source and whether or not that paper has been published

- Copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination

Plagiarized sources may include, but are not limited to, print material, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

Additionally, students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

UNINTENTIONAL PLAGIARISM

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, HTC will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments

- Using another learner’s audience response device/i-clicker
- Using materials, devices, or tools not specifically authorized during any form of a test or examination
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, or unauthorized collaboration on answers
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination
- Working on any form of test or examination beyond the allotted time, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- Hiding, stealing or destroying materials needed by other students
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor
- Copying from another individual’s examination or providing information to another student during an examination
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination
- Bringing into the examination room notes in any format and paper, electronics or writings, drawings, etc. that could be used to aid in taking a closed notes/book exam

Examples of unauthorized assistance include:

- Giving or receiving assistance or information in any manner, including person-to-person, notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor
- Receiving assistance via artificial intelligence (AI) and other emerging technologies without the authorization of the instructor
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual’s exam

Failure to comply with any and all Touro University System (and HTC) test procedures will be considered a violation of the Academic Integrity Policy.

RESEARCH MISCONDUCT

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005. Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.”²

These terms are defined as follows:

(a) *fabrication* - making up data or results and recording or reporting them

- (b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record
- (c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit

Research misconduct does not include honest error or honest differences of opinion.

OTHER UNETHICAL CONDUCT

MISLEADING OR FRAUDULENT BEHAVIOR

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation. Examples include, but are not limited to:

- Reporting false information to gain an advantage
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function
- Signing in another person's name on any attendance sheet/roster representing them as present when they are not
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another
- Providing false information about oneself, such as on an application or as part of some competition
- Taking credit for accomplishments achieved by another person or computer-generated material via artificial intelligence (AI) and other emerging technologies
- Omitting relevant information about oneself

TAMPERING

Tampering is the unauthorized removal or alteration of college/university documents (e.g., library resources, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Intentionally sabotaging another student's work
- Altering a student's academic transcript, letter of recommendation, or some other official college document
- Electronically changing another student's or colleague's files, data, assignments, or reports

COPYRIGHT VIOLATIONS

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of “fair use,” may make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist’s work without permission, including those found on the internet
- Copying large sections of a book

The “fair use doctrine” regarding use of copyrighted materials can be found at the following link: <https://www.copyright.gov/fair-use>. Also see the library’s guide on frequently asked copyright questions: <https://libguides.tourolib.org/copyright/faqs>.

Please contact your campus librarian to get copyright clearance for required reading materials.

SANCTIONS

The following sanctions may be imposed for violation of this Policy. Informal resolution of violations can be accompanied by Class C sanctions only. Formal resolution can be accompanied by any combination of sanctions from Class A, B, and C. Except in the case of a student’s expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct. (Academic Integrity Plagiarism Tutorial, <https://libguides.tourolib.org/AI>, for an overview on how to avoid plagiarism. Scroll down the page for the link to the Touro University Academic Integrity Test, <https://libguides.tourolib.org/research-101> that will go to the instructor’s email.)

Class A Sanctions:

- Expulsion/dismissal
- Revocation of awarded degree in the event that the violation is identified after graduation

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro University System
- Indication of ‘disciplinary action for academic integrity violation’ on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment or to do an alternative assignment, which may include a grade reduction

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro University System Academic Integrity Policy applies to all Touro students. HTC, as a member of Touro University, is included in this policy. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy.

The Dean of each school or the Provost shall designate a member of the school's administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer of each school will maintain written records of all violations and resolutions, both informal and formal. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President of the Undergraduate Division for schools in that Division.

Each school shall designate a Committee that will adjudicate violations of academic integrity via a formal Hearing process.

The Provost or Vice President shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING

Due to the organizational and administrative differences among schools and programs, each school can determine its own reporting sequence from faculty member to CAI Officer.

Depending on the school or program, faculty or students may report an alleged incident to: Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

Each school and program should make its reporting sequence known to its constituencies.

For the sake of clarity, the faculty member's supervisor will be referred to as "Chair" in the paragraphs that follow.

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and

if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the [Academic Integrity Violation Reporting Form](#)) to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved. If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the "Chair", who will investigate and report in writing to the CAI officer.

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

Incidents of academic integrity violations are reported to the department Chair, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing. It is the responsibility of the student to work with their program to make up any time missed from clinical assignments.

INFORMAL RESOLUTION

After consulting with the Chair and the CAI Officer (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution to the department Chair for approval. The faculty member, in consultation with the Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student to avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member and cannot be appealed by the student.

If the student is found to have committed an academic integrity violation, the outcome of the informal resolution should be reported in writing by the Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career. NOTE: Some Touro schools may be required to report the violation to outside licensing agencies.

The informal resolution process is not available to individuals who have previously committed an academic integrity violation.

FORMAL RESOLUTION

In the event that (1) the accused student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been previously found guilty of a similar infraction, or (4) for any other reason for which informal resolution is not appropriate as determined by the CAI Officer, then the matter shall be submitted for formal resolution.

To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:
 - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
 - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.

- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, but not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to HTC Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or HTC's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.

The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom. In the event the case involved a student in a dual-degree or joint-degree program, the CAI Officer of each relevant school should be informed of the decision.

APPEAL PROCESS

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.

- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision, that is discretionary in nature, to the Chief Academic Officer (CAO) (i.e., Provost) or his/her designee. In the event the CAO decides to consider the matter, the CAO may only sustain the appeal on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may, at his/her discretion, conduct interviews and review materials. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

NOTE: The complete Touro University Academic Integrity Policy can be found at www.touro.edu/students/policies/academic-integrity/

CLASSROOM ATTENDANCE

Because the instruction and guidance offered by experienced teachers in the classroom is the cornerstone of an HTC education, every student is expected to attend all classes and laboratory sessions. In addition, the educational methodology employed by most faculty members requires substantial classroom participation by students, who are expected to fulfill all assignments and prepare themselves for meaningful classroom interaction.

Students who anticipate prolonged absences should seek consent not only from each of their instructor(s), but should also contact the appropriate Dean. Students absent for over 25 percent of scheduled classes automatically have their final grades lowered by one letter grade. Students absent for over 50 percent of scheduled classes receive an "F" for the course. Individual instructors are at liberty to institute more stringent attendance requirements by notifying students in the class syllabus.

RESCHEDULING MIDTERMS AND FINAL EXAMS

With few exceptions, such as unforeseen family or health emergencies, Midterms and Final Exams will not be rescheduled. All requests of this nature must be submitted to the appropriate Dean for prior approval. Instructors will not reschedule test dates without approval from the Dean. A proctor will be secured at the student's expense if the instructor is not available on the alternate date approved by the Dean.

INDEPENDENT STUDY POLICY

Independent Study and Small Classes are a privilege granted to a student who could not enroll in a regular class in order to complete the requirements of his or her major. Independent Study will only be approved if the required course was not available during at least two years of enrollment at HTC or if there was an insurmountable conflict in scheduling. In some cases, an Independent Study may be devised to advance the scholarly goals of students who exhibit superior achievements and are ready for advanced research. Applications for Independent Study and Small Classes must first be approved by the Dean before the student requests an instructor to oversee an Independent Study.

CELL PHONES, LAP-TOP COMPUTERS, AND TABLETS

HTC bans the use of cell phones, computers, and other devices for texting, web-browsing or other non-class related activities during class. This behavior may result in expulsion from the course after a single warning. Electronic devices may not be used during exams, and their use in class is subject to faculty discretion and permission.

Only students with documented disabilities who must use such devices may request exemptions as documented in the “Accommodations for Students with Disabilities” section below.

STUDENT SERVICES

GENERAL STATEMENT ON STUDENTS WITH DISABILITIES

Hebrew Theological College recognizes that students with disabilities may require specific assistance and will make efforts to provide reasonable accommodation.

Students with disabilities who require accommodations must make those needs known to the Director of Counseling Services, acting as the school’s Disabilities Officer, who will review the documentation and determine what accommodations or additional information may be needed to properly determine a student’s needs and eligibility for them. It is the responsibility of the student to make these needs known in a timely fashion and to provide documentation prior to the beginning of any semester in which accommodations are desired.

In some cases where only minor accommodations are required (such as requesting to sit in the front row because of a visual or hearing impairment), the student should feel free to simply ask the faculty member. If requests for minor accommodations are not responded to adequately, the student should make the request to the school’s Disabilities Officer.

ACCOMMODATIONS

We will make reasonable accommodations for documented disabilities. These accommodations may include course load modifications, exam accommodations (including extra time), readers, assistance in acquiring electronic media textbooks, interpreters, note takers, and additional time to complete assignments. However, accommodations will not be provided if they fundamentally alter the nature of the program or if they would be unduly burdensome either financially or administratively.

The Disabilities Officer will review the documentation of a student's disabilities and will meet with the student to develop an appropriate accommodation plan. Only modifications that do not fundamentally alter the nature of the program and that are not unduly burdensome financially or administratively or are required by law will be provided.

Once a student has been granted accommodations, he or she will be issued a letter specifying the parameters of their accommodations. Please note that it is the student's responsibility to present a copy of this letter to each instructor from whom they want accommodations within the first week of each class. If a student's accommodations are not being provided by an instructor, the student should report this to HTC's Disabilities Officer.

GRIEVANCE POLICY FOR DISABILITIES

Student Rights for Accommodations:

- Confidentiality of all information pertaining to a student's disability, except where disclosure is required by law
- Equal access to courses, programs, services, jobs, activities, and facilities available through the College
- Reasonable and appropriate accommodations, and/or academic adjustments determined by the Accommodations Officer
- Access to all services and support available to all HTC students with reasonable accommodations where necessary and appropriate Student Responsibilities
- Request reasonable accommodations as necessary and appropriate and in a timely fashion
- Meet College and programmatic qualifications, and technical, academic, and institutional standards set for all students
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible)
- Provide documentation (i.e., diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s)
- Respond in a timely fashion to the Office of Accommodation requests for additional information
- Follow specific procedures for obtaining reasonable accommodation
- Attend all classes for enrolled courses, unless otherwise medically excused
- Immediately report to the Accommodations Officer if previously-approved accommodations are not being made
- Report to the Accommodations Officer if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations
- Understand that accommodations are never provided on a retroactive basis

- Understand that receiving reasonable accommodations is not a guarantee of academic success • Keep a copy of their submitted documentation; Touro is not the custodian of the student's application or records of documentation

GRIEVANCE POLICY

If a student feels that he/she has been discriminated against on the basis of their disability or disability status, he/she has the right to file a complaint through the grievance or student complaint mechanisms stated in the applicable College Catalog or Student Handbook. A similar procedure can be followed by a student to appeal the College's response to a request for reasonable accommodations.

Student Rights and Responsibilities

Student Rights

- Confidentiality of all information pertaining to a student's disability, except where disclosure is required by law;
- Equal access to courses, programs, services, jobs, activities, and facilities available through the College;
- Reasonable and appropriate accommodations, and/or academic adjustments determined by the Disabilities Officer;
- Access to all services and support available to all HTC students with reasonable accommodations where necessary and appropriate.

Student Responsibilities

- Request reasonable accommodations as necessary and appropriate;
- Meet College and programmatic qualifications, technical, academic, and institutional standards set for all students;
- Identify himself as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such, students are urged to file their paperwork as soon as possible);
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s);
- Respond in a timely fashion to the Disabilities Officer's requests for additional information;
- Follow specific procedures for obtaining reasonable accommodations;
- Attend all classes for enrolled courses, unless otherwise medically excused;
- Immediately report to the Disabilities Officer if previously approved accommodations are not being made;
- Report to the Disabilities Officer if previously approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations;
- Understand that accommodations are never provided on a retroactive basis;
- Understand that receiving reasonable accommodations is not a guarantee of academic success;
- Keep a copy of their submitted documentation. HTC is not the custodian of the student's application or medical records.

GRIEVANCE POLICY

It is expected that any semester grade be based on evidence of the student's performance in a course, that the student has access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a single standard of evaluative criteria be applied to all students in that section. It is also expected that grades be determined in accordance with guidelines that are specified in the syllabus. Changes in the syllabus may be instituted the first quarter of the term.

A student who believes a semester grade is unjustified may seek clarification and, where appropriate, redress as follows.

1. The student shall initially confer with the instructor, informing the instructor of questions concerning the grade and seeking to fully understand the grounds and procedures the instructor used in determining the grade. The aim of such a conference is to reach mutual understanding and to correct errors, if any.
2. If, after consultation with the instructor, the student believes that a grade is unjustified, the student shall confer with the Dean, who shall consult with and advise the student and instructor either individually or together, to reach a resolution of the matter.

If Steps 1 and 2 do not resolve the difficulty, the student may petition the Rosh HaYeshiva in writing for a formal review by the Grievance Committee to be composed of the Rosh HaYeshiva, Mashgiach Ruchani, or Menahel Ruchani, the appropriate Dean, and 1-2 faculty members unaffiliated with the department or division in which the course was offered. If the grievance or grade dispute is against one of the standing members of the Grievance Committee, the Dean of the other division would join the Committee. The Grievance Committee will issue a final grade.

All academic issues will be addressed through the same procedure outlined above. A record of all academic grievance proceedings will be maintained by the Deans. In addition, the Deans will maintain a log of student complaints and corrective actions, if any, undertaken in response.

DISCIPLINARY INFRACTIONS AND HEARINGS

If a student violates any part of the Student Handbook, and particularly items delineated in the Personal Conduct, Academic Integrity and Drug/Alcohol sections of the Handbook, the student will be given an oral warning by the staff or faculty who note the infraction. If the student repeats the infraction, an Incident Report will be filed with Dean and kept in the student's advising file.

Two incidents of similar nature will result in a formal hearing with the Student Residence Supervisor or Mashgiach/ Menahel Ruchani, and an additional faculty or staff member who is not a party to the dispute. The student will be given a chance to hear the complaint and to present a defense or explanation. Corrective actions or disciplinary actions will be recommended and recorded in writing. A record of that hearing will be filed in the student's permanent record. The student may appeal to the Dean, or to the Grievance Committee as outlined above, only if there are disputes in fact or additional information or extenuating circumstances not considered previously. The Rosh HaYeshiva is the ultimate decisor of disciplinary actions.

If there are further infractions, the student's case will be referred to the Dean of the Division. Final determination for disciplinary action, including suspension or expulsion, will be made by the Dean in consultation with the Mashgiach or Menahel Ruchani. Students may appeal to the Rosh HaYeshiva. Final disciplinary action will be recorded in the student's permanent file. A student who is expelled may apply for reinstatement, but the Admissions Committee will take into consideration the student's full educational and disciplinary files.

Student Complaint Policy

Touro University, which includes its branch, HTC, is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with Touro University's policies and procedures, of which HTC adheres. The University does not condone unfair treatment of students by administration, faculty and staff.

Students who believe they have been aggrieved by the College, and such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

PURPOSE

This student complaint procedure is available to any HTC student who seeks to resolve a legitimate complaint directly affecting that student, and such circumstance is not governed by another complaint mechanism (see Exception to Policy below). The procedure only applies to complaints that are the result of actions by another member of the College community while acting in an official capacity (e.g. faculty member, administrator, or staff) in contravention of the written policies of the College.

COMPLAINT POLICY

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and HTC's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the University, including but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the HTC supervisor of the administrative unit in question, or their designee.

Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described below). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed.

The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

LIMITATION PERIOD

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

EXCEPTION TO POLICY

This Policy is not applicable to situations that are governed by other policies, for example, grade appeals and complaints of sexual harassment. Complaints of sexual harassment is governed by the Title IX policy. Other examples of exceptions to the complaint Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this Policy is separate and distinct from the Touro University, HTC, or program-specific grade appeals policies. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any HTC program. Such appeals are governed by the Student Handbook or Catalog for the program in which the student is enrolled.

ATTEMPT TO RESOLVE THE MATTER THROUGH INFORMAL RESOLUTION

Direct Discussion: Students wishing to grieve an alleged violation of HTC’s policies should first attempt to resolve the matter through informal resolution. In order to do so, the student should first contact the person responsible for the matter being grieved (the respondent) and attempt to resolve the complaint informally, within thirty (30) days of any occurrence giving rise to the complaint or the time they could reasonably have learned of such occurrence.

Informal Mediation: At the request of the student or respondent, the Office of Ombudsman shall arrange for a meeting of the parties, attend such meeting(s), and attempt to aid in the resolution of the complaint. Discussions with the Ombudsman are confidential in nature, and therefore informal mediation does not constitute notification to the University of the complaint.

Advisement: Students uncertain about how to proceed may consult the Office of Institutional Compliance who shall identify the [Ombudsman](#).

If the matter is not resolved informally, then the student may file a formal complaint with the Office of Institutional Compliance. For further information on the investigative process refer to [Complaint Procedures](#).

EXTERNAL COMPLAINT RESOLUTION

State Authorization Reciprocity Agreement (For Students Residing Outside of New York State)

Touro University (“Touro”) is approved to participate in the State Authorization Reciprocity Agreement (SARA) which regulates the manner in which participating institutions may offer distance learning education to students who reside in other states. If a student has a complaint that involves distance learning education offered under the terms and conditions of SARA, the student must file a complaint with Touro first to seek resolution.

- For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of this agreement, or of laws, standards or regulations incorporated by the SARA Policies and Standards have been violated by the institution operating under the terms of SARA.
- Review further information on [SARA](#) and the [SARA complaint process](#)

IMPORTANT NOTICE

This Policy contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. If you have any questions concerning a particular policy or procedure, you should address your specific questions to the HTC Chair, Director, or Dean of the Program in which you are enrolled.

This Policy is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro or HTC. The Policy is not a contract. This Policy does not create a property right. Failure of the University to abide by or deviate from this Policy in any circumstance does not form the basis of any liability. In fact, deviation from this Policy may be necessary in a given circumstance in the sole and absolute discretion of the University. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Policy is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. We will attempt to inform you of any changes as they occur. However, it is your responsibility to keep current on all University policies, procedures and practices. It is your responsibility to review University policies and procedures in detail and to request any clarification needed from the HTC Chair, Director or Dean of the Program in which you are enrolled. Violation of University policies or procedures may result in disciplinary action, including dismissal. Action may be taken against a student notwithstanding his or her failure to appear or otherwise participate in disciplinary or complaint proceedings.

ADMISSIONS

Admission to Hebrew Theological College's undergraduate degree programs requires the following:

1. information and procedures on applying to each of HTC's academic programs is available at <http://www.htc.edu/how-do-i/apply.html>
2. graduation from an accredited high school with a grade point average (GPA) of no less than 2.5 on a 4.0 scale
3. the completion of a secondary Jewish Day School curriculum or equivalent
4. satisfactory Scholastic Aptitude Test (SAT) or American College Test (ACT) scores as follows
 - a. for SAT test administrations prior to March 2015: minimum combined score of 1350, no score below 450
 - b. for SAT test administrations in March 2015, and later: minimum combined score of 900, neither score below 450
 - c. ACT: minimum composite score of 19
5. one letter of recommendation
6. an essay describing why he chose to attend HTC and future plans
7. a satisfactory personal interview with a member of the Committee on Admissions of Hebrew Theological College
8. submission of an application and fee
9. approval by the Committee on Admissions
10. students for whom English is not a first language may be required to take the TOEFL examination to ensure their ability to participate fully in coursework
11. Upload signed FERPA; 12. Upload immunizations

HTC admits individuals as regular students only if a person has a high school diploma or its recognized equivalent, are beyond the age of compulsory school attendance in Illinois, or are dually enrolled in the college and a secondary school. Additionally, all eligible students must have a high school diploma or its recognized equivalent or be beyond the age of compulsory attendance and meet the criteria for homeschooled students.

In certain cases, a student who has attained high school equivalency through the General Education Development (GED) test may be admitted. Adult students who have not been enrolled in a formal educational setting for a number of years may request that relevant work or life experience be considered in the admission decision. However, work or life experience will not waive the requirement of a high school diploma or GED.

Admission to the undergraduate degree program does not guarantee acceptance into a specific academic program or major.

ADMISSION DECISIONS

The decisions of the Committee on Admissions are based on an assessment of the candidate's ability to benefit from HTC's academic program, and of the candidate's potential for making a contribution to academic and student life at the College. Admission to the College is contingent upon satisfactory completion of all work in progress at the time of acceptance.

Three major factors, among others, are considered in evaluating each application:

1. The candidate's secondary school scholastic record (and, in the case of transfer students, college performance as well).
2. The results of standardized examinations, such as the Scholastic Assessment Test (SAT), the American College Testing Program (ACT).
3. Personal qualities and extracurricular activities that reflect the character and personality of the applicant.
4. A personal interview with a member of the faculty or Committee on Admissions

EARLY ADMISSION

High school students who have attained superior academic records, have completed their third (junior) year, and have received the recommendation of their high school principal(s) may enroll in individual undergraduate courses for credit through the Extension Division. Such students must apply for admission to the Extension Division and may transfer to the Beis Midrash or the Sarah Hartman Women's College of Touro upon graduation from high school.

SPECIAL CATEGORIES, TRANSFER, AND INTERNATIONAL STUDENTS

EXTENSION DIVISION

Hebrew Theological College offers both credit and non-credit courses to the community-at-large through the Extension Division. Courses in Judaic Studies and liberal arts and sciences are offered to Extension Division (nondegree seeking) students, after degree-seeking students have been accommodated. Students pursuing a degree elsewhere or seeking to study for self-enrichment are welcome to apply to the Extension Division of Hebrew Theological College. Accommodation of non-degree students will be contingent on space in the classroom and evidence of academic readiness for the requested course. Extension Division students are obligated to abide by the rules of student conduct as specified in the HTC Student Handbook.

All degree seeking students of HTC and all non-degree seeking students enrolled in more than 8 semester hours are required to enroll at HTC in at least one course in Judaic Studies or Talmud during every regular semester (Fall and Spring terms).

TRANSFER

The same procedures and standards pertaining to regular applications apply to those students seeking to transfer from another college, yeshiva, or seminary. In addition to the required high school transcript and test scores, transfer applicants should ensure that the Hebrew Theological College Office of Admissions receives an official transcript from each institution of higher learning that they have attended. In general, transfer credit will not be granted for grades below "C."

TRANSFER OF CREDIT POLICY

HTC accepts academic credit in transfer upon submission of transcripts from regionally accredited institutions in the United States. It also accepts credits from nationally recognized and accredited institutions in other

countries. In addition, HTC accepts credits in transfer from seminaries and yeshivot in the United States and abroad that have established reputations, and whose academic endeavors are known to the Deans and/or Rosh HaYeshiva.

HTC does NOT accept transfer credits earned in health sciences through online education. Transfer credit will not be given for physical education courses, even those taken at an accredited institution of higher education. Online education in other disciplines may be accepted by various departments after review of the syllabi, at the discretion of the Chairs of each Department. Courses with Pass/Fail designations from other institutions are not typically accepted for transfer credit.

Each department Chair and division of the college retains the discretion to determine which courses presented for transfer meet the academic standards of HTC or its various majors. HTC retains its residency requirements, regardless of the number of credits accepted in transfer.

Course descriptions or syllabi may be required along with transcripts in order to substantiate college level learning and to determine HTC course equivalency.

Transfer credit may be used to satisfy a requirement for a student's major only upon the approval of the Chair of the appropriate department.

A transfer student who has completed the equivalent of ENG 111 at another school, and has earned a Pass or High Pass on the HTC Writing Assessment Test (WAT), will be exempt from this requirement. If the student receives a Low Pass or fails, elective credit will be granted for the transfer credit, but the ENG 111 requirement will not be waived.

Students who have completed an advanced writing course (beyond the equivalent of HTC's ENG 111) at another institution and earned a High Pass on the WAT may apply for a waiver from ENG 211. Waivers will be granted only on the basis of an Advanced Writing Proficiency Examination administered by HTC faculty.

INTERNATIONAL STUDENTS

Students from foreign countries are eligible for admission to HTC upon graduation from high school or its equivalent. Such students follow the same application procedure as other candidates for admission. Students whose native language is not English, or who did not receive their secondary education in an English-speaking country, must also demonstrate proficiency in English through satisfactory performance on an English proficiency examination.

All international applicants must have an original transcript of their secondary and/or college record sent to the Office of Admissions of HTC.

FOREIGN TRANSCRIPT EVALUATION

Students with foreign transcripts are generally required to have them translated and evaluated by an HTC-approved agency. A list of agencies is available by logging onto www.naces.org/members.htm.

ADMISSIONS INQUIRIES

All correspondence and inquiries concerning admission to Hebrew Theological College should be directed to:

Office of Admissions
Hebrew Theological College
7135 North Carpenter Road
Skokie, IL 60077
(847) 982-2500, ext. 1143
admissions@htc.edu

OR

Office of Admissions
Sarah Hartman Women's College of Touro at HTC
2606 W Touhy Ave
Chicago, IL 60645
(773) 973-0241
Hartman@htc.edu

PAYING FOR COLLEGE

Expenses associated with attending Hebrew Theological College may include tuition, fees, supplies, books, transportation, housing and other living expenses.

Tuition and fees are payable on the portal upon registration at the beginning of each semester. Students may pay via ACH or credit card. All balances are due by the end of the semester. We do not carry balances forward. If you have a balance, you will have a hold placed on your account that will block you from registration, transcripts and diplomas.

38 USC 3679(E) VA PENDING PAYMENT COMPLIANCE

Beginning December 31, 2018, and despite any policy to the contrary, Hebrew Theological College will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

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 Web site at <https://www.benefits.va.gov/gibill>

TUITION AND FEES

An annually updated schedule of tuition and fees is available at <http://www.htc.edu/divisions-andprograms/divisions/beis-midrash-a-college/itemlist/category/123-tuition-financial-aid.html>

PAYMENT POLICY

All tuition, dormitory and other fees are due and payable at the time of registration. Installment payments can be arranged by applying to the Office of Financial Aid before registration. All balances are due by the end of the semester. Payment plans may be completed during the semester.

REFUND POLICY

When a student withdraws from a course, the student may be entitled to a proration of charges. The proration of charges is based upon the point of withdrawal during the course, and is calculated in all instances on a weekly basis. Tuition will be prorated in the following manner:

- Students attending full-time (12 or more semester hours) who completely withdraw from courses in their first standard (i.e. Fall or Spring) semester will receive prorated tuition, room, and board charges through the 9th week of the semester. The charges are broken down by week and charged according to the number of weeks attempted.
- All other students who withdraw from a course that is scheduled during a standard (i.e., Fall or Spring) semester will receive the following tuition proration:
 - Withdrawal during the first two weeks of the semester - no tuition will be charged.
 - Withdrawal during the third or fourth week of the semester - the student will be charged 30% of tuition
 - Withdrawal from the 5th week to the end of the semester – no charge reduction
 - Registration, material, technology, and lab fees are not refundable
 - Room and board fees are not refundable regardless of withdrawal date
- Tuition proration schedules for Summer terms are as follows:
 - Withdrawal during the first week of the semester – no tuition will be charged
 - Withdrawal during the second week of the semester – the student will be charged 30% of the tuition
 - Withdrawal from the third week of the semester to the end of the semester – no charge reduction
 - Registration, materials, technology, and lab fees are not refundable
 - Room and board fees are not refundable regardless of withdrawal date

Students must provide a written withdrawal notice found on the College's website to the Office of the Registrar to receive a tuition proration.

The form may be submitted in person to the Office of the Registrar, via email to registrar@htc.edu, or by regular mail to:

Office of the Registrar
7135 N. Carpenter Road
Skokie, Illinois 60077

Package tracking is recommended. Telephone messages of withdrawal are not official notification.

The date the Office of the Registrar receives the withdrawal notice will determine the percentage of proration. If a student is unofficially withdrawn, administratively withdrawn, suspended, or expelled, the date of such action is used to determine if the student is eligible for a proration of charges for the semester.

OFFICE OF THE BURSAR

The mission of the Office of the Bursar is to obtain and process the data necessary to provide accurate balance summaries and information on the student portal. The Bursar's Office, as part of student services, is responsible for maintaining all students' tuition accounts. This includes posting all tuition charges and fees, processing and issuing student refunds. These functions are accomplished while servicing the needs of students within the framework of HTC's policies and legal guidelines.

The Office of the Bursar also guides students and keeps them on track regarding their educational financial obligations. Students may choose or be eligible to finance their education through a combination of Federal and state grants, Federal loans, HTC scholarships, outside scholarships, private loans, or personal out-of-pocket payments. You may speak to your Financial Aid counselor about your eligibility.

Once your financial aid application is processed and you have met all Federal and state guidelines, funds awarded are later credited to your tuition account and will be reflected on your account on the portal. Any remaining balances due are to be paid by the student on the portal.

The Office of the Bursar takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information. We ask that all tuition payments be made directly by students online through the use of TouchNet accessed via TouroOne, the College's website for online student services. TouchNet is HTC's means of providing our student body 24-hour access to E-bills and making payments online. Payment methods accepted through TouchNet include all major credit cards or by e-check using your checking or savings account. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition amount and will be refunded any excess once the award is received by the College.

The Office of the Bursar also issues refunds due to overpayment or as proceeds of student loans. Refunds are issued within 14 days of the credit balance. If payment was made by credit card, the account will be

credited. If payment was made by check, an electronic refund check will be issued. (It is important, therefore, that students register for electronic refunds on the portal.)

FINANCIAL AID

HTC is committed to helping students afford the opportunity for a valuable education. In order for the college to determine eligibility for any type of financial aid, all students (except international students) must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Financial aid is provided through college, state, and federal funds from scholarships, grants, loans, and employment. Awards are designed to recognize scholastic achievement, service, and/or demonstrated need. The variety of financial aid programs available allows many students to greatly reduce their educational costs while attending HTC.

It is the student's responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner. These awards are not granted retroactively and are subject to the availability of funds.

Financial aid awards are not guaranteed and subject to all revisions in federal, state and institutional policies, availability of funds, changes in enrollment, minimum grade requirements, housing status, and timely submission of all required documentation. Students must meet Satisfactory Academic Progress (SAP) requirements at all times in order to receive and retain financial aid.

OFFICE OF FINANCIAL AID

The Office of Financial Aid is open Monday – Thursday, 9am – 5pm, and Friday, 9am – 1pm.

By policy and tradition, students of scholastic ability and dedication have always been admitted to Hebrew Theological College regardless of financial means. The principal responsibility for the financing of a student's education lies with the student and his/her family. As a private educational institution, however, Hebrew Theological College recognizes that many students need financial assistance to meet educational expenses. The Financial Aid Office tries to help as many qualified students as possible attend Hebrew Theological College through federal and state financial assistance as well as through HTC Scholarships and other private scholarship sources.

In order to determine how much aid a student needs, students and parents are asked to provide detailed financial information on the Free Application for Federal Student Aid (FAFSA) which is electronically submitted to the United States Department of Education (USDE) via FAFSA on the Web (www.fafsa.ed.gov). USDE analyzes the information and calculates the expected family contribution (EFC) using a standard formula known as Congressional Methodology. The Financial Aid Administrator reviews this information. The financial need of a student is calculated using the following basic formula:

Cost of Education – Expected Family Contribution = Financial Need

Once need has been determined, the Financial Aid Officer develops a financial aid "package" that incorporates funds from a number of different sources. Students may receive assistance in the form of federal or state grants, which need not be repaid, as well as government and private loans.

Students are also encouraged to seek private scholarships and grants. The Financial Aid Office maintains information regarding potential scholarship assistance and will help students identify likely sources of aid.

APPLYING FOR FINANCIAL AID

Financial aid requests are processed on a first-come, first-served basis. Application information is available from the Financial Aid Office. Students must complete and submit their applications as early as possible. Applications may be submitted from January through the first day of the fall semester for which federal aid is sought. Illinois residents must submit their applications as soon as possible after October 1st preceding the fall semester for which aid is sought in order to meet the state MAP grant deadlines. These deadlines are often early in the calendar year and are subject to sudden change, so early submission is critical. **Students who are eligible but failed to meet aid deadlines assume responsibility for the lost funding.**

Applicants must:

- Be U.S. citizens or eligible non-citizens
- Meet Selective Service requirements
- Not be in default status on a student loan
- Not owe a refund on any gift aid previously received
- Be admitted as a degree-seeking student

FINANCIAL AID PROCEDURES

Financial aid applicants must complete the following steps:

- Apply for admission to Hebrew Theological College and send all required materials to the HTC Office of Admissions (new students only).
- Complete and submit a Financial Aid Form (FAFSA) to the United States Department of Education via FAFSA on the Web (www.fafsa.ed.gov). **This must be done annually.**
- In some cases a student's file will be selected for further verification by the government and/or Financial Aid Administrator. Additional paperwork may be requested to determine financial aid eligibility.

NOTIFICATION TO THE STUDENT

After completing the above process, the Financial Aid Administrator will respond with a financial aid award letter detailing grants & scholarship eligibility. Because of the importance of these documents, Hebrew Theological College recommends retaining all correspondence in connection with financial aid and retaining copies of any documents that must be submitted to the College or other agencies.

STUDENT LOAN DEFERMENTS

Students who wish to defer loan payments on previous student loans must contact the Financial Aid Office to review pertinent requirements and submit necessary documents.

HTC SCHOLARSHIPS

Need-Based Scholarships: Students may apply for Financial Aid from Hebrew Theological College, by submitting a completed Hebrew Theological College Scholarship Form (available online), together with copies of the previous year's tax returns, W2s, and other supporting documents. Such scholarship aid must be reviewed on an annual basis. Students receiving need-based HTC Scholarships must maintain a 2.5 GPA.

Merit Scholarships: Hebrew Theological College offers a limited number of merit-based scholarship awards each year.

HTC Merit Scholar Award - *Renewable with maintenance of a 3.75 GPA.*

For students participating in HTC's Israel Option or who come directly to HTC, who meet the criteria listed below - \$5,000 grant (deferrable for one year) toward tuition and fees.

- Student must have been duly admitted to HTC's Honors Program
- 3.75 High School GPA in both *Limudei Kodesh* and General Studies
- Minimum SAT score of 2000 or ACT of 32
- An essay of 500 words. Topics will be announced annually.

For more information, contact the Office of Admissions.

RETURN OF TITLE IV FUNDS

Title IV funds (federal financial aid) are awarded to a student under the assumption that the student will attend the College for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw officially, unofficially, or administratively, and for those who take an unapproved leave of absence. The College does not take attendance and therefore, follows requirements that apply to institutions not required to take attendance.

The Financial Aid Office uses the student's withdrawal date to determine the percentage of aid earned by dividing the number of days between the first day of the semester and the withdrawal date by the total number of days scheduled in the semester. This percentage is used to determine the percentage of earned Title IV funds. A student has earned 100% of the eligible Title IV funds if he or she completes more than 60% of the semester.

For example, if a student withdrew on day 45 out of a 105-day semester, the student completed 42.9% of the semester. If the student was eligible for \$10,000 in Title IV funds for the semester, the student would have earned \$4,285.71 and the remaining \$5,714.29 would be considered unearned and must be returned to the appropriate Title IV program. If the student withdrew on day 64 instead of day 45, the student would have completed 61% of the semester and earned all of the eligible Title IV funds for the semester.

Keep in mind that when Title IV funds are returned, the student may have an outstanding balance due to the College because the calculation of tuition charges and the determination of earned federal financial aid are separate calculations.

POST-WITHDRAWAL DISBURSEMENTS

If the total amount of the Title IV grant and/or loan assistance earned by the student is more than the amount that was disbursed to the student as of the withdrawal date, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event of outstanding charges on the student's account, HTC will credit his/her account for all or part of the amount of the post-withdrawal disbursement, up to the amount of allowable charges.

If Direct Loan and/or Federal Perkins Loan Program funds are used to credit the student's account, HTC will notify the student (or parent for a PLUS Loan) and provide the student (or parent) with the opportunity to cancel all or a portion of the loan(s).

Any amount of a post-withdrawal disbursement that is comprised of loan funds and has not been credited to a student's account will be offered to the student (or parent for a PLUS Loan) within 30 days of the date the college determined the student's withdrawal. Any earned grant funds that the student is eligible to receive due to a post-withdrawal disbursement will be provided within 45 days of the date of determination. Students will be notified of such disbursements in writing. The notification will include:

- Identification of the type and amount of the Title IV funds that make up the post-withdrawal disbursement (not to include any amounts that have been applied to the student's account);
- Explanation that the student (or parent for a PLUS loan) may accept or decline some or all of the post-withdrawal disbursement (that which has not been applied to the student's account); and
- Advisement that HTC is not required to make a post-withdrawal disbursement if the student (or parent for a PLUS Loan) does not respond within 14 days of the date that HTC sent the notification.

Upon receipt of a timely response from the student or parent, HTC will disburse funds in the manner specified in the response. Distribution will occur within 180 days of the date of determination of the student's withdrawal date. If no response is received from the student or parent, HTC will not disburse any of the funds. HTC maintains the right to decide whether or not to make a post-withdrawal disbursement in the event that the student (or parent for a PLUS Loan) responds after 14 days of the date that notification was sent to them. If HTC decides not to make this post-withdrawal disbursement, it will inform the student (or parent) in writing. In the case of a post-withdrawal disbursement, grant funds will be disbursed prior to loan funds. Any student in overpayment of tuition will receive a refund. All refunds are issued within 14 days of the credit balance posted to their student account.

A student who received Title IV funds for living expenses who withdrew may be required to re-pay the unearned portion of those funds to the College or U.S. Department of Education. This is called an overpayment. Loan overpayments are repaid over the course of the loan re-payment with no special arrangements. Grant overpayments must be repaid before the student can receive additional Title IV funds of any type. The student will be notified if an overpayment occurs.

Unearned Title IV aid will be returned by the College within 45 days of the date of determination of withdrawal in the following order:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)

OFFICIAL WITHDRAWAL

An official withdrawal from the program occurs when a student withdraws from all courses by submitting a withdrawal form to the Office of the Registrar. The date that the withdrawal form is received by the Registrar is the official withdrawal and is used as the withdrawal date in the calculation to determine how much tuition is charged and how much Title IV aid the student has earned for the semester in which the withdrawal occurs.

UNOFFICIAL WITHDRAWAL

There are three categories of unofficial withdrawals:

1. a student who leaves school due to illness, accident, grievous personal loss, or other circumstances beyond the student's control; the withdrawal date is the date the school determines that the student ceased attendance because of the event
2. other student withdrawals where official notification is not provided; the withdrawal date is the midpoint of the payment period or period of enrollment, as applicable, or the last date of an academically related activity in which the student participated as determined by the faculty
3. students that are administratively withdrawn, suspended, expelled, or do not return from a scheduled leave of absence; the withdrawal date is determined using the same process as stated above for students who do not provide official notification

The Financial Aid Office is notified of all withdrawals from a course or program by the Office of the Registrar. When a Title IV recipient is unofficially withdrawn from all courses, a calculation to determine the amount of earned Title IV funds for the semester is required.

SATISFACTORY ACADEMIC PROGRESS

SAP STANDARDS

Satisfactory Academic Progress ("SAP") standards consist of quantitative and qualitative measurements that are determinants of SAP (hereinafter collectively referred to as "standards"). The qualitative measurement evaluates the quality of the students' academic work. The quantitative measurement evaluates the pace by which students are working toward the completion of their program and the maximum timeframe required to complete their program.

1. Grade Point Average (Qualitative): All students must maintain a minimum cumulative grade point average ("CGPA") of 2.0.
2. Pace of Completion (Quantitative): Students must be on target to complete their academic program within the set time frame, which is measured by the pace at which they complete their

required coursework. All students must maintain a minimum cumulative pace of completion of 67% of all attempted course work. To determine if a student is meeting this standard, the total cumulative earned credit hours are divided by the total cumulative attempted credit hours. For example, if a student has earned 45 credit hours and attempted 60 credit hours, the pace of completion would be 75%.

3. Maximum Timeframe (Quantitative): All students are expected to complete their academic program within 150% of the published length of their program. For example, the maximum timeframe for a baccalaureate degree is 180 attempted credit hours (150% of 120).

SAP EVALUATION

1. The Financial Aid Office will perform an annual SAP review at the end of spring semester.
2. Students' academic progress is evaluated at the end of Spring semester after grades are reported. This review will be performed for all students who were enrolled at HTC for any portion of the previous academic year (i.e., Summer, Fall or Spring).
3. If it is determined that the student is not meeting any one of the standards, the student will be considered on financial aid suspension and ineligible to receive federal financial aid starting the next semester.
4. A student not meeting the standards will be notified in writing of their status. The notification will include an explanation of the standards evaluated, the standard(s) with which the student is not in compliance, and instructions on how to proceed. Written notification will be sent electronically via the student's HTC e-mail account and/or mail via the last known mailing address according to the Registrar's records.

FINANCIAL AID SUSPENSION

Students placed on financial aid suspension will remain in this status if the student:

- has not submitted an appeal of this status or has had their appeal rejected by the review committee;
- fails to regain eligibility by meeting the minimum standards after a successful appeal and completion of the probationary period; or
- has not fulfilled the requirements set forth in their academic plan. (See below, "Financial Aid Probation and Academic Plan")

Students on financial aid suspension may either:

- remediate any of the standards that are non-compliant while not receiving federal or state need-based financial aid, or
- be granted a SAP appeal and be placed on financial aid probation.

APPEAL PROCESS

1. Students who become ineligible to receive federal financial aid for failure to meet the standards may make a written appeal to the Committee on Academic Standing ("CAS"). Students who appeal must demonstrate all of the following:
 - that failure to meet the minimum standard was caused by extreme or unusual circumstances* beyond his or her control (corroborating

documentation must be supplied), such as, a death in the family, illness, accident, or other emergency

- that the issue(s) that caused the deficit has been resolved
- that the issue(s) will not affect their performance in the future

2. Once an appeal is submitted to the committee for a decision, that appeal will be heard at the committee's next meeting. All decisions are final. If a decision has not been made by the time tuition is due, it is the student's responsibility to contact the Office of Financial Aid to discuss other financing options.

Below is a listing of the potential appeal statuses that could be determined by the CAS:

- Approved: Appeal has been approved and the student has been placed on financial aid probation.
- Denied: Appeal was not approved based on the information that was provided. The student is no longer eligible to receive federal financial aid.
- In-Progress: Appeal has been received, but not reviewed.
- Tabled: Appeal has been reviewed, but the committee has deferred the appeal until it receives additional information.

3. Students may not initiate an appeal using the same extraordinary and extenuating circumstance more than once.

**Extreme or unusual circumstances are considered unforeseen situations or events beyond the student's control which directly impacted academic performance, and will be considered on a case-by-case basis. Examples include, but are not limited to, a death in the family, divorce or illness.*

FINANCIAL AID PROBATION AND ACADEMIC PLANS

Financial aid probation is a status assigned to any student who fails to meet the standards and has successfully appealed their financial aid suspension.

- If placed on financial aid probation, students will be required to follow an approved academic plan in order to receive federal financial aid for one semester and will have their progress evaluated at the end of the semester.
- An academic plan is a written agreement between the student and the institution that may extend the student's eligibility for federal financial aid beyond the probation semester. The student must meet the requirements of the academic plan to remain eligible for financial aid.
- The academic plan specifies requirements the student must meet while on the academic plan (i.e., pace of completion, CGPA, reduced course load or enrolling in specific courses) which can be different from the usual SAP standards. The goal of the academic plan is to help students meet the standards within a certain period of time.
- A student who does not meet the standards after a semester on financial aid probation or the requirements of the academic plan will again be suspended from financial aid eligibility and will be ineligible for federal aid in future semesters until the student can meet the standards.

- Students who meet all standards or the requirements outlined in their academic plan will remain eligible for federal financial aid.

REGAINING FINANCIAL AID ELIGIBILITY

Students who are denied federal financial aid on the basis of not meeting the SAP standards, may regain federal financial aid eligibility by becoming compliant with all of studying at their own expense. It is the student's responsibility to notify the Office of Financial Aid when they have self-corrected their SAP-related issue(s) if it is before the next annual SAP evaluation. The Office of Financial Aid will then conduct a review to confirm that the student is meeting all standards at that point in time and will reinstate the student's financial aid eligibility for the next semester.

WITHDRAWALS, INCOMPLETES, TRANSFER, REPEAT, AND REMEDIAL CREDITS

- Only grades of an A, B, C, D or P are considered successfully completed grades which will result in earned credit hours. Audits and non-credit courses are not included in the total number of semester hours attempted and therefore, not considered toward credit hour completion.
- Students are given a "W" (Withdrawal) when they officially withdraw from a course after the end of the second week of classes. A "W" grade is included in the attempted credits but not earned credit hours in the pace of completion and maximum timeframe measures. This grade is not included in the CGPA. Students who withdraw twice from any such course are not considered to be making satisfactory progress and may be dismissed from HTC.
- An "INC" (incomplete) grade is included in the attempted credits but not earned credit hours for pace of completion and maximum timeframe measures. They are entered as attempted but not satisfactorily completed credits and are not included in the CGPA. A student's SAP status may change once a final grade is recorded. The Office of the Registrar will reevaluate a student's SAP status within one week of the change of an "INC" grade to a final grade. Students will be notified if the new evaluation results in a change to their SAP status.
- Transfer credit hours officially accepted for the student's program of study are counted as attempted and successfully completed credit hours for the pace of completion and maximum time frame but are not included in the CGPA calculations.
- Each time a course is attempted, it is considered an attempt when calculating the pace of completion and maximum timeframe measures, regardless of whether the course is subsequently repeated for a better grade. All course attempts will be included in the CGPA. Students who fail the same course twice are not making SAP and may be placed on financial aid suspension.
- Remedial courses are not calculated in the quantitative measure to determine pace of completion and not calculated in the maximum timeframe and CGPA evaluations.

HEBREW THEOLOGICAL COLLEGE UNDERGRADUATE SAP REQUIREMENTS

TOTAL CREDIT HOURS

ATTEMPTED	REQUIRED MINIMUM CGPA	PACE REQUIRED
1 – 15	1.50	40%
16 – 30	1.75	50%
31 – 45	1.80	55%
46 +	2.00	66.6667%

Human Subjects Research Protections at Touro University and its branch, HTC

We provide our researchers with essential guidance about their ethical responsibilities for conducting studies with participants and about how to work with our Institutional Review Board- (IRB-) to secure approval for those activities.

Touro prides itself as an institution where knowledge and values meet. As a branch of Touro University, HTC adheres to all of Touro's policies. With a mission to educate, to serve, to perpetuate and to enrich the historic Jewish tradition of tolerance and dignity, the ethical context surrounding human subjects research has particular resonance for us. We can never forget that key catalysts to establishing principles in this area were the Nazi war atrocities and medical experiments during the Holocaust that resulted in promulgation of the formative Nuremberg Code in 1947.

It is in that spirit that all research at Touro University involving humans as subjects is guided by the ethical principles set forth in a report issued in 1978 by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. This report, titled "Ethical Principles and Guidelines for the Protection of Human Subjects of Research," is usually referred to as the "Belmont Report." **We have chosen to apply those ethical principles whether the research is subject to federal regulation, and regardless of whether the research is funded or unfunded.**

IRB Policies and Procedures Manual

Touro University seeks to protect the rights and welfare of patients and volunteers in clinical research and investigations in the biomedical, behavioral and social sciences. All projects involving human subjects require Committee for the Protection of Human Subjects (IRB) approval.

[TouroNY IRB Policies and Procedures Manual \(PDF\)](#)

Questions? Contact tourony-irb@touro.edu

Touro has established the TouroNY- IRB- to protect the rights and welfare of human research subjects who are recruited to participate in research activities conducted under the auspices of the University.

With a focus on review of biomedical and health sciences projects. [*These academic programs include: the College of Osteopathic Medicine (Harlem and Middletown campuses); the College of Pharmacy; and the School of Health Sciences.*]and social, behavioral, and educational projects. [*These academic programs*

include: Touro's Graduate Schools of Business, Education, Psychology, Information Technology, Jewish Studies, and Social Work; the schools that constitute Touro's Undergraduate Division; and the Jacob D. Fuchsberg Law Center.]

The IRB operates under an approved Federal Wide Assurance (FWA00015486; September 30, 2016) and are registered with the U.S. Department of Health and Human Services (DHHS) [Office of Human Research Protections \(OHRP\)](#).

Hebrew Theological College in Illinois also operates under our FWA.

Research involving human subjects that need approval from the IRB generally falls into one of the following categories:

- Basic and applied research that is conducted by faculty and other staff members eligible to serve as Principal Investigators under University policy; or
- Doctoral dissertation or master's and undergraduate senior honor thesis research that is conducted by students. (These projects require a faculty advisor designated as responsible for oversight or as a coPrincipal Investigator. Other student projects may require IRB review and approval; thus, the faculty advisor should consult with the Chair of the IRB for guidance.)

Human subjects may include non-Touro populations as well as Touro students or staff -- for example, if a faculty member seeks to conduct research with students enrolled in a Touro course.

The IRB has the authority to approve, require modifications to, or disapprove all research activities as specified by both federal regulations and University policy. The IRB- is managed by the IRB Administrator. -

THE SUBMISSION AND REVIEW PROCESS FOR IRB APPLICATIONS IS ELECTRONIC USING SITERO'S MENTOR IRB.

Mentor is integrated with our TouroOne Single Sign-On system (SSO). All Touro faculty and staff are required to access the Mentor IRB using SSO. Watch [video instructions on using Sitero Mentor IRB](#) .

For Faculty and Staff access to Mentor IRB using SSO, please follow these steps:

1. Log into the [TouroOne portal](#)
2. Proceed to the Employee tab
3. Click the Mentor button

For Student access to Mentor IRB using SSO, please follow these steps:

1. Log into the [TouroOne portal](#)
2. Proceed to the Academic tab
3. Click the Mentor button

If you do not know your TouroOne portal credentials, or if you encounter any other login issues, please contact the TouroOne Helpdesk:

Email: help@touro.edu

Phone: [1 \(844\) 868-7666](tel:1(844)868-7666)

For returning users:

Enter “touro” as the Institution ID, your username and password. If you forgot your password, please click on the “Forgot Password” link on the Mentor login page. If your username/email address is not recognized by Mentor, please contact the IRB office:

Email: TouroNY-IRB@touro.edu

IRB MEETING SCHEDULES AND MEMBERS

The IRB holds regularly scheduled [meetings](#) during the course of the academic year (September through June). Meetings focus on discussing any Non-Exempt proposals that require full Board review and/or general business regarding oversight of human subjects research protections at the College. While no regularly scheduled meetings are held during summer months, the Board will conduct ad hoc conference call meetings when circumstances arise requiring full Board action.

Proposals that are likely to require full Board review must be submitted to the Board approximately two weeks prior to a scheduled IRB meeting. Once submitted, all proposals undergo an initial informal review to assess the completeness of the submission. Only after proposals are deemed complete are they distributed to Board members for review and formally placed on a meeting agenda for discussion.

IRB Members

The [membership](#) follows the mandate of the Revised Common Rule ([§46.107 IRB Membership](#)).

The combination of expertise, experience, and diversity among its members allows each Board to maximize collective knowledge and sensitivity to appropriate community values. In turn, that aggregate competency helps promote respect for the advice and determinations each Board provides in order to safeguard the rights and welfare of human subjects.

The majority of members consists of faculty members from across the University who reflect a broad spectrum of academic disciplines. The Board is also required to have at least one scientist and one non-scientist and at least one external member who has no ties to Touro. Moreover, if a Board determines that additional expertise is needed in order to be able to evaluate a specific proposal, the Board may invite an individual with that competence to assist in the proposal review (although that individual may not vote).

Board members pursue their ethical and legal obligations with all due diligence, coupled with a spirit of collegiality. Members recognize that at a primarily instructionally-focused institution like Touro—an institution whose research footprint is now expanding—assisting an investigator build awareness of the ethical and practical issues surrounding the conduct of research with human subjects is a valuable and constructive educational role that benefits not only the researcher, but the University community as a whole.

Significant changes have recently been made to the federal regulations governing research involving human subjects. These regulations are usually referred to as the **Common Rule** and are the regulations

under which most human subjects research at the College falls. **The effective date of the "Revised" Common Rule regulations is January 21, 2019.**

In light of this new regulatory framework, our website is divided into two major sections that lead researchers to the compliance information that is most pertinent.

Covid-19 Guidelines

[Read the special guidelines on COVID-19 and human subject research](#) (Updated as of October 27, 2022)

BACHELOR OF ARTS CORE CURRICULUM

PROGRAM AND MISSION

Hebrew Theological College offers a Bachelor of Arts degree that combines intensive study in a major field of study with a required general education component that consists of comprehensive core curricula in Judaic Studies (Bible, Jewish History, Jewish Law, and Jewish Philosophy) and Liberal Arts and Sciences.

The design of the degree reflects the mission of Hebrew Theological College to facilitate a superior background of general knowledge while fostering increased commitment and adherence to the tenets of Orthodox Judaism through high level, in-depth studies of the Judaic Studies curriculum. There are some differences in the general education requirements at the Men's Division and at the Sarah Hartman Women's College. These variances reflect the considerable time spent at the Men's Division on Talmud study rather than any significant philosophical difference between the two campuses.

All degree-seeking students enrolled in more than 8 semester hours are required to enroll in at least one course of Judaic Studies or Talmud during every regular semester (Fall and Spring terms), unless they have completed all Judaic Studies requirements.

The Department of Talmud and Rabbinics offers coursework to students enrolled in the Beis Midrash. In addition, the Bressler School of Advanced Hebrew Studies and the Kanter School of Liberal Arts and Sciences provide specialized coursework in their respective disciplines for students enrolled in the Beis Midrash, Sarah Hartman Women's College, or Extension Division.

DEPARTMENT OF TALMUD AND RABBINICS

The Department of Talmud and Rabbinics provides the major area of study for every Beis Midrash student, offering a wide range of courses along with a variety of approaches to meet the needs and abilities of the individual student. The study of Talmud teaches the ethical, philosophical, and legal dialectics and discourse that have shaped Jewish thought, culture and religious practice throughout the ages and strengthens the connection between students and God.

For students enrolled in the Beis Midrash, the Judaic Major is Talmud. It is in the major where the student/faculty and student/student interactions are the most extensive and intensive. In order to derive benefit from the lecture, students must spend two hours of preparation to familiarize themselves with the Talmudic excerpt that is to be covered and the commentaries that will be discussed using a list of sources provided by the rebbe. The rebbe will draw original ideas and questions from the students and use these as launching points for further discussion and research. Students will then return to the study hall and break into small study groups of two or three students. The lecture provides the vehicle, but it is the study hall that provides the engine that drives intellectual stimulation and the pursuit of knowledge. At 3:30 PM, students enrolled in the Beis Midrash Program begin general studies coursework.

FLEX PROGRAM FOR MEN

The design of the Flex Program reflects the mission of Hebrew Theological College to facilitate a synthesis of Jewish and general knowledge while fostering increased commitment and adherence to the tenets of Orthodox Judaism.

MAX BRESSLER SCHOOL OF ADVANCED HEBREW STUDIES

The Max Bressler School of Advanced Hebrew Studies provides all undergraduates with a core curriculum encompassing a broad base of knowledge in Bible, Hebrew Language and Literature, Jewish History, Law, and Philosophy, while developing analytic and linguistic skills to foster further study in original sources. All students seeking a Bachelor of Arts must major in Judaic Studies. The school offers advanced study for students choosing to concentrate in Bible or Jewish History. The Bressler School in conjunction with the Department of Education provides a program for Judaic Studies Certification for Secondary Education (6-12), which is an option to students who aspire to careers in Jewish education.

WILLIAM AND LILLIAN KANTER SCHOOL OF LIBERAL ARTS AND SCIENCES

The William and Lillian Kanter School of Liberal Arts and Sciences provides the core curriculum required of all students seeking the Bachelor of Arts, the purpose of which is to broaden cultural perspectives, develop an intellectual and aesthetic appreciation for the arts and sciences, and an understanding of the ideas, history, and values that shape and guide the culture and society in which they live. Moreover, the General Education component of the undergraduate degree programs at HTC, provided jointly by the Kanter School of Liberal Arts and Sciences along with Max Bressler School of Advanced Hebrew Studies, strives to develop the undergraduate students' communication and analytic skills, research methods, and creativity to enhance their lives and promote further learning.

Experiences provided through the Kanter School of Liberal Arts and Sciences allow students to explore various career options while preparing them for admission to graduate and professional programs of study. The Kanter School of Liberal Arts and Sciences offers additional majors through the Departments of Accounting, Business, Computer and Information Sciences, Education (Elementary, Secondary, and Special), English, Graphic Arts and Design, Health Sciences, Psychology, and Speech and Communication Disorders.

CURRICULAR GOALS

Academic excellence and professional success at the highest levels require a base of knowledge, skills, and critical engagement beyond that provided by the major alone. The goals of HTC's Core Curriculum are to offer students the opportunity:

- to sharpen communication skills
- to enhance comprehension skills
- to sharpen critical thinking and research skills
- to obtain a comprehensive understanding of Jewish texts and Jewish identity and the ethical values of the Jewish faith

- to obtain an appreciation of and basic literacy in culture and science, with a reverence for God's creatures
- to acquire the learning skills needed to pursue a variety of careers and graduate and professional study programs

These goals are pursued through the Max Bressler Advanced Hebrew Studies and the William and Lillian Kanter School of Liberal Arts and Sciences curricula. They are required for all baccalaureate-seeking students.

GOALS AND OBJECTIVES

1. To sharpen communication skills.

Objectives: Students will be able to:

- develop abilities expected of a college graduate in clear written and oral communication of English in matters of spelling/pronunciation, syntax, and organization.
- develop abilities in written and oral communication of English, sufficient for written correspondence and basic conversation.

Assessment Tools:

- HTC administers a standardized Writing Assessment Test (WAT I) to all incoming on-campus students. The exam is used for placement and to assign writing center workshops and tutoring when necessary.
- Upon completion of ENGH 111 (Composition I), students sit for the WAT II to ensure effectiveness of teaching and learning.
- The WAT III is given as a cumulative assessment tool after completing ENGH 211 (Composition II).

2. To enhance comprehension skills

Objectives: Students will be able to:

- understand, and assess readings and information on all topics.
- identify themes, arguments, and literary devices for English readings of all sorts.

Assessment Tools:

- All required English (Composition and Literature) and History (Western Civilization and Jewish History) courses include long-form written assignments. Each course utilizes a rubric that examines students' ability to absorb and assess material.

3. To sharpen critical thinking and research skills.

Objectives: Students will be able to:

- analyze themes, arguments, and literary devices in English readings of all sorts.
- contrast a variety of readings in terms of theme, structure and content and evaluate the applicability and validity of arguments
- integrate, and properly cite sources appropriate for serious exposition to a college-educated audience

Assessment Tools:

- All required English (Composition and Literature) and History (Western Civilization and Jewish History) courses include long-form written assignments. Each course utilizes a rubric that examines students' ability to absorb and assess material.

4. To obtain a comprehensive understanding of Jewish texts and Jewish identity and the ethical values of the Jewish faith.

Objectives: Students will be able to:

- demonstrate a firm command of the fundamental biblical, historical, juridic and philosophical sources of Judaism
- synthesize knowledge and articulate a personalized sense of Jewish identity
- obtain a firm understanding of the essential moral values of Judaism as represented in its vast canon of biblical and rabbinic texts.

Assessment Tools:

- Undergraduates sit for a comprehensive exam of Judaic knowledge as incoming students and before graduation.
- Exit interviews with deans query students on a variety of academic and personal matters relating to Jewish identity.

5. To obtain an appreciation of and basic literacy in culture and science, with a reverence for God's creatures.

Objectives: Students will be able to:

- become conversant in the literary and historical foundations of Western culture
- gain an appreciation of mathematical concepts and master computational skills to function effectively in current society
- apply the scientific method, as well as basic physical and biological laws, to understand natural phenomena

Assessment Tools:

- All students complete a capstone course or cumulative exam in their major as well as a post-test of Judaic Studies.

6. To acquire the learning skills needed to pursue a variety of careers and graduate and professional study programs.

Objectives: Students will be able to:

- graduate from HTC with academic fulfillment and a vision for future professional and personal goals.
- understand how to best seek out counsel from career and postgraduate guidance professionals.

Assessment Tools:

- Students meet with professional guidance professionals during orientations and participate in required professional workshops each year on campus.

Core Curriculum Subject Objectives:

Bible and Jewish Law

- To further develop the student's analytical skills in the study of Torah.
- To enhance the student's ability to see the textual (grammatical and semantic) or philosophic/moral problem arising from any given excerpt.
- To increase the student's facility in seeking answers in the classic and modern commentaries (i.e., to know where to search and to read with ease).
- To develop the critical skills needed to discern a commentary's assumptions and principles of interpretation and to compare various commentaries.

- To advance the student's base of knowledge about Biblical personages, historiography, ethics, and law.

Hebrew

- To ensure the student's reading proficiency in classic Jewish texts (Biblical and Rabbinic Hebrew).
- To develop the student's skills in comprehension and expression of written and spoken Modern Hebrew.
- To introduce students to Hebrew literature, including poetry from the medieval era to contemporary times.
- To provide the student with fundamental knowledge of rules of grammar needed to achieve the three previous objectives.

Jewish History

- To ensure that students have a common base of knowledge about major events, personages, and movements in Jewish History.
- To provide students with an opportunity to engage in historical research and in-depth study and develop critical thinking skills.
- To learn the causes and effects of major historical events, and to understand the influence that various historical trends and occurrences have had upon Jewish life.

Jewish Philosophy

- To provide students with a common base of knowledge about the major contributions of the giants of Jewish Philosophy across the ages.
- To develop critical reading skills in classic philosophic writings, so that the student can discern the writer's assumptions, key ideas and supporting arguments.

English Composition and Literature

- To improve the student's ability to collect and analyze information, concepts and ideas presented in written form.
- To familiarize students with the subtle techniques used in literature by which emotion, attitude, and ideas are evoked and transmitted.
- To develop the student's love of reading for pleasure and ability to organize and express thoughts and feelings through written and oral language.

Behavioral/Social Sciences

- To familiarize students with the applications of the scientific method in the study of human individuals and groups.
- To develop an appreciation of the complexity of human behavior and its origins.
- To provide a conceptual framework for understanding current and ongoing events in both the immediate and global arenas.

Mathematics

- To develop mathematical, conceptual, and computational skills required to function competently in the modern world and, also, to understand scientific and statistical writings addressed to informed lay readers.
- To foster systematic, logical thought.

- To ensure that students have the mathematical knowledge needed for introductory courses in the health sciences.

Health Sciences

- To familiarize students with the scientific method and its uses in furthering human knowledge.
- To develop an understanding of fundamental scientific concepts, terms and facts required for further learning in the health sciences.
- To foster a critical appreciation of scientific study and an ability to better understand scientific writings addressed to informed lay readers.

GENERAL EDUCATION REQUIREMENT AT SARAH HARTMAN WOMEN’S COLLEGE OF TOURO AT HTC

The following table represents the general education requirements for students enrolled at the Sarah Hartman Women’s College. All Judaic Studies requirements below must be fulfilled on campus, excepting special permission of the Dean’s office:

	Required Semester Hours
<i>Advanced Judaic Studies:</i>	(36)
Bible	6
Jewish History	3
Jewish Philosophy (including PHIH 310, 322, or 323) ⁽²⁾	6
Jewish Law	3
Judaic Studies Electives ⁽¹⁾	18
<i>Liberal Arts and Sciences Core:</i>	(31)
Arts (Music and Art)	3
Behavioral/Social Sciences	3
English Composition (ENGH 111 and ENGH 211) ^(2,3)	6
English Literature	3
Hebrew (Foreign Language) ⁽⁴⁾	3
Mathematics (MATH 203 or higher) ⁽³⁾	3
Modern Civilizations	3
Natural Sciences (with lab)	4
Public Speaking	3

(1) Can be fulfilled through participation in HTC’s Israel Option or transfer from seminary.

(2) Must be completed in residence.

(3) Core requirements in English Composition and Mathematics must be fulfilled within the first year of attendance.

(4) Students who earn at least 70% on the HTC Modern Hebrew Entrance Exam are exempt from this requirement. (No credit is awarded for the exam, only exemption from the requirement.)

GENERAL EDUCATION REQUIREMENT AT THE MEN'S DIVISION:

The following table represents the general education requirements for students enrolled at the Men's Division. All requirements must be fulfilled on campus. All fulltime students must be enrolled (non-audit) in a 4-credit Talmud course. (Students in the Flex Program are exempt from this requirement.)

	Required Semester Hours
<i>Talmud and Rabbinics Core:</i>	(16)
Talmud ⁽¹⁾	16
<i>Advanced Judaic Studies:</i>	(18)
Bible ⁽¹⁾	6
Jewish History ⁽¹⁾	6
Jewish Philosophy (including PHIH 127 or PHIH 128) ⁽¹⁾	6
Biblical Hebrew ⁽³⁾	3
<i>Liberal Arts and Sciences Core:</i>	(21)
Behavioral/Social Sciences	3
English Composition (ENGH 111 and ENGH 211) ⁽²⁾	6
Literature	3
Western Civilizations	3
Mathematics (MATH 203 or higher)	3
Health Sciences	3
Modern Hebrew (Foreign Language) ⁽³⁾	3

- (1) Must be completed in residence.
- (2) Core requirements in English Composition and Mathematics must be fulfilled within the first year of attendance.
- (3) A score of at least 70% on either of the HTC Hebrew Entrance Exams reduces this requirement by 3 credits per test. (No credit is awarded for the exams, only exemption from the requirement.)

SEMESTER HOUR DEFINED

In compliance with the Higher Education Act, HTC defines a single semester hour as including at least 37.5 clock hours of instruction per semester. This requirement can be fulfilled by any combination of lecture, laboratory-based work and work done independently by the student ("homework").

SEMESTER HOUR LIMITATION

No full-time student may carry more than 18 semester hours of courses in one semester (including concurrent registration at a different institution) without approval of the appropriate Dean. Students on academic probation or those experiencing difficulty complying with program requirements, may be required to reduce the number of semester hours carried.

Course Requirements in Majors

In determining fulfillment of coursework in a Judaic Major or Additional Major, courses in which the student received a grade below C- will typically not be included.

In determining fulfillment of the requirements in a Major or Additional Major, a student must have attained a Grade Point Average (based on all courses attempted including those that are beyond the minimum required for the degree) of at least 2.5 in the Major, including core requirements, cognate courses and requirements of any area of specialization.

INCOMPLETE POLICY

The grade "INC" given at the end of a semester indicates that the instructor has agreed to withhold a final grade until a student completes a small portion of assigned work. The incomplete is meant to allow for crisis management, not for routine time management, to manage an overload of coursework, to allow time to improve a grade, or manage predictable life cycle events. Therefore, the request for an incomplete should be a rare occurrence. Requests for incompletes must be submitted prior to the week of final examinations of the semester for which an incomplete grade is sought.

A student requesting an incomplete must have completed at least 50 percent of the course requirements with a grade of C or better before requesting the incomplete. When a request for an incomplete is granted, the instructor will determine how soon the assignment(s) must be completed. The maximum time that may be granted is 12 weeks; in most cases, the instructor will recommend a shorter period.

If the incomplete is not remedied within the specified period, the grade is recorded as "FI," and carries a value of zero when computing the grade point average.

The terms and reasons for the incomplete must be specified in the Incomplete Contract form, signed by the instructor and student, and submitted to the Dean for approval. Incomplete Contract forms are available from the Office of the Registrar.

CONCURRENT REGISTRATION

Students who wish to be concurrently enrolled at another institution and receive credit in transfer for that coursework must receive permission from their Hebrew Theological College advisor or the appropriate Dean during each semester's registration process.

PLACEMENT TESTING

After acceptance by the Committee on Admissions and prior to initial registration, all students must arrange to complete a series of placement tests. In addition to other placement or assessment examinations required by a specific department, all incoming students must take assessment examinations in the following areas: Judaic Knowledge, English Writing, and Mathematics. Please contact the Office of Admissions for examination schedules. Placement tests are designed solely as assessment instruments to assist faculty advisors in helping students select appropriate courses.

Every student is required to take the Hebrew Theological College Writing Assessment Test (WAT) no later than the first two weeks of enrollment in the Kanter School of Liberal Arts and Sciences, and prior to enrollment in an English course. Every student is required to take the Hebrew Theological College Mathematics Placement Test no later than the first two weeks of enrollment in the Kanter School of Liberal Arts and Sciences, and prior to enrollment in a Mathematics course.

ADVANCED PLACEMENT

Hebrew Theological College awards credit for Advanced Placement Examination scores of four and five. Specific questions concerning advanced placement policies should be addressed to the appropriate Dean. Advanced Placement credit will only be given to classes taken during high school. The following chart indicates the semester hours of credit awarded for specific achievement levels:

Advanced Placement	Semester Hours for an AP Score of 4 or 5
American Government and Politics	3
American History	3
Art History	3
Biology	4
Chemistry	4
Comparative Government/Politics	3
Computer Science A	3
Computer Science AB	3
English Language and Composition*	3
English Literature and Composition*	3
European History	3
Economics (macro or micro)	3
Earth/Environmental Science	4
Foreign Language (except Hebrew)	3
Mathematics – Calculus AB	3
Mathematics – Calculus BC	3
Mathematics – Statistics	3
Physics B	4
Physics C – Part I (mechanics)	4
Physics C – Part II (electricity)	4
Psychology	3

* Regardless of the scores earned on AP English Language and Composition, students must demonstrate proficiency in writing through the HTC Writing Assessment Test or take ENGH 111, and ENGH 211 in residence.

CREDIT BY EXAMINATION

HTC does not accept credit by examination granted by other institutions, including CLEP and NYU Foreign Language Exams.

ADULT DEGREE COMPLETION PROGRAM (ADCP)

Hebrew Theological College's Adult Degree Completion Program is open to individuals who have significant prior learning but do not have a Bachelor's Degree, or are seeking an additional degree in another field of study. HTC values adult learners and recognizes that many life experiences have a value equivalent to college level learning. In order to provide better access to education for these adults, and to accelerate the degree process to meet their needs, students accepted to this program may receive credit for their prior learning in addition to the credits they earn through the transfer and exam procedures. Students enrolled in the Adult Degree Completion Program benefit from the same support structures in existence at Hebrew Theological College, as well as from some systems designed specifically for ADCP participants. HTC is well known for fostering close relationships between faculty, administration, and students. Students meet regularly with Department Chairs and Deans throughout the course of their college careers for counseling, evaluation, and support. Mentoring relationships are also encouraged to support students. These formal and informal programs will all be available to ADCP participants. In addition, a special seminar will be provided to ADCP participants in order to assist them in the Prior Learning Assessment (PLA) aspect of the program.

ADMISSION POLICY

Candidates for admission to the Adult Degree Completion Program must meet the following criteria:

- Be over 30 years of age or have a minimum of eight years of professional experience.
- Have a minimum of 30 semester hours of credit of documented formal learning in a recognized institution of higher learning. Among the recognized institutions are accredited colleges and universities, Yeshivot and Rabbinical Seminaries under the auspices of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), and seminaries, teacher's colleges and Yeshivot recognized by Israeli Governmental Authorities.
- Two letters of recommendation from supervisors attesting to the candidate's aptitude for academic success and potential for advancement in his or her chosen profession.
- Interview with two Hebrew Theological College officials. Male applicants will be interviewed by the Dean of HTC's Schools of Advanced Hebrew Studies and Liberal Arts and Sciences (Men's Division), and the Mashgiach Ruchani of the Beis Midrash. The Dean and the Menahel Ruchani of Sarah Hartman Women's College will interview female applicants. The interviewers will issue their recommendations to the Committee on Admissions of HTC. In addition to traditional tools for assessing aptitude, other validated techniques will be employed to determine the aptitude and ability of applicants as appropriate to their individual circumstances.

All applicants must complete the HTC Admission Application and submit the requisite fee. They are also required to take all the HTC placement tests to determine level of knowledge in various disciplines. While potentially useful to the Admissions Committee, applicants are not required to submit College Board scores or high school records.

REQUIREMENTS FOR DEGREE COMPLETION

An individualized program of required studies will be planned for each candidate based on demonstrable prior learning (see below) and the candidate's professional goals and will be geared towards the individual's specific

strengths and deficiencies. All students in the Adult Degree Completion Program will be required to meet the core requirements of Advanced Hebrew Studies and Liberal Arts and Sciences, as specified in the HTC Academic Catalog.

RESIDENCY REQUIREMENTS

All students enrolled in the Adult Degree Completion Program must take a minimum of 30 semester hours at Hebrew Theological College. At least 10 of these 30 semester credit hours taken in residence at Hebrew Theological College must be in the student's major(s).

Students who do not reside in the metropolitan Chicago area but who are interested in enrolling in HTC to complete their degree will be required to attend courses at HTC during the summer semester. Courses offered during the summer session will include the ADCP seminar (required) as well as significant courses to fulfill HTC's residency requirements. (At least 10 semester credit hours must be in the student's major.) Special arrangements may be made for the additional coursework needed to complete the Bachelor's Degree under the guidance of the Dean and appropriate department chair(s).

CREDIT COMPONENTS

All students enrolled in the Adult Degree Completion Program must accrue 120 credit hours in specific academic areas. At least 30 credit hours must be taken in residency at Hebrew Theological College. The remaining 90 may be taken in classes at Hebrew Theological College or can be accumulated as follows:

- Credits transferred from other recognized institutions (maximum of 90 hours)
- Credit by Exam (maximum of 30 hours)
- Credits for Prior Learning demonstrated by portfolio (maximum of 30 hours)

TRANSFER OF CREDIT POLICY FOR ADCP STUDENTS

The same procedures and standards pertaining to transfer credits for regular applicants apply to those seeking acceptance through HTC's ADCP track. HTC accepts academic credit in transfer upon submission of transcripts from regionally accredited institutions in the United States. It also accepts credits from nationally recognized and accredited institutions in other countries. In addition, HTC accepts credits in transfer from seminaries and yeshivot in the United States and abroad that have established reputations, and whose academic endeavors are known to the Deans and/or Rosh HaYeshiva.

HTC does NOT accept in transfer credits in health sciences earned through online education. Transfer credit will not be given for physical education courses, even those taken at an accredited institution of higher education. Online courses in other disciplines may be accepted by various departments after review of the syllabi and/or study materials, at the discretion of the Chairs of each Department.

Each department chair and division of the college retains the discretion to determine which courses presented for transfer meet the academic standards of HTC or its various majors. HTC retains its residency requirements, regardless of the number of credits accepted in transfer. Course descriptions or syllabi may be required **along with** transcripts in order to substantiate college level learning and to determine HTC course equivalency.

Transfer credit will not be given for physical education courses, even those taken at an accredited institution of higher education. Transfer credit may be used to satisfy a requirement for a student's major only upon the approval of the chairman of the appropriate department. A transfer student who has completed the equivalent of English 111 at another school and has earned a Pass or High Pass on the HTC Writing Assessment Test (WAT), will be exempt from this requirement. If the student receives a Low Pass or fails, elective credit will be granted for the transfer credit, but the English 111 requirement will not be waived. Students who have completed an advanced writing course (beyond the equivalent of HTC's English 111) at another institution and earned a High Pass on the WAT may apply for a waiver from English 211. Waivers will be granted only on the basis of an Advanced Writing Proficiency Examination administered by HTC faculty.

CREDIT BY EXAM

Students in the Adult Degree Completion Program can demonstrate prior learning by passing written or oral tests in a specific subject area. Credit will be awarded only in disciplines that are included in the curricula of HTC and its partner school, Touro University. Many tests in these subject areas have already been developed and approved by HTC faculty; others are in the process of being developed, and many have been developed by outside sources and have proven records of validity, reliability and acceptability within the broader academic community. Credits earned by exam will appear on a student's transcript with an appropriate notation. Adult learners may earn up to 30 semester credit hours by examination in the following areas:

Judaic Studies Courses: No more than 18 semester credit hours may be earned in any one discipline. The candidate will meet with the appropriate Dean and petition for credit by examination in the disciplines/subjects of competency in Judaic Studies. Such examinations will include written (objective and essay) and oral tests to be graded by a jury of no fewer than three faculty members. Performance will be evaluated and assigned letter grades. No credit will be awarded for a grade below C.

Liberal Arts and Sciences Courses: The candidate may petition for a competency test to earn credit for requirements in various disciplines in the Liberal Arts and Sciences. These tests may be locally developed or standardized national examinations. Locally developed tests will be approved by a jury of three faculty members who will determine the credit awarded for successful performance and the criteria for evaluation. Nationally standardized tests will use externally determined objective criteria for evaluation. Performance will be evaluated and assigned letter grades. No credit will be awarded for a grade below C.

CREDITS FOR PRIOR LEARNING

Prior Learning Assessment (PLA) is a process that involves the identification, documentation, assessment and recognition of learning acquired through formal and informal study. This may include work and life experience, training, independent study, volunteering, travel, hobbies, and family experiences. Credit may be earned for prior learning by the submission of a portfolio to demonstrate students' educational accomplishments. This portfolio may consist of original writings (published and unpublished), curricula, course materials (lesson plans, originally developed tests and worksheets), audio recordings or videos. Structures are in place to provide support for students as they prepare their portfolios. All students wishing to earn credit through Prior Learning Assessment must enroll in and complete ADCH 100.

Academic standards for assessing learning at HTC include:

1. Credits awarded only for learning, and not for experience.
2. College credit should be awarded only for college-level learning, as defined by course objectives and goals set out in HTC syllabi.
3. Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
4. Credit will be awarded only in disciplines that are included in the curricula of HTC and Touro University.
5. Portfolios will be assessed on a course equivalency basis.

Under the leadership of a CAEL (Council for Adult and Experiential Learning) trained professionals in Prior Learning Assessment, a three-member committee will gauge submissions for breadth and quality of the materials. Credits granted may be applied to and divided among various disciplines. Evidence will be evaluated and assigned letter grades. No credit will be awarded for a grade below C.

TRANSCRIPTS

All credits earned either by exam or by a prior learning assessment process will be entered onto official transcripts with an appropriate notation identifying the source of the credit as either CBE (Credit by Exam) or PLA (Prior Learning Assessment). Students are advised that Hebrew Theological College cannot guarantee the transferability of credits earned by examination or portfolio to any other institution.

HTC ISRAEL OPTION

The Israel Option Program (IO) of Hebrew Theological College enables HTC students to spend a year of college study in a yeshiva or seminary in Israel. A year in Israel is a challenging and enriching experience that serves as a guide in developing a lifestyle consonant with Torah values. Students can earn up to 30 credits for their Fall and Spring semesters of college studies and are provided academic advising to map out their course of study upon their return, culminating in a Bachelor of Arts degree.

Enrollment in the Israel Option Program of Hebrew Theological College is a mutual commitment. We expect students to complete their undergraduate studies at Hebrew Theological College. Students may not hold a deferral at another institution while enrolled in HTC and participating in the Israel Option Program.

PARTICIPATING ISRAELI INSTITUTIONS

Students may enroll at one of the cooperating Israeli institutions. A full, up-to-date list of these institutions is available from the Office of Admissions. Students may apply to the following HTC-affiliated schools in Israel:

Men's Schools

- Aderes HaTorah
- Ateret Yerushalayim
- Bais Yisroel
- Chofetz Chaim
- Derech Etz Chaim
- Derech Ohr Samayach
- Hakotel

- Har Etzion
- Kerem B'Yavneh
- Keshet
- Lev HaTorah
- Mercaz HaTorah
- Midrash Shmuel
- Migdal HaTorah
- Netiv Aryeh
- Nesivos Ahron
- Ohr Yerushalayim
- Or Dovid
- Orayta

- Reishit Yerushalayim
- Sha'alvim
- Sha'are Mevaseret Zion
- Tiferet Yerushalayim
- Tehilas Shlomo
- Toras Chaim
- Toras Moshe
- Toras Simcha
- Torat Shraga
- Yishrei Lev

Women's Schools

- Aish Geshet Seminary
- Ateres Bnos Yerushalayim
- Ba'er Miriam/Mayanot
- Bais Yaakov Seminar
- Bais Yaakov Yerushalayim (BJJ)
- Beth Chana Seminary-Tsfat
- Bnos Chava
- Bnos Sarah
- Bnos Shoshana
- Bnos Yehudis
- Bnot Torah Institute
- Chemdas Bais Yaakov
- Darchei Binah
- Keser Chaya
- Lahav Bais Yaakov
- Machon Bnos Yehuda (BYA)
- Machon Maayan
- Machon Raaya
- Machon Sarah
- Machon Shoshanat Yerushalayim

- Me'or Bais Yaakov
- Mesores Rochel
- Michlalah
- Michlelet Mevaseret Yerushalayim
- Midreshet Bnos Yerushalayim
- Midreshet Harova
- Midreshet Moriah
- Midreshet Tehillah
- Midreshet Toras Chessed
- Nachlas Bais Yaakov
- Pninin Seminary
- Rinas Bais Yaakov
- Seminary Chaya Mushka
- Sha'alvim for Women
- Tehilas Bais Yaakov
- Tiferet Center (Bet Shemesh) Tomer Devora

PROGRAMS AND MAJORS

DEPARTMENT OF ACCOUNTING

MISSION STATEMENT

The Department of Accounting provides comprehensive instruction in accounting and business operations to enable students to function effectively both in the public accounting field, and as managerial accountants and other professionals in private industry. Accounting graduates will thus be prepared for graduate study in accounting and business, and to successfully complete the Uniform CPA Exam.

The role of ethical behavior as it relates to business transactions is reinforced throughout all the required financial accounting courses (and is the primary focus of the auditing course). In addition, to qualify for a degree in accounting, students are required to complete a course in Case Studies in Jewish Business Ethics. Thus, in conjunction with their religious studies, students are provided with special sensitivity to dealing properly with ethical dilemmas in the accounting and business world.

Professional preparation is also very important. Students are encouraged and assisted in obtaining internships with CPA firms and private businesses. This provides them with exposure to real-world applications of accounting theory and affords them the opportunity to establish professional and personal contacts with members of the broader community while still in school. Often, this exposure introduces students to the need to provide personal and charitable service to the community in addition to professional services. Graduates are thus positioned to both contribute their professional talents and to provide leadership to the community-at large, a goal that supports and complements the mission of Hebrew Theological College to provide active lay leadership to the community.

GOALS AND OBJECTIVES

1. To impart the essentials skills, knowledge, and research in accounting and related business fields.

Objectives: Students will be able to:

- demonstrate sufficient understanding in the areas of accounting and statement analysis, taxation, and audit.
- demonstrate sufficient understanding in the areas of ethics, business environment and business law.

2. To enable students to critically examine various accounting and business situations and to formulate solutions to the accounting, business, and ethical issues in those situations.

Objectives: Students will be able to:

- synthesize knowledge attained in the accounting curriculum, and apply that knowledge to audits of companies, tax issues, and related financial advice.
- understand information in a manner that enables he or she to offer guidance on a wide variety of financial matters.

3. To develop an appreciation and sensitivity to ethical issues arising in accounting, internal control, and taxation

Objectives: Students will be able to:

- identify and understand the ethical issues and alternative decision paths when dealing with the above situations, in the light of both the rules of professional conduct and Jewish law.
- recognize important aspects in the accounting profession, including fiduciary responsibility and financial reporting.

3. To enhance written and oral communication skills, as well as computer, quantitative and technical skills.

Objectives: Students will be able to:

- communicate concise descriptions of financial accounting and business-related issues, using oral and audiovisual presentations, written papers, and a variety of media.
- propose and communicate possible solutions based on their analyses of the above issues.

A minimum of 120 semester hours is required for all students who graduate from Hebrew Theological College with a Bachelor of Arts degree. Students pursuing an additional major in Accounting with eligibility for the CPA examination must complete at least 30 semester hours of accounting, and at least 24 semester hours in business courses or substantially equivalent (other than accounting) courses. In addition, the 30 semester hours of accounting coursework must include at least one course each in financial accounting, auditing, taxation, and managerial accounting, and must also include the equivalent of 3 semester hours each of accounting research & analysis and business communications, and the equivalent of 3 semester hours in business ethics.

MAJOR REQUIREMENTS

In addition to the Judaic Studies and General Education requirements listed above, the Accounting and Business coursework for the additional major in Accounting consists of 36 semester hours as outlined below. Note: Courses marked with an * must be taken in residence

ACCH 201 Principles of Financial Accounting
ACCH 202 Principles of Managerial Accounting
ACCH 211 Financial Accounting II
BUSH 213 Business Communications: Clarity and Persuasion*
BUSH 215 Macroeconomics or BUSH 217 Microeconomics
BUSH 250 Business Law
ACCH 253 Intermediate Financial Accounting I*
ACCH 254 Intermediate Financial Accounting II*
ACCH 263 Accounting Information Systems
BUSH 272 Statistical Analysis*
BUSH 322 Case Studies in Jewish Business Ethics*
BUSH 341 Business Finance*
ACCH 343 Tax Law*
ACCH 353 Advanced Financial Accounting**

ACCH 363 Auditing**

***Not required for a B.A. in Accounting for 120 credits

** Prerequisite is ACCH 254

CERTIFIED PUBLIC ACCOUNTANT TRACK

A student can earn a BA from Hebrew Theological College with an additional major in Accounting, and subsequently complete the required advanced coursework and prepare to sit for the CPA exam. Specifically, the Illinois Board of Examiners (the examining board for the CPA exam) requires that individuals applying to take the CPA exam must have completed 150 semester hours from accredited institutions, including a bachelor's degree, including the following accounting and business coursework:

- At least 30 semester hours of accounting at the undergraduate and/or graduate level with at least one course each in financial accounting, auditing, taxation, and managerial accounting as well as the equivalent of 3 semester hours each of accounting research and analysis and business communications, and the equivalent of 3 semester hours in business ethics.
- At least 24 semester hours in business courses or substantially equivalent (other than accounting) courses at the undergraduate or graduate level.

To meet the above educational requirements, the following courses offered at HTC will be required for students pursuing the Certified Public Accountant Track.

ACCH 201 Principles of Financial Accounting

ACCH 202 Principles of Managerial Accounting

ACCH 211 Financial Accounting II

ACCH 253 Intermediate Financial Accounting I *

ACCH 254 Intermediate Financial Accounting II *

ACCH 343 Tax Law I * Taxation of Individuals

ACCH 353 Advanced Financial Accounting *

ACCH 358 Governmental and Not-For-Profit Accounting and Accounting Research *

ACCH 363 Auditing *

The prerequisite for ACCH 353 and 363 is ACCH 254 or departmental approval.

Courses marked with an * must be taken in residence. One of the following Accounting electives:

ACCH 374 Internship in Accounting,

ACCH 263 Accounting Information Systems

ACCH 344 Tax Law II * Taxation of Businesses ****

ACCH 348 Forensic Accounting****

ACCH 350 Crypto Currency and Cyber Currency****

Business courses other than accounting:

BUSH 213 Business Communication: Clarity and Persuasion *
BUSH 215 Macroeconomics
or BUSH 217 Microeconomics
BUSH 250 Business Law
BUSH 301 Management of Personnel and Organizations
BUSH 322 Case Studies in Jewish Business Ethics *
BUSH 341 Business Finance *

Two of the following Business electives:

BUSH 311 Principles of Marketing
BUSH 385 Business Policy and Strategic Management
BUSH 306 Business Data Analysis *

To maximize a student's ability to successfully pass the CPA exam, the student would be well advised to take a CPA exam review course upon completion of the Accounting program at HTC. If enrollment suffices, such a course may be offered as an advanced elective. The minimum required accounting courses are offered as part of HTC's additional major in Accounting, and the minimum required additional courses in Business are offered (over the course of two years) as part of HTC's additional major in Business. As students proceed through the program, they will meet regularly with the CPA Track Advisor.

DEPARTMENT OF BUSINESS

MISSION STATEMENT

The HTC Department of Business aims to advance the Business discipline to the degree-seeking student, through excellence in education, through knowledge creation, and through the fostering of Torah and ethical values alongside the traditional Business curriculum. There are three majors within the Department: General Business, Ecommerce and Web-Based Business, and Marketing.

GOALS AND OBJECTIVES

1. To provide exposure and applied expertise to the gamut of business, finance, and management fields.

Objectives: Students will be able to:

- show sufficient understanding and knowledge in the foundational principles of modern economics.
- analyze figures and sheets using the tools that anchor financial and managerial accounting.
- demonstrate basic knowledge in the fields of Business Law, Finance, Marketing, and Statistics, areas that inform all sections of the business world.

2. To enable students to draw upon all their studies to assess basic business situations in a cross-disciplinary manner.

Objectives: Students will be able to:

- develop a comprehensive understanding of the principles of marketing and present-day E-commerce.
- understand and model the best practices of complex management.
- identify solutions to complex business problems using multi-disciplinary skills of accounting, economics, finance, and marketing.

3. To develop an appreciation of and sensitivity to ethical issues relating to Business in general.

Objectives: The student will be able to:

- identify and understand ethical issues and alternative decision paths when dealing with business situations.
- recognize the importance of using available data to make decisions that are both profitable and ethical.
- comprehend the necessary confluence between business situations and Torah law.

4. To enhance written and oral communication skills, computer, quantitative and technical skills.

Objectives: Students will be able to:

- properly utilize business related nomenclature in all relative communication.
- utilize appropriate techniques from Microsoft Excel, Access, and other related current software program to communicate what can be inferred from the data.
- communicate their analyses and conclusions in a cogent manner using oral presentations, written papers and a variety of media.

A minimum of 120 semester hours is required for all students who graduate from Hebrew Theological College with a Bachelor of Arts Degree. Students pursuing a major in Business must complete 42 semester hours in Business and related courses, as outlined below.

Judaic Studies: Consistent with the mission and policies of Hebrew Theological College, all degree-seeking students pursuing an additional major in Business or Accounting must complete the requirements for a primary major in an area of Judaic Studies. Any students not progressing satisfactorily in Judaic Studies will not be permitted to continue in the additional major program.

General Education: Students must complete HTC's General Education Requirements as listed in the catalog.

General Business Major Coursework: The Business coursework for the additional major in Business consists of 42 semester hours as outlined below. Three of the 300-level courses must be completed in residence.

ACCH 201 Principles of Financial Accounting
ACCH 202 Principles of Managerial Accounting
BUSH 213 Business Communication*
BUSH 215 Macroeconomics
BUSH 217 Microeconomics
BUSH 250 Business Law

BUSH/MATH 272 Statistical Analysis*
BUSH 301 Management of Personnel and Organizations
BUSH 306 Business Data Analysis
BUSH 311 Principles of Marketing
BUSH/PHIH 322 (or 332) Case Studies in Jewish Business Ethics*
BUSH 341 Business Finance
BUSH 361 E-commerce
BUSH 385 Business Policy and Strategic Management*

Notes:

- BUSH/ENGH 213 Business Communication. This course may substitute for English 211 in the LAS core requirements.
- BUSH 215 Macroeconomics or BUSH 217 Microeconomics may be used to satisfy the LAS core requirement in Behavioral and Social Sciences.
- BUSH 385 Business Policy and Strategic Management serves as the capstone course which builds on the knowledge and skills attained throughout the curriculum.

E-COMMERCE AND WEB-BASED BUSINESS MAJOR REQUIREMENT

Students declared for the E-commerce and Web-Based Business Major must fulfill the above Business core coursework except for Business Law and Management of Personnel and Organizations; and may choose to fulfill either Microeconomics or Macroeconomics. Additional coursework for this major includes:

BUSH 320 Advertising
CAIH 250 Introduction to Web Programming
CAIH 271 Graphic and Multimedia Design
CAIH 324 Client-Based Web Development
CAIH 338 Server-Based Web Development

MARKETING MAJOR REQUIREMENT

Students declared for the Marketing Major must fulfill the above Business core coursework except for Business Law and Management of Personnel and Organizations; and may choose to fulfill either Microeconomics or Macroeconomics. Additional coursework for this major includes:

BUSH 316 Public Relations
BUSH 317 Healthcare Marketing
BUSH 318 Consumer Market Behavior
BUSH 320 Advertising
BUSH 321 Marketing Research

DEPARTMENT OF COMPUTER AND INFORMATION SCIENCES

MISSION STATEMENT

The mission of the Department of Computer and Information Sciences is to prepare students for careers as software professionals and for advanced studies in Computer Science. Graduates will be trained in the design, implementation, and analysis of computational systems through interactive instruction and experiential learning. Students will work with a range of technologies to build systems and applications to help solve current personal, business, and security challenges related to information systems and computing. Our graduates will gain the knowledge and expertise to understand the social and ethical issues as they pertain to computing. Our goal is that our graduates continue to grow professionally as life-long learners and adapt to the ever-changing environment of software technology as they contribute significantly to the growth of the industry.

GOALS AND OBJECTIVES

1. To gain a knowledge base in areas relating to the theoretical and practical aspects of computer and information sciences

Objectives: Students will be able to:

- communicate effectively both orally and in writing on topics in computing.
- consider the ethical and social issues related to the computer and information sciences industry.

2. To develop problem-solving skills to implement solutions in computing

Objectives: Students will be able to:

- demonstrate knowledge of key programming languages.
- effectively participate as members of software/system development teams.
- analyze and design system components and processes to meet specific requirements.

3. To demonstrate leadership in the area of Computer and Information Sciences

Objectives: Students will be able to:

- demonstrate continuing education in a rapidly changing field of study.
- apply advanced methodologies and technologies when solving problems and developing software/systems.
- demonstrate advanced knowledge of computer theory, computer systems, and software.
- demonstrate leadership in software and systems development.

ADMISSION TO THE DEPARTMENT OF COMPUTER AND INFORMATION SCIENCES

Students planning to pursue an additional major in Computer and Information Sciences must declare that intent after completing 30 semester hours. Transfer students must have completed 12 of these semester hours at HTC.

Applicants must meet the following requirements at the time of application:

- Satisfactory progress and good standing in Judaic Studies.
- An interview with the Chair of the Department or Dean.

Applicants who do not meet all of the above criteria must schedule an appointment for an interview with the Chair of the Department and the Dean of the Division of HTC to which the student has been admitted. Depending on the circumstances, provisional admission may be granted with a plan of remediation. Upon successful completion of this plan, the student may receive regular admission status.

PROGRAM COMPONENTS

Judaic Studies: Consistent with the mission and policies of Hebrew Theological College, all degree-seeking students pursuing an additional major in Computer and Information Sciences must complete the requirements for a primary major in Judaic Studies. A student who is not progressing satisfactorily (see Academic Progress Policy) in Judaic Studies will not be permitted to continue in the additional major program.

CURRICULUM REQUIREMENTS

A minimum of 120 semester hours is required for all students who graduate from Hebrew Theological College with a Bachelor of Arts Degree. Students pursuing an additional major in Computer and Information Sciences must complete 42 semester hours as specified below, some of which fulfill requirements for the Judaic and General Education core curricula.

CAIH 150	Computer Science Principles
CAIH 163	Discrete Math for Computer Science
CAIH 170	Introduction to Object-Oriented Programming
CAIH 240	Introduction to Scientific and Technical Writing or BUSH 213 Business Communication
CAIH 251	Introduction to Database Systems
CAIH 264	Introduction to Computer Architecture
CAIH 270	Computer Data Structures
CAIH 312	Social, Legal, and Ethical Issues in Computing
CAIH 313	Intermediate Object-Oriented Development
CAIH 324	Client-Based Web Development
CAIH 338	Server-Based Software Development
CAIH 362	Design and Analysis of Computer Algorithms

Two of three from:

CAIH 322	Software Development for Wireless / Mobile Devices
CAIH 330	Software Engineering
CAIH 352	Cybersecurity

SUMMATIVE ASSESSMENT

CAIH 330 Software Engineering serves as the capstone course which builds on the knowledge and skills attained throughout the curriculum. For specific application procedures and requirements, please contact the Department of Computer and Information Sciences Chair or the Dean.

DEPARTMENT OF EDUCATION

NOTE: For full description and details of the Department of Education, please see the Department Chair.

MISSION

The mission of the Department of Education is to produce teachers who are *Critical Thinkers, Effective Communicators, Proactive Educators, and Moral Practitioners*. Teacher candidates are expected to demonstrate the knowledge, skills, and dispositions that facilitate and enhance learning for diverse student populations. The department is guided by its conceptual framework, which provides the direction for the courses, clinical experiences, and the assessment system. The conceptual framework reflects the core values of the Department of Education as summarized by the following motto: "*Lilmod, L'lamed, Lishmor, V'La'asot,*" *To Learn, To Teach, To Observe, and To Do.*

GOALS AND OBJECTIVES

- 1. To prepare teacher candidates who possess content knowledge in Judaic studies and Liberal Arts and Sciences to develop critical thinking and effective communication skills.**

Objectives: Students will be:

- able to demonstrate proficiencies in spoken (or sign) language and written communication, or uses assistive communication systems appropriately if needed.
- able to research, organize, and deliver oral presentations.
- able to demonstrate proficiencies in mathematics, natural sciences, social sciences, and humanities.
- critical readers, analytical thinkers, and problem solvers, and can apply these skills to the content areas (i.e. Literature, History, Political Science, Mathematics, Behavioral Science and Natural Science).

- 2. To prepare teacher candidates who have knowledge of human development, learning theory, and pedagogy that is research based and reflect current and best practices.**

Objectives: Students will be able to:

- understand the course of typical and atypical child development and the learning process.
- understand and use methodology that will enable them to select and utilize curriculum, differentiate instruction, and adapt educational materials to meet the needs of diverse learners, including English Language Learners and students with disabilities.

- understand the physiological, psychological, social, and cultural factors that affect learning and behavior.

3. To prepare teacher candidates who demonstrate effective teaching skills and proactive classroom management to meet the needs of diverse learners, including English Language Learners and students with disabilities.

Objectives: Students will be able to:

- prepare and deliver differentiated instruction designed to meet the needs of diverse learners, including English Language Learners and students with special needs.
- use a variety of assessment techniques to measure student learning.
- use data from assessments, observations, and reflections to inform and improve their teaching practice.
- clearly express realistic expectations for student behavior and learning, set appropriate goals, use consistent scheduling, and continuously monitor student performance to help the student achieve success.
- apply proactive behavior management strategies to create a safe and encouraging learning community for all students.
- understand the characteristics of students within the scope of disabilities covered by the LBS I license, including, but not limited to: learning, behavior, emotional, physical, speech/language, cognitive, and developmental disorders as well as autism spectrum disorders.

4. To Demonstrate the dispositions consistent with being a moral practitioner.

Objectives: Students will be able to:

- demonstrate integrity in their personal and professional conduct by adhering to moral and ethical principles, confidentiality, honesty, trustworthiness, and dependability.
- take the initiative to learn about the students and prepare effective, differentiated lessons to meet their diverse needs, including English Language Learners and students with special needs.
- draw insights with regard to analyzing student learning, interpreting behavior, and reflecting on their own practice. See the value of all individuals and are committed to helping all students succeed.
- demonstrate a sense of fairness in teaching, assessment, classroom management, and interpersonal interactions. Are flexible, responsive to change, and can use teachable moments.
- demonstrate professional conduct.

5. To prepare students who are proficient in the use of technology and can integrate technology into instruction to facilitate and enhance student learning.

Objectives: Students will be able to:

- support and enhance student learning.
- differentiate instruction for diverse learners, including English Language Learners and students with special needs.
- collect and analyze data.

- monitor student achievement and progress.
- research, reflect, and communicate.

6. To prepare students who are reflective practitioners who: understand, respect, and appreciate diversity; are lifelong learners; and provide service to the community.

Objectives: Students will be able to:

- reflect on their clinical experiences and use the reflection to identify areas of personal strengths and weaknesses.
- reflect on their teaching performance and use the reflection to inform and improve their practice.
- provide effective, constructive feedback to their students and teach them to become reflective learners.
- recognize the need for and participate in ongoing personal and professional development opportunities.
- engage in service projects beyond the constraints of the classroom.

ADMISSION TO THE DEPARTMENT OF EDUCATION

Students pursuing Licensure through one or more of the teacher education programs, or those taking education courses to complete a thirty-hour requirement for an additional major in Education must make formal application to the Department of Education. Admission to the Department of Education is a prerequisite to enrollment in Level II core curriculum courses. Students contemplating declaration of an additional major in Education should begin the application process prior to completing Level I core courses. Transfer students must have completed 12 semester hours at Hebrew Theological College before applying. Applicants must meet the following minimum requirements for admission to the Department of Education:

- A cumulative grade point average of 3.00 (based on a 4.00 scale) or higher at the time of application.
- Candidates are required to have a current medical form with TB test, and fingerprint/background check on file prior to conducting clinical experiences, student teaching, or practicum.
- Proficiency in oral English language as evidenced by a grade of "B" or higher in an approved speech course, or by passing the Oral Proficiency Examination offered by the Department of Education.
- Competency in written English as evidenced by a grade of "B" or higher in an approved writing course.
- Competency in reading as evidenced by a grade of "B" or higher in an approved Literature course. Competency in mathematics as evidenced by a grade of "B" or higher in MATH 102 and MATH 203 or above.
- Competency in basic computer skills including: word processing, spreadsheet, database, e-mail and use of the Internet, or completion of an approved computer course.
- Two letters of recommendation from HTC instructors.
- An interview with the Chair (or designee) of the Department of Education.

- Successful completion of Test of Academic Proficiency (TAP). ACT/SAT scores may be used in lieu of the TAP. The minimum allowable composite score for the ACT Plus Writing is 22 and a minimum score of 16 on the Writing section. The minimum allowable composite score for SAT is 1110 (evidence-based reading and writing + mathematics) and a minimum score of 26 on Writing and Language.
- Meets Departmental standards for initial dispositions evaluations.

Applicants for admission to the Department of Education who do not meet all of the aforementioned criteria must schedule an appointment for an interview with the Department of Education Admissions Committee for consideration. Depending on the circumstances, provisional acceptance may be granted with a plan of remediation. Upon successful completion of this plan the student may receive full admission. Each candidate must be fully admitted to the program at least ONE semester before student teaching.

PROGRAM OPTIONS

Students in the Department of Education have four options in their major in education:

- Students may pursue a Bachelor of Arts with a thirty (30) hour additional major in Education.
- Students may pursue a Bachelor of Arts, an additional major in Education and HTC Judaic Studies Certificate for Secondary Education. Students may pursue a Bachelor of Arts, an additional major in Education and complete the requirements for Illinois State Teaching Licensure in Elementary Education. Students may opt to add an additional Reading Teacher endorsement if all requirements are met for that endorsement.
- Students may pursue a Bachelor of Arts, an additional major in Education and complete the requirements for Illinois State Teaching Licensure in Secondary Education in mathematics or science. Candidates with a Bachelor of Science degree may complete the program for licensure.
- Upon completion of an individualized focus program, the candidate will meet current State of Illinois standards for a second endorsement in the area of Elementary Education or LBS I. Candidates for complete a full (or focused) subsequent certification program will be recommended for the license by entitlement.

ADVISING

All students who wish to take ANY education course must meet with the Chair of the Department of Education and the Clinical Experiences Coordinator for advising prior to registration. No student will be permitted to register for education courses without both the Chair's and Coordinator's approval.

CURRICULUM REQUIREMENTS: ADDITIONAL MAJOR IN EDUCATION

A minimum of 120 semester hours are required for all students who graduate from Hebrew Theological College with a Bachelor of Arts degree. Students pursuing an additional major in Education must complete 30 semester hours in the Department of Education. Specific coursework is determined with the student's career goals in mind during the advising process. All Education majors must complete at least 20 semester hours in professional preparation coursework in residence including methodology coursework. Student Teaching and Practicum must be completed in residence.

CURRICULUM REQUIREMENTS: HTC JUDAIC STUDIES CERTIFICATE FOR SECONDARY EDUCATION (6-12)

Hebrew Theological College offers a comprehensive curriculum designed to prepare and train students to become professionally competent, culturally equipped and religiously inspired teachers in Jewish Day Schools (Middle School), High Schools, and Supplementary Schools (Talmud Torahs). Upon completion of the program, candidates will receive a certificate from Hebrew Theological College that will entitle them to teach Judaic Studies from 6th through 12th grade.

The program is comprised of five components:

- Advanced Hebrew Studies (AHS) Core
Major: A minimum of 36 credits including 6 credits in Bible; 3 credits in History; 3 credits in Jewish Law; 6 credits in Philosophy.
- Liberal Arts and Sciences as required for BA
- Professional Education Courses (See below)
- Clinical Experiences
- Student Teaching

The Judaic Studies and LAS requirements are identical to the requirements for all matriculating HTC/Hartman Women's College students.

CURRICULUM REQUIREMENTS: ILLINOIS STATE TEACHING LICENSE IN ELEMENTARY AND SPECIAL EDUCATION

The Elementary and Special Education programs prepare HTC students to have flexible skills that enable them to extend beyond traditional roles as classroom teachers and allow the students to respond effectively to changing needs in the public and private schools. In order to guarantee that all Education majors receive the breadth of general education in the Liberal Arts and Sciences and meet the requirements specified by the NCATE Standards and Illinois State Board of Education, students who wish to pursue Illinois State Teacher Licensure in Elementary and Special Education are required to take the following courses, which include the minimum requirements for graduation with a Bachelor of Arts.

LIBERAL ARTS AND SCIENCES

- Required coursework in Communication includes oral and written language. Teacher candidates must successfully complete English Composition 211, and 3 semester hours in Oral Communication.
- A minimum of 36 semester hours are required in Humanities. This includes 3 semester hours in English Literature; 18 semester hours in Bible and Biblical Literature; 3 semester hours in Foreign Language and Literature (or demonstrate proficiency through examination); 6 semester hours in Philosophy; and 3 semester hours in ARTH 230 Education Through the Arts.
- Candidates must acquire a broad-base of knowledge in the areas of Social and Behavioral Sciences through a minimum of 12 semester hours in coursework that includes: Psychology, Political Science, Sociology or Economics, American History (required).

- Candidates must demonstrate competency in the Natural Sciences. Elementary Education and Special Education Majors must take one course in the biological sciences, and one course in the physical sciences. All courses must have a lab component. Elementary Education Majors must take a third course must be an integrated science, emphasizing curriculum and methodology for a diverse population. Special Education Majors are required to take a course in integrated science, emphasizing curriculum and methodology for a diverse population, and a course in Assessment.
- 3 semester hours must be completed in Health and Safety Education. The course emphasizes sensitivity to diversity and perspectives in dealing with issues of health, prevention, and well-being.
- All candidates are required to take placement exams to determine the number and level of courses in Mathematics they must complete. The Math Assessment is comprised of four sections that measure proficiency in Basic Math Skills, College Algebra, Geometry and Statistics. The candidate's scores are analyzed to determine area of proficiency and need. Placement in Math courses is differentiated on each candidate's performance on the Math Assessment. For details, see the Departmental Guidebook. Candidates take summative and formative assessments in each math course to determine their levels of proficiency. Candidates must obtain a course grade of no less than B to move forward in their math sequence. Candidates who need additional support are referred to the Math Lab for individualized instruction and review.

In addition to the General Education requirements provided by the Kanter School of Liberal Arts and Sciences and the Bressler School of Advanced Hebrew Studies described above, students who wish to pursue Illinois State Teacher Licensure in Elementary or Special Education must complete the following Professional Education Core. Most courses are 3 credits except where indicated. According to the Illinois State Board of Education, no grade lower than a 'C' in content or professional education coursework may be used for Licensure, endorsements, or approvals.

PROFESSIONAL EDUCATION CORE

Candidates in Elementary Education and LBS I Programs take a similar core of professional education courses. The rationale behind the common course strand is that Elementary Education teachers will have diverse learners with a variety of needs in their classes along with neuro-typical students, and LBS I teachers will need to enable their diverse learners to have access to the general curriculum. As such, all candidates must have comprehensive exposure to both general and special education pedagogy and practice. Courses are categorized as either Level I or Level II. Level II courses require that candidates meet all benchmarks for formal admission to the Department of Education. Most courses also have comprehensive fieldwork and/or clinical experience components in settings with diverse student populations. Appendix I delineates the relationship between the Illinois Professional Teaching Standards, Required Courses, Conceptual Framework, Clinical Experiences, and Key Assessments. Table 5 lists the Level I core education courses for Elementary Education.

Level I Core Education Courses (21 credits must be completed in residence)

Elementary Education

Course #	Course Title		
EDUH 200	Principles and Foundations of Education	3	Field Work

ARTH 230	Education Through the Arts**	3	None Required
EDUH 241	Health and Safety Education	3	None Required
EDUH 295	Children's Literature**	3	None Required
EDUH 305 or EDUH 313	Cognitive Development or Process and Evaluation of Learning	3	Field Work
EDUH 310	Theories and Practices of Moral Education***	3	None Required
EDUH 314	Effective Practices in Differentiated Instruction	3	Prepracticum Internship
EDUH 315	Survey of Exceptional Children	3	Field Work

** Fulfills LAS Core Requirement

*** Fulfills AHS requirement for Philosophy

**Level II Core Education Courses
Elementary Education**

Course #	Course Title	Credits	Clinical Experiences
EDUH 318	Assessment of Behavior and Learning for the Classroom Teacher	3	Prepracticum Internship
EDUH 336	Technology in Education	3	Prepracticum Internship
EDUH 415	School Law* Elective	3	None Required
EDUH 420	Strategies for Classroom and Behavior Management	3	Prepracticum Internship

Candidates in Elementary Education take six redesigned methods courses that emphasize differentiated instruction, assessment, technology, and strategies for teaching English Language Learners and students with special needs. All courses require comprehensive clinical experiences in approved elementary education settings. Table 7 lists the Area of Specialization courses for elementary education candidates.

AREA OF SPECIALIZATION COURSES

Level II Elementary Education
(All courses must be completed in residence)

Course #	Course Title	Credits	Clinical Experiences
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EDUH 319	Diagnosis and Remediation of Learning, Emotional, and Behavior Disorders	4	Prepracticum Internship
EDUH 331	Methods of Differentiated Instruction in Literacy	3	Prepracticum Internship
EDUH 332	Methods of Differentiated Instruction in Language Arts and Writing	3	Prepracticum Internship
EDUH 333	Methods of Differentiated Instruction in Mathematics	3	Prepracticum Internship
EDUH 334	Methods of Differentiated Instruction in Social Studies	3	Prepracticum Internship
EDUH 335	Methods of Differentiated Instruction in Science	4	Prepracticum Internship

SUMMATIVE ASSESSMENT

The capstone course for candidates in the Elementary Education program is EDUH 450 Student Teaching and Seminar. Elementary education candidates conduct student teaching in an approved elementary placement for fifteen weeks. Student Teachers must the required content area test prior to student teaching and must pass the edTPA and dispositions assessments during the student teaching semester.

For most classes, Elementary Education candidates are required to complete extensive field experiences in diverse educational settings. These clinical experiences include teaching model lessons, facilitating reading and math groups, full and small group instruction, and case studies in collaboration with their supervising teacher. Candidates film themselves teaching lessons in their clinical placements, which are collected in the Video and Lesson Plan Portfolio.

As noted previously, Elementary Education candidates are required to take coursework relative to special education. Specialized methods of teaching literacy are covered in EDUH 319 *Diagnosis and Remediation of Learning, Emotional, and Behavior Disorders*. In addition, instruction relative to literacy for students with special needs is taught through EDUH 331 *Differentiated Methods of Teaching Writing and Language Arts* and EDUH 332 *Methods of Teaching Literacy*. Throughout the program, instruction for English Language Learners is embedded within the courses, from the foundational courses to the advanced coursework and methods.

SPECIAL EDUCATION – LBS I

In addition to the Level I and Level II core requirements, special education majors must complete the following courses in residence:

Course #	Course Title	Credits
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EDUH 317	Characteristics of and Methods of Teaching Students with Developmental Disabilities.	4
EDUH 319	Diagnosis and Remediation of Learning, Emotional, and Behavior Disorders	4
EDUH 331	Methods of Differentiated Instruction in Literacy	3
EDUH 332	Methods of Differentiated Instruction in Language Arts and Writing	3
Course #	Course Title	Credits
EDUH 333	Methods of Differentiated Instruction in Mathematics in the Elementary School	3
EDUH 335	Methods of Differentiated Instruction in Science	4

Candidates in the LBS I program can choose to take additional elective coursework in Language Disorders and Impairments (EDUH 350) and Transition and Employment Planning for Students with Disabilities (EDUH 405). The capstone course for candidates in the LBS I program is EDUH 451 *Practicum in Special Education – LBS I and Seminar*. LBS I candidates conduct student teaching in an approved special education placement for fifteen weeks. Student Teachers must pass the required content area test prior to student teaching, and must pass the Special Education General Curriculum Test, edTPA and dispositions assessments during the student teaching semester.

For most classes, LBS I candidates are required to complete extensive field experiences in special education settings. These clinical experiences include teaching model lessons, facilitating reading and math groups, full and small group instruction, and case studies in collaboration with their supervising teacher. Candidates film themselves teaching lessons in their clinical placements, which are collected in the Video and Lesson Plan Portfolio. The program does not offer coursework through distance learning. If a candidate is unable to attend a class or classes due to illness or an unforeseen prolonged absence, the candidate may use video conferencing and Zoom to participate in classes.

ALIGNMENT WITH PROFESSIONAL, STATE, AND INSTITUTIONAL STANDARDS

In the organization, structure and practices of the unit, the Department of Education adheres to the National Council for Accreditation of Teachers (NCATE) standards as adopted by the Illinois State Board of Education. The Illinois Content Area Standards for Educators are addressed in collaboration with the Kanter School of Liberal Arts and Sciences, for both general education and professional preparation courses. The Interstate New Teacher Assessment and Support Consortium (INTASC) and Illinois Professional Teaching Standards (IPTTS) are reflected in the assessment system of the Department of Education, as well as in the coursework and clinical experiences in both the elementary and special education programs.

The elementary and special education programs of the Department of Education are aligned with the following State standards:

- Illinois Professional Teaching Standards
- Illinois Content Area Standards

Additionally, the LBS I program is aligned with the following State standards:

- Core Standards for Special Educators

- General Curriculum Standards for Special Education
- Council for Exceptional Children

These standards are reflected in candidate assessments, electronic portfolios, clinical experiences assessments, dispositions assessments, as well as through the Illinois Licensure Testing System (ICTS) Test of Academic Proficiency, Content Area Tests, and the Assessment of Professional Teaching. For candidates in special education, these standards are also reflected in the Special Education General Curriculum Test.

The institutional standards are delineated in the Department of Education goals and outcomes, and reflect the candidate as a critical thinker, effective communicator, proactive educator, and moral practitioner. In addition, candidate proficiencies are assessed at a series of five benchmarks: upon admission to the institution, admission to the Department of Education, during clinical experiences and methods courses, during student teaching, and at the completion of student teaching.

Secondary Education

Mathematics teacher candidates must complete 24 hours of mathematics including MATH 261, 262, 272, 281, 401, 402, 403, and 404.

Science teacher candidates must complete 12 hours in biology, chemistry, and physics.

English majors must complete 24 hours of English courses.

History majors must complete 32 hours in social science with 12 or more hours in History.

Course #	Course Title	Credits	Clinical Experiences
PSYCH 265	Adolescent Psychology	3	Field Work
EDUH 313	Educational Psychology	3	Field work
EDUH 341	Differentiated Instruction: Facilitating the Learning of All Students	3	Prepracticum Internship
EDUH 338	Methods of Teaching Secondary Reading Across the Curriculum	3	Prepracticum Internship
EDUH 339	Methods of Teaching Secondary Mathematics	3	Prepracticum Internship
EDUH 340	Methods of Teaching Secondary Science	3	Prepracticum Internship
EDUH 342	Tests and Measurement in Education	3	

EDUH 450	Student Teaching	6	Practicum Internship
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CLINICAL EXPERIENCES

All students seeking Illinois State Teacher Licensure in Elementary, Secondary, and Special Education must complete a series of structured, comprehensive clinical experiences in approved clinical sites. These hours must be spent observing and working with children in an approved site, under the supervision of a qualified cooperating teacher. The clinical experiences are designed and structured by the course instructors to provide exposure to a wide variety of individual differences, cultural diversity, and educational technology. Required clinical experiences are incorporated into almost every aspect of the professional education programs. Clinical experiences are vital to the education experience and are a contingency for successful completion of coursework. Candidates are expected to attend all extracurricular activities, including field trips, professional development, or seminars as scheduled by the department chair. Clinical experiences must be completed before the end of each semester. Students must complete a background check before beginning their Clinical Experiences and comply with the procedures established by partner districts. Information about background check locations can be found at www.accuratebiometrics.com.

Three types of clinical experiences are required:

Field Experiences: Observations, small group activities, and work with individual students. Prepracticum Internships: Planning and implementing differentiated lessons, microteaching, model lessons and assessment. Student Teaching and Practicum entail collaboratively designed experiences that require a full-time, full-semester of teaching in an approved site, under the supervision of a master teacher. Candidates are required by law to clear a TB test before working in a school. The candidate is responsible for keeping the results of the test and providing it to the school district if it is required. Departmental Approval is required for Student Teaching or Practicum.

ILLINOIS STATE REQUIRED EXAMS

In addition to the Test of Academic Proficiency, all teacher candidates must take and pass the following State exams prior to being recommended for Licensure:

- *Elementary Education:*
 - *Content Area Exam – Elementary Education
 - edTPA
- *Secondary Education:* ○ Content Area Exam – Mathematics, Biology, Chemistry, or Physics
 - edTPA
- *Special Education:*
 - *Content Area Exam – LBS I ○ *Special Education General Curriculum Test (edTPA):*

As of Sept. 1, 2015, all candidates for Professional Educator License are required to successfully complete the edTPA. edTPA, a performance-based portfolio assessment that requires teacher candidates to demonstrate that they have the skills to help all students learn. Teacher candidates will be required to submit a student teaching portfolio that

includes lesson plans, video clips, commentaries, and student work samples. For more details, please refer to the Department of Education Guidebook.

Candidates must successfully pass the content area exam for licensure prior to student teaching. Candidates who have fulfilled the requirements for an LBS I endorsement on their elementary education certificate must take the LBS I exam in addition to the Elementary Education Content Area exam. Test requirements may be subject to change by the ISBE. Candidates who qualify for endorsements subsequent to receiving their license must apply for the endorsement directly to ISBE.

Information about all examinations, registration materials, and test bulletins are available in the office of the Department of Education. Candidates must follow the requirements and procedures outlined by ISBE and keep informed about changing policies and rules. Candidates keep current by going to ISBE's website at www.isbe.net and through regular advising sessions in the Department of Education.

STATE OF ILLINOIS INSTITUTIONAL REPORT: HEBREW THEOLOGICAL COLLEGE DEPARTMENT OF EDUCATION

Teacher Preparation Programs: HTC offers programs leading to a Bachelor of Arts with an additional major in education, which lead to State Teaching Licenses in Elementary Education and Special Education in the area of Learning Behavior Specialist I.

Student Characteristics: Students pursuing an additional major in education are mostly between the ages of 19-25, with some returning professionals ages 30 and above. 75% of the students are Illinois residents and 67% are fulltime.

Teacher Education Vision: To provide the highest quality professional preparation to our students to help them reach their fullest potential as educators and to instill in them a lifetime love of learning, and train each teacher to be an Effective Communicator, Critical Thinker, Proactive Educator and Moral Practitioner.

Best Practices:

1. Comprehensive structured clinical experiences integrated in the teacher preparation program.
2. Emphasis on a proactive approach to classroom management and differentiated instruction.
3. Focus on critical thinking and effective communication skills.
4. Integration of technology into the curriculum.
5. Use of assessment data to inform and improve teacher preparation.

Notable Features and Accomplishments:

1. Redesigned the Elementary Education and LBS I Programs to meet new State standards.
2. Elementary Education and LBS I redesigned program approved by ISBE and SEPLB, June 2016.
3. Implemented edTPA with 100% pass rate.

4. Faculty implemented comprehensive student review committee to assess knowledge, skills, and dispositions of teacher candidates.
5. Almost 100% job placement for teacher graduates.
8. Candidates consistently scoring above national norms on Content Area assessments.

DEPARTMENT OF ENGLISH

MISSION STATEMENT

The mission of the Department of English is to enhance and expand existing skills in written and oral communication; reading comprehension, research, and analysis; and critical thinking and application. The Department of English also supports all other disciplines by providing support services for papers and projects. Of the Core Curriculum objectives, at least three are overseen by the Department of English, which provides entry-level as well as advanced courses in composition, public speaking, and literature, and assesses students' skills in grammar, reading comprehension, and written communication.

GOALS AND OBJECTIVES

1. **Students will demonstrate advanced skills in writing, critical thinking and research through core and advanced courses in composition.**

Objectives: Students will be able to:

- demonstrate knowledge of grammar and formats necessary in writing across college curricula.
- understand how to create and proof a thesis through analysis and research.

2. **Students will read, analyze, and understand a wide range of literary genres and works and be able to adapt those skills to any new readings, whether fiction or non-fiction.**

Objectives: Students will be able to:

- understand how to create and proof a thesis through analysis and research.
- demonstrate general knowledge of British, American, and World literature, as well as a focus on specific subjects in those areas for extended study.
- synthesize skills and scholarly methods to demonstrate "mastery of knowledge" and produce original and critical scholarship.

3. **Students will learn advanced forms of analytical, critical reasoning, and research skills that will prepare them for other challenging coursework and equip them with necessary skills for graduate work, teaching, or applied field.**

Objectives: Student will be able to:

- incorporate important analytical tools as part of her or his higher education experience.
- utilize of HTC's academic libraries and digital collections.

For an additional major in English, a student must complete 33 semester hours in English (above ENGH 211), comprising the core curriculum detailed below, including two electives on the 200-300 level, and an additional five electives on the 300 level, with three of those courses taken in residence. English courses at the 100-level may not be applied to the major requirements. All English courses at or above the 200-level entail completion of ENGH 111 or its equivalent with a grade of C or better as a prerequisite.

CORE CURRICULUM FOR ENGLISH MAJORS

ENGH 275 Major British Writers I
ENGH 276 Major British Writers II
ENGH 285 The American Experience*
ENGH 301 Practical Literary Criticism* *
Must be completed in residence.

English Electives – Level I: Two courses from this group (must be completed in residence).

ENGH 201 Introduction to World Literature
ENGH 203 Introduction to Poetry
ENGH 205 Introduction to the Short Story
ENGH 213 Business Communication: Clarity and Persuasion
ENGH 255 Oral Interpretation of Literature
ENGH 295 Analysis of Children's Literature

And an approved Comparative Literature Course (see Interdisciplinary Courses list below)

English Electives – Level II: Select no fewer than five courses from this group, of which three must be taken in residence. Prerequisite: completion of two core curriculum 200-level courses, or one completed and one concurrent. It is generally recommended that all core requirements be completed before attempting advanced courses. However, a student may take an advanced course if the core requirement for that specialty is completed.

ENGH 303 Poetic Forms (May not be taken if ENG 203 has been completed)
ENGH 305 The Short Story (May not be taken if ENG 205 has been completed)
ENGH 310 Shakespeare
ENGH 311 Advanced Grammar and Stylistics
ENGH 313 Non-Fiction Workshop
ENGH 315 Creative Writing Workshop
ENGH 320 Contemporary Short Fiction: Multicultural Perspectives
ENGH 325 History of the English Language
ENGH 330 Studies in Nineteenth Century American Literature
ENGH 335 Masters of World Literature
ENGH 340 Studies in Nineteenth Century British Literature
ENGH 345 Modern American Literature
ENGH 350 Southern Literature
ENGH 355 Ethnic Literature

ENGH 360 American Women Writers
ENGH 365 British Women Writers
ENGH 370 Drama
ENGH 375 Seminar in English Studies

MINOR IN ENGLISH

For a minor in English, a student must complete 18 semester hours in English as outlined below:

- ENGH 301 Practical Literary Criticism
- Two of the following courses: ENGH 275 Major British Writers I; ENGH 276 Major British Writers II; ENGH 285 The American Experience • One elective on the 200-300 level:
- Two electives on the 300-level

DEPARTMENT OF GRAPHIC ART AND DESIGN

MISSION STATEMENT

The visual arts are intrinsically valuable as a form of individual and cultural expression. The arts have the power to change the way we perceive and understand the world around us and the emotions within us.

The mission of the major in Graphic Arts and Design is to provide students with hands-on instruction in an array of media in the visual arts. We foster an environment where the vision and talents of each individual student can emerge and flourish. Students learn to apply their unique approach to creative, purposeful, design. Technological experience is integrated with skills in visual, oral, and written communication.

GOALS AND OBJECTIVES

1. Students will utilize knowledge gained in the classroom to develop skills in materials and techniques

Objectives: Student will be able to:

- apply principles of color and composition to visual media.
- apply knowledge of typography and narrative design to projects in art and graphic design.

2. Demonstrate knowledge of all aspects of the design process to address complex problems and generate solutions

Objectives: Student will be able to:

- develop original concepts, create prototypes, seek feedback, and ensure projects are completed through the production process.
- create design projects that meet industrial, communal and cultural contexts.
- apply knowledge of setup, production and printing to computer based graphic projects.

3. Engage in Collaborative work team structures

Objectives: Student will be able to:

- demonstrate professional competence/depth of knowledge within their field of study as valuable members of a group.
- demonstrate discipline-based design ideas verbally, visually, in writing and digitally.

4. Prepare students for further study in art history, painting/drawing/printmaking, and photography and careers in graphic design.

Objective: Students will be able to:

- complete all required coursework for work in the field or continuation of studies at the graduate level

Students planning to pursue an additional major in Graphic Arts and Design must declare that intent after completing 30 semester hours. Transfer students must have completed 12 of these semester hours at HTC.

Applicants must meet the following requirements at the time of application:

- Satisfactory progress and good standing in Judaic Studies.
- An interview with the Chairperson of the Department or Dean.

Applicants who do not meet all of the above criteria must schedule an appointment for an interview with the Chair of the Department and the Dean of the Division of HTC to which the student has been admitted. Depending on the circumstances, provisional admission may be granted with a plan of remediation. Upon successful completion of this plan, the student may receive regular admission status.

PROGRAM COMPONENTS

Judaic Studies: Consistent with the mission and policies of Hebrew Theological College, all degree-seeking students pursuing an additional major in Computer and Information Sciences must complete the requirements for a primary major in an area of Judaic Studies. A student who is not progressing satisfactorily (see Academic Progress Policy, page 78) in the Judaic Studies major will not be permitted to continue in the additional major program.

A minimum of 120 semester hours is required for all students who graduate from Hebrew Theological College with a Bachelor of Arts Degree. Students pursuing an additional major in Graphic Arts and Design must complete 45* semester hours as specified below, some of which fulfill requirements for the Judaic and General Education core curricula.

CORE CURRICULUM FOR GRAPHIC ARTS AND DESIGN MAJORS (** indicates an elective – Students will choose 2)

- ARTH 130. Tools for Creative Design, Marketing and Document Management
*(*students may test out of 130 and thus need 42 credits in the major)*
- ARTH 140. Digital Imagery and Visual Language
- ARTH 200. Arts and Ideas
- ARTH 201: Fundamentals of Visual Design and Typography
- ARTH 205. ARTH 235. Electronic Art Production and Publication

- ARTH 207. Communication in Art and Design
- ARTH 208. Color Theory
- ARTH 210. Drawing and Painting Techniques**
- ARTH 223. Art in the Field **
- ARTH 225. Digital Illustration
- ARTH 230. Performing Arts Education Across the Disciplines
- ARTH 271. Graphic Arts and Multimedia Design I
- ARTH 299. Independent Study in Arts**
- ARTH 312. Social, Legal, and Ethical Issues in Computing
- ARTH 399. Internship in Graphic Arts and Design **
- BUSH 213 Business Communication

DEPARTMENT OF HEALTH SCIENCES

MISSION STATEMENT

The Department of Health Sciences provides a rigorous curriculum of prerequisite courses to equip our students for professions in the health sciences, or for graduate study. The course of study can be tailored to the student's career goals with the additional advantage of articulation agreements for nursing, physical therapy, and pharmacy. with nearby professional universities and post-graduate programs. Students in the program engage in courses designed to enhance critical thinking and research skills in an environment which encourages spiritual growth and development in accordance with Orthodox Jewish principles. Many of the students enter fields such as nursing, physical therapy, physician's assistant, nutrition, and pharmacy.

GOALS AND OBJECTIVES

1. To empower students with mastery of the scientific method and the tools for critical thinking.

Objectives: Students will be able to:

- Gain familiarity with a broad range of scientific disciplines such as biology, chemistry, and physics, and to understand how the scientific method is used in each field.
- Use the critical thinking skills to evaluate hypotheses.
- Master the scientific method and the generation and interpretation of data through experimentation.

2. To ensure that students can utilize current technology to obtain and evaluate information as part of lifelong learning.

Objective: Students will be able to:

- use common scientific equipment and bioinformatics databases

3. To become prepared for professional service in the health sciences and gain awareness of ethical standards.

Objectives: Students will be able to:

- understand the ethical principles involved in health sciences, specifically through a faith-based prism.
- satisfy the standards and pre-requisites for external programs as determined in our articulation agreements.

ADMISSION TO THE DEPARTMENT OF HEALTH SCIENCES

Students planning to pursue an additional major in Health Sciences must declare that intent after completing 30 semester hours. Transfer students may apply for this major after completing 12 semester hours at HTC. Applicants must meet the following requirements at the time of application:

- Satisfactory progress and good standing in Judaic Studies.
- A minimum of a 3.0 GPA, and successful completion (B or better) of:
 - ENGH 111
 - MATH 203 or above
 - 4 credits of Biology, Chemistry or Physics
- An interview with the Chair of the Department.

Applicants who do not meet all the above criteria must schedule an appointment for an interview with the Chair of the Department and the Dean of the Division of HTC to which the student has been admitted. Depending on the circumstances, provisional admission may be granted with a plan of remediation. Upon successful completion of this plan, the student may receive regular admission status.

MAJOR IN HEALTH SCIENCES

A minimum of 120 semester hours is required for all students who graduate from Hebrew Theological College with a Bachelor of Arts Degree.

RESIDENCY REQUIREMENT

Students must complete a minimum of 25 semester hours in the Health Sciences in residence.

HEALTH SCIENCES CORE

Core Curriculum: The following 36 semester hours constitute the core curriculum for students seeking an additional major in Health Sciences.

MATH 272	Statistical Analysis	3
NSCH 170	General Chemistry I (w/lab)	4
NSCH 160	Physics I (w lab)	4
NSCH 180	General Biology (w/lab)	4
NSCH 201	Anatomy & Physiology I (w/lab)	4
NSCH 202	Anatomy & Physiology II (w/lab)	4
NSCH 463	Molecular Biology & Genetics (w/lab) ..	4
PHIH 323	Jewish Bioethics.....	3
PSYH 101	General Psychology	3

PSYH 217 Developmental Psychology3

Concentration in Physician Assistant (additional 15 credit hours)

NSCH 270 General Chemistry II (w lab).....4
NSCH 275 Organic Chemistry I (w lab)4
NSCH 252 Medical Terminology3
NSCH 361 Microbiology (w lab)4

Concentration in Physical Therapy (additional 23 credit hours)

NSCH 260 Physics II (w lab)4
MATH 261 Calculus5
NSCH 270 General Chemistry II or
NSCH 275 Organic Chemistry (w lab) ...4
NSCH 252 Medical Terminology3
PSYH 317 Abnormal Psychology3

CONCENTRATION IN NURSING

The following courses are required for students pursuing a Bachelor of Science in Nursing (BSN) degree through HTC's Cooperative Program with North Park University (NPU). No less than 30 credits must be completed in residence to be eligible for this program, including ENGH 211 and PHIH 323:

ENGH 111 Composition: Critical Analysis and Research 3
ENGH 211 Advanced Composition: Writing Across the Disciplines ... 3
MATH 203 Advanced College Mathematics 3
MATH 272 Statistical Analysis 3
NSCH 155 Essentials of Nutrition 3
NSCH 170 General Chemistry I (w/lab) 4
NSCH 180 General Biology (w/lab) 4
NSCH 201 Human Anatomy and Physiology I (w lab) 4
NSCH 202 Human Anatomy and Physiology II (w lab) 4
NSCH 240 Principles of Organic Chemistry (w lab) 4
NSCH 361 Microbiology (w lab) 4
PHIH 323 Jewish Bioethics..... 3
PSYH 101 General Psychology 3
PSYH 217 Developmental Psychology 3
SOCH 101 Introduction to Sociology 3

1 Non-Western History course 3
1 course in ARTH, Oral Interpretation of Literature, or Literature 3
Hebrew Language 3
Judaic Studies 8

The aforementioned courses are also generally required for admission to other nursing schools both at the undergraduate and graduate levels.

DEPARTMENT OF JUDAIC STUDIES

MISSION STATEMENT

The mission of the Department of Judaic Studies is to offer students advanced text-based Jewish knowledge, enabling them to pursue new knowledge and an exchange of ideas in the dynamic climate of higher learning. Within the Department, students may major in Talmud or Interdisciplinary Judaic Studies. The Department also aims to enhance students' analytical and critical reasoning skills as part of Hebrew Theological College's general education requirements, academic training that sits at the core of HTC's mission.

GOALS AND OBJECTIVES

Program Goals

Foundational Knowledge: Students should gain understanding of key periods in Jewish history such as the Biblical era, Second Temple Judaism, the Rabbinic period, Medieval Jewish history, and Jewish life during the Renaissance, and Modern Jewish history.

Objectives: Students will be able to:

- demonstrate basic knowledge of the field of Judaic Studies, including Bible, Ethics, Jewish History, Jewish Law, and Jewish Philosophy
- understand the complexities and nuance of the Jewish past and Jewish thought
- demonstrate awareness of the different periods in Jewish History and Jewish Thought
- analyze ethical quandaries that arise in their major fields of study

Textual Skills: Students will develop the ability to read, analyze, and interpret a wide range of Jewish texts, from the Hebrew Bible and Talmud to medieval commentaries. This includes learning the original languages of these texts, primarily Hebrew and Aramaic, to engage with them in their original form.

Objectives: Students will be able to:

- synthesize skills and scholarly methods to demonstrate "mastery of knowledge" and produce original and critical scholarship
- Read the original texts fluently and analyze the deeper meaning of the texts
- compare and contrast the views of different commentaries and responsa

Cultural Understanding: Students will understand the diversity within Jewish cultures around the world, the Land of Israel, Babylon, including Ashkenazi and Sephardi Rabbinic laws and sources.

Objectives: Students will be able to:

- compare and contrast the practices and traditions within the different cultures within Judaism

- understand the geographic locations and historical contexts in which different cultures arose
- understand how the many different Jewish cultures have the same overall religious and nationalistic unifying beliefs
- understand how the cultures still center on the connection with and love of Eretz Yisrael

Religious Insight: Students will gain insights into Jewish religious thought, philosophy, ethics, and practice. This includes studying the various movements within Judaism (Mussar, Chassidism, Lithuanian, Mysticism, Kabbalistic) and understanding the theological underpinnings and variations among them.

Objectives: Students will be able to:

- identify the various movements within Judaism
- understand the differences between the movements
- analyze the historical context of each of the movements
- Demonstrate an awareness of the impact of the movements on Judaism

Historical Context: Students will understand the historical context of Jewish communities during the various periods and relating it to the important scholars and texts of that time.

- understand the major historical periods in Judaism and their impact on the Jews
- know the important scholars and their writings in each of the historical periods

Critical Thinking and Analytical Skills: Develop critical thinking and analytical skills through the study of Jewish texts, history, philosophy, and culture. This includes learning to formulate questions, engage in critical analysis, and present well-supported arguments

Objectives: Students will be able to:

- understand important analytical tools as part of her or his higher education experience.
- make use of HTC's academic libraries and digital collections.

The major is the key opportunity for the pursuit of new knowledge and an exchange of ideas in the dynamic climate of higher learning. As an educational institution committed to higher religious education for all students, each student is required to pursue, with the assistance and guidance of the student's advisor, a major that will serve as a focus for intense scholarship and inquiry. The requirement of a major is intended to ensure that a student moves through a course of study of increasing depth and intensity.

MAJOR IN TALMUD

For students enrolled in the Beis Midrash, the Judaic Major is Talmud. It is in the major where the student/faculty and student/student interactions are the most extensive and intensive. In order to derive benefit from the lecture, students must spend two hours of preparation to familiarize themselves with the Talmudic excerpt that is to be covered and the commentaries that will be discussed using a list of sources provided by the Rebbe. The Rebbe will draw original ideas and questions from the students and use these as launching points for further discussion and research. Students will then return to the study hall and break into small study groups of two or three students. The lecture provides the vehicle, but it is the study hall that provides the engine that drives intellectual stimulation and the pursuit of knowledge. The study hall is never quiet. It is constantly filled with the give and take, question and

answer, position and rebuttal of students with each other, as well as with the faculty guides. It is a place of challenging and questioning, as participants strive to understand and fathom the deepest intricacies of the Talmud. Prior to graduation, students majoring in Talmud are required to write a research *chibur* or prepare and lead a *chabura*. Note: Students in the FLEX college program are exempt from the Talmud requirement.

MAJOR IN INTERDISCIPLINARY JUDAIC STUDIES

Students enrolled in the Sarah Hartman Women's College major in interdisciplinary Judaic Studies. Students are required to complete no fewer than 36 semester hours in Judaic Studies. At least 18 credits must be completed in residence.

DEPARTMENT OF PSYCHOLOGY

MISSION STATEMENT

The Department of Psychology sees as its mission both the preparation of future professional Psychologists and Social Workers, preparing those entering Occupational Therapy programs and secondly, the teaching of psychology as a branch of the liberal arts and sciences. In its first roles, the Department provides students with the knowledge and skills to prepare them for graduate work. In its second role, the Department aims to prepare educated individuals who can think critically about psychological issues and who grasp the relevance of psychology to the understanding of individual and social experience.

GOALS AND OBJECTIVES

1. Students will demonstrate familiarity with the knowledge base of contemporary psychology, both basic and applied.

Objectives: Students will be able to:

- demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology, including biological bases; developmental changes across the life span; learning and cognition; and individual differences, psychometrics, personality, and social processes.
- describe the basic characteristics of the science of psychology.
- explain major perspectives in psychology.

2. Students will develop conceptual frameworks to organize and understand the knowledge base in relation to both the natural and social sciences and will be aware of the historical and philosophical development of these frameworks.

Objectives: Students will be able to:

- compare and contrast the assumptions and methods of psychology with those of related disciplines.
- utilize the concepts and language of the discipline to account for psychological phenomena.

- understand and apply the overarching themes, persistent questions, and enduring issues in psychology, such as heredity-environment interactions, neuro-developmental mechanisms, mind-body interaction, and variability vs. continuity of psychological processes.

3. Students will understand and apply basic research methods in psychology, including research design, data analysis and critical interpretation.

Objectives: Students will be able to:

- develop skills in reasoning and critical thinking about psychological issues.
- employ critical thinking effectively about issues in psychology.
- use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.

ADMISSION TO THE DEPARTMENT OF PSYCHOLOGY

Students planning to pursue an additional major in Psychology must declare that intent after completing 30 semester hours. Transfer students must have completed 12 of these semester hours at HTC. Applicants must meet the following requirements at the time of application:

- Satisfactory progress and good standing in Judaic Studies.
- An interview with the Chair of the Department.

Applicants who do not meet all of the above criteria must schedule an appointment for an interview with the Chair of the Department and the Dean of the Division of HTC to which the student has been admitted. Depending on the circumstances, provisional admission may be granted with a plan of remediation. Upon successful completion of this plan, the student may receive regular admission status.

CURRICULUM REQUIREMENTS

A minimum of 120 semester hours is required for all students who graduate from Hebrew Theological College with a Bachelor of Arts Degree. Students pursuing an additional major in Psychology must complete 32 semester hours in Psychology courses.

RESIDENCY REQUIREMENT

PSYH 372 Research Methods in Psychology and at least 13 additional semester hours must be completed in residence.

PROGRAM COMPONENTS

Judaic Studies: Consistent with the mission and policies of Hebrew Theological College, all degree-seeking students pursuing an additional major in Psychology must complete the requirements for a primary major in an area of Judaic Studies. A student who is not progressing satisfactorily in the Judaic Studies major will not be permitted to continue in the additional major program.

PSYCHOLOGY COURSES

Core Curriculum: The following 26 semester hours constitute the core curriculum for students seeking an additional major in Psychology. Courses followed by an asterisk must be completed in residence.

- PSYH 101 General Psychology (3 semester hours)
- PSYH 217 Developmental Psychology (3 semester hours) *
- PSYH 272 Statistical Analysis (3 semester hours)
- PSYH 286 Psychology and Biology of Auditory and Visual Perception (3 semester hours) *
- PSYH 301 Psychology of Personality (3 semester hours) *
- PSYH 317 Abnormal Psychology (3 semester hours)
- PSYH 372 Research Methods in Psychology (4 semester hours) *
- PSYH 422 Cognitive Neuroscience (4 semester hours) *

Electives: Additional courses (6 semester hours) with the approval of the Department Chair to complete the minimum of 32 semester hours in Psychology.

Selection should be geared towards meeting career and academic goals. Thus, for example, students planning to pursue graduate studies in Social Work may select PSYH 267 Maturity and Aging and PSYH 224 Family or Sociology 101. Students planning to pursue careers in Clinical or School Psychology may select PSYH 305 Cognitive and Language Development and PSYH 318 Assessment of Learning and Behavior. MATH 301 is highly recommended for all students who plan advanced study in Psychology.

Students must pass PHIH 323: Jewish Bioethics in residence and a college level biology course with a C or better.

SUMMATIVE ASSESSMENT

PSYH 372 Research Methods in Psychology serves as the capstone course which builds on the knowledge and skills attained throughout the curriculum.

DEPARTMENT OF SPEECH AND COMMUNICATION DISORDERS

MISSION STATEMENT

The Department of Speech and Communication Disorders aims to instruct students and help them gain a mastery of the major aspects of speech and language. Students will encounter the fields of anatomy, physiology, neurology, and psychology. Further, students will gain access to the clinical realm, participating in observations.

GOALS AND OBJECTIVES

1. To become conversant in the major academic fields relating to speech and communication.

Objectives: Students will be able to:

- demonstrate knowledge of the anatomy and physiology of the auditory, respiratory, phonatory, and articulatory systems.
- demonstrate knowledge of the nervous system as it relates to speech and language.
- demonstrate knowledge of the domains and components of language.
- demonstrate knowledge of theories of language development.
- demonstrate knowledge of speech/language development, disorders, and treatment.
- demonstrate knowledge of research skills in the general field of speech and communication disorders.

2. To develop an understanding of the professional roles and responsibilities of speech-language pathologists.

Objectives: Students will be able to:

- demonstrate knowledge of speech/language development, disorders, and treatment.
- observe clinicians and see how these professionals treat and/or assess clients (SPCH 350).

ADMISSION TO THE DEPARTMENT OF SPEECH AND COMMUNICATION DISORDERS

Students planning to pursue an additional major in Speech and Communication Disorders must declare that intent after completing 30 semester hours. Transfer students must have completed 12 of these semester hours at HTC.

Applicants must meet the following requirements at the time of application:

- Satisfactory progress and good standing in Judaic Studies.
- An interview with the Chair of the Department.

Applicants who do not meet all of the above criteria must schedule an appointment for an interview with the Chair of the Department and the Dean of the Division of HTC to which the student has been admitted. Depending on the circumstances, provisional admission may be granted with a plan of remediation. Upon successful completion of this plan, the student may receive regular admission status.

PROGRAM COMPONENTS

Judaic Studies: Consistent with the mission and policies of Hebrew Theological College, all degree-seeking students pursuing an additional major in Speech and Communication Disorders must complete the requirements for a primary major in an area of Judaic Studies. A student who is not progressing satisfactorily in the Judaic Studies major will not be permitted to continue in the additional major program.

CURRICULUM REQUIREMENTS

A minimum of 120 semester hours is required for all students who graduate from Hebrew Theological College with a Bachelor of Arts Degree. Students pursuing an additional major in Speech and Communication Disorders must complete 49 semester hours as specified below, some of which fulfill requirements for the Judaic and General Education core curricula. All courses followed by an asterisk must be completed in residence.

- NSCH 180 General Biology I* (4 semester hours)
- NSCH 170 General Chemistry I or NSCH 160 Physics I* (4 semester hours)
- PHIH 323 Jewish Bioethics or PHIH 346 Science and Religion* (3 semester hours)

- PSYH 101 General Psychology (3 semester hours)
- PSYH 217 Developmental Psychology* (3 semester hours)
- PSYH 272 Statistical Analysis (3 semester hours)
- SPCH 286 Psychology and Biology of Auditory and Visual Perception* (3 semester hours)
- SPCH 272 Speech and Hearing Science* (3 semester hours)
- SPCH 275 Phonetics* (3 semester hours)
- SPCH 276 Introduction to Speech Disorders* (3 semester hours)
- SPCH 278 Anatomy and Physiology of the Speech and Hearing Mechanisms* (4 semester hours)
- SPCH 306 Normal Language Development* (3 semester hours)
- SPCH 318 Audiology* (3 semester hours)
- SPCH 350 Language Disorders and Impairments * (3 semester hours)
- SPCH 422 Cognitive Neuroscience* (4 semester hours)

SUMMATIVE ASSESSMENT

SPCH 350 Language Disorders and Impairments serves as the capstone course which builds on the knowledge and skills attained throughout the curriculum. For specific application procedures and requirements, please contact the Department of Speech and Communication Disorders Chair or the Dean.

DEPARTMENT OF TALMUD AND RABBINICS

The Department of Talmud and Rabbinics provides the major of every student registered in the Beis Midrash. The department offers a wide range of courses and topics along with a variety of approaches to meet the needs and abilities of the individual student. Its purpose is to develop highly critical and creative minds, enriched by the abundance of thinkers recorded in the Talmud.

The study of Talmud is the *raison d'etre* of a Yeshiva. The Talmud is composed of the Mishna and the Gemara. The Mishna was compiled by Rabbi Yehudah HaNasi during the first part of the third century. The Gemara is the record of the elucidations, discussions, and debates concerning the laws of the Mishna and principles of law which evolved from the Mishna. These discussions took place during the third, fourth, and fifth centuries at the Babylonian Yeshivot of Sura, Pumpadita, and Nahardaha, as well as at the Yeshiva in Tiberius in Israel, and were edited and codified by Ravina and Rav Ashi, as an exposition and study of each Mishna. By subject, the Talmud is divided into six sections (orders), 1) Agriculture, 2) Holidays, 3) Marriage and Divorce 4) Jurisprudence 5) Sacrifice 6) Ritual Purity. The six orders are further subdivided into 63 tractates. Each tractate is divided into 8 to 10 chapters per tractate, on average, and each chapter contains, on average, 10 mishnayot. A single mishna is a writ of legal thought based on the oral tradition and is rooted in the understanding of a specific idea of the Written Law (Torah). A mishna serves as the foundation from which legal deduction and discussion ensues. Alongside legal discussions, the Talmud often digresses into different areas of scholarship, which is termed as the Aggadah.

POST-TALMUDIC LITERATURE

The Talmud was completed during the middle of the fifth century. A vast amount of literature has developed from that time to the present. This literature is divided into different classifications from three different eras, the Geonic

Era, from the completion of the Talmud until the closing of the last Yeshiva in Babylonia (at the end of the tenth century), the era of the Rishonim (the early authorities) beginning with the end of the Geonic Era until the publication of the Shulchan Aruch [Code of Jewish Law] by Rabbi Yosef Karo, at the end of the 15th Century, and the era of the Acharonim (later authorities) which begins with the generation following the Shulchan Aruch to the present time. Each of these eras produced literature that is distinctive in style and format. It is possible for an expert in Talmudic literature to discern from just a few lines of text, from which era it emerged.

Talmudic authorities wrote several types of works. A) Commentaries (the foremost of such is Rashi of Troyes written in the 11th century based on lectures and notes from his teachers), were written to clarify and elucidate the Talmudic material itself, which, without explanations, are often too terse to understand. B) Novella, creative insights into the Talmud, (the foremost were the novella of Tosafot, a school of French and German scholars of the 12th and 13th centuries which are printed alongside the Talmud in every printed edition of the Talmud) elucidating principles and applications that go beyond the simple level of the Talmud. C) Codification (the foremost is the code of Maimonides, which laid the foundation for all other codes that followed), arrangement of Talmudic material into themes and categories with emphasis of application of Talmudic law into practical applications i.e., Halacha. D) Responsa, legal decisions regarding Halacha which were based on the Talmud or on legal precedent of authorities after the Talmud. E) Midrash, homiletical literature based on the Aggadic sections of the Talmud.

GOALS AND OBJECTIVES

The aim of the Talmud department is the development of knowledge and competence in the following areas. 1) Basic Talmudic form and structure, phraseology, and techniques, 2) Analysis of Rashi's commentary, 3) Fluency in the analysis of the ideas of the Tosafos and other Rishonim, 4) Erudition and analysis in the responsa and novellae of the Acharonim.

Above and beyond the objectives of academic knowledge and training, and perhaps even more important, is the goal of providing the student with a taste of the excitement and pleasure of Talmudic learning with the assumption that acquisition of the taste is sufficient to motivate the student to continue to study the Talmud throughout his lifetime, regardless of his vocation.

Furthermore, the Talmud department, in conjunction with the other departments of the Yeshiva, strives to produce graduates knowledgeable in and committed to the laws and the ethical spirit of the Torah. The HTC graduate has an understanding of how the law was developed, what ethical and moral considerations may have been responsible for its formulation, and how each law relates to an interconnected system of laws, customs, and moral imperatives. This understanding develops the student's commitment to both the spirit and the letter of the law.

All of these goals are consistent with the institutional mission of educating a laity knowledgeable in the foundations of Jewish Law and tradition, as well as laying the groundwork for students preparing to enter the Rabbinate and careers in Jewish education.

It should be noted that the scope of the Talmud is quite vast and the material is both concentrated and abstruse. The study of Talmud is not intended to provide broad but shallow knowledge. It is, instead, aimed primarily at providing proficiency in the methods, reasoning, and nomenclature of the Talmud, to enable a student to tackle new and unfamiliar areas of the Talmud throughout a lifetime.

ORGANIZATION OF THE DEPARTMENT OF TALMUD AND RABBINICS

The Rosh HaYeshiva is the head of the Talmud and Rabbinics department, and with the faculty, considers and decides such matters as the placement of each student, the curriculum of Talmud instruction, the pace of study, and arrangement of study partners and chavuros (small study groups). The Rosh HaYeshiva is in continuous contact with the faculty and with the student body and monitors the progress of the program and of each student. In addition, each faculty member is responsible to monitor the progress of each student in his shiur and to recommend remediation or enrichment, changes in study partner or course load, as deemed beneficial to the success of the individual student. In addition to instructional faculty, a designated Mashgiach Ruchani (Dean of Students for Men) serves as an advisor to all the students and monitors their progress. The Mashgiach Ruchani meets with every student as often as required for reasonable progress, and to assist the student in removing any obstacle that impedes progress.

METHOD OF STUDY

The Talmud cannot be read as a narrative. Aside from the difficulties faced by someone whose native language is not Hebrew when studying texts written in Hebrew and Aramaic, anyone who undertakes Talmudic study must be familiar with the Bible, the basis of all discussions in the Talmud, and must be familiar with the rules of logic and method that are unique to this form of study. The Talmud itself consists of a record of discussions and debates on a seminal idea presented in the Mishna. The students engaged in studying the Talmud likewise engage in discussion and debate, by which they seek to arrive at a genuine understanding of the law. It is only by the ability to logically analyze the opposing positions in a debate and through the process of "verbal jousting" between teacher and student, and between study partners, that students can grasp the complex and intricate texts of the Talmud and its commentaries. Therefore, wherever the Talmud is studied, the format of learning is that of questions and answers, with excited and often loud argumentation. The Rebbe (teacher) strives to not merely have his student absorb information, he strives to develop the student's capacity for analysis and independent and creative thought.

At the lower levels, the classes are presented in a manner allowing for a great deal of give-and-take, in which the Rebbe encourages the students to develop independent and quick thinking. At the higher levels, where the students have developed considerable analytic finesse and proficiency in Talmudic terminology and concepts, the lectures are in the form of discourses. The advanced lectures are presented as models of erudition and originality, highlighting insights and subtle difficulties that may have escaped even the more advanced learner. Knowledge of the text and most commentaries is assumed at these levels, and those who are not adequately prepared will generally be unable to follow the discussion. Students are encouraged to critique the lecturing professor and find flaws in his argumentation, and lively debate usually ensues the formal presentation.

Lectures add dimensions and broaden the base of Talmudic discussion, bringing diverse commentaries or responsa, or original novellae, as they relate to the Mishna and Gemara. However, lectures can only provide supplemental knowledge which enhance and deepen the study. No lecture or series of lectures is sufficient to provide Talmudic knowledge. The heart of the learning experience occurs in the study hall where students engage in the learning partner system.

Each student is assigned a chavrusa (study partner) or chavura (study group) with whom to read, discuss, debate, and analyze the texts and ideas of the Talmud and related literature, analogous to "study groups" in law schools. The average student spends five to six hours a day with one or another study partner preparing for or reviewing for

a shiur, class, or lecture. Advanced students commonly are grouped in a formal chavura, which meets for weekly seminars, led by a professor. At these seminars students present an oral discussion based on a portion of the Talmud. Members of the chavura critically evaluate the thesis, challenging the presenter to defend his ideas. Through the formal classes, the informal - though guided - independent inquiry and debate with study partners, and the structured sparring with the study group, the Talmud student “learns how to learn,” and the yeshiva accomplishes its goals and objectives.

DAILY SCHEDULE AND GRADING

The regular full-time study program of the Beis Midrash encompasses lecture on textual material as well as directed and independent research, study groups, and involvement in prayer and liturgical studies. The Beis Midrash student is involved in intensive Talmud or Rabbinics study throughout the day. Shacharit Services begin at 7:30 a.m. Sunday through Friday. The schedule for Sunday through Thursday is Morning Seder (Study Period) 9 a.m. - 12:30 p.m. (Mincha); Afternoon Seder 2:00 p.m.- 4:30 p.m.; and Night Seder 9:15 p.m. - 10:15 p.m. (Ma'ariv). Scheduled Sedarim for the Beis Midrash end on Fridays at 11:30 a.m. All students enrolled in the Beis Midrash are full-time students regardless of variations in individual course schedules outside the Department of Talmud and Rabbinics.

The grade assigned for the Talmud Tractate Series courses and Rabbinics courses is comprised of all the aforementioned components. Because each lecture hour demands many hours of supervised study and preparation, the department has taken into account time outside the formal classroom in computing the credit allotted to each course. However, only time spent in the supervised, formal study hall in which attendance is mandatory and recorded will be considered. Irregular attendance at Prayer Services or mandatory lectures and study hall may result in suspension or other disciplinary actions. The standard breakdown of course grades are as follows: Tractate coursework in the morning session of lecture (shiur) accounts for 25% of the grade. Supervised study periods in the morning, afternoon, and evening sedarim accounts for 60% of the grade. Participation at Prayer Services comprise 15% of the grade.

TRACTATE SERIES SEMINAR COURSES

Each of the four Tractate Series levels also offer two seminar tractate courses. Seminar tractate courses are offered during the five or six-week Summer I and Summer II terms and are presented at the level of study corresponding to the level in the fall and spring terms. Specific course content of seminar tractate courses depends on the research goals of the class and will vary from semester to semester. Topics may be chosen from the Tractate studied during the previous semester or as a topic well suited for the development of in-depth research skills. Tractate Series Seminar courses may be used to satisfy the requirement for a major in Talmud only with the permission of the Rosh HaYeshiva. Talmud Seminar courses may not be used to satisfy the Talmud residency requirement.

DEPARTMENT OF RABBINICS — SEMICHA PROGRAM

The Semicha Program, in conjunction with the Talmud Department, is the first fully developed program of study instituted by Hebrew Theological College and served as a primary reason for its founding. This is the program of study and character and spiritual development which leads ultimately to the ordination of the select few who complete the program and the ensuing examinations. Hebrew Theological College was founded for the express purpose of preparing suitable candidates for the rabbinate, and while many who are ordained choose other

vocations, they along with their peers who have been appointed to pulpits throughout the United States and Israel, have served and enriched the world Jewish community because of the education of the Semicha Program.

Candidates for ordination are accepted from the Hebrew Theological College Beis Midrash upon determination that the candidate has successfully completed a three- year curriculum of collegiate-level Talmud study and has earned an HTC Bachelor of Arts or equivalent. While some of this requirement may be satisfied with Talmud study at another institution, a minimum of one year of study must be fulfilled at Hebrew Theological College. This residency requirement is crucial to the accurate assessment of the second entrance requirement, namely, a general evaluation that the student possesses a fundamental background in Jewish law and traditions and the religious, ethical, and mental aptitude necessary for spiritual leadership in conformity with the traditions of Orthodox Judaism. This evaluation is both subjective and objective. After a student spends a minimum of one year engrossed in the in-depth study of Talmud, with intense, daily faculty-student interaction, the subjective evaluation of the student's true motivations and religious convictions are readily apparent to the faculty mentor. Traditional grading as well as periodic progress evaluations supply objective criteria to evaluate the student's mental aptitude and academic potential.

The curriculum of the Semicha Program covers Jewish law dealing with the following subjects: Dietary laws, Kosher food preparation, mourning, burial and bereavement, family life, and Sabbath and Holiday observance. Students are also involved in academic areas addressing the particular needs of the chosen specialized area of rabbinic activity, such as education, public speaking, homiletics, and psychology. Students pursuing pulpit positions have been assigned to a practicing rabbi for short term practica or longer-term internships.

In addition, students will be matched with community Rabbanim for individual mentoring. Such mentoring may include short unpaid rabbinic internships or other forms of apprenticeship. Following the third year of the Semicha program, students who so desire will have the opportunity to intern in a congregational setting. Interns will be paid a stipend by HTC and the host institution. This will allow the students that ability to practice the skills acquired at HTC while being overseen by the host Rabbi and HTC.

Course Methodology

The delivery of Semicha program instruction is based on a three-year cycle of actual coursework. This enables students to join the program at any point of transition between one subject and the other, (often coinciding with the semester breaks) and remain in the program until he completes the full cycle of prescribed coursework. During the full coursework cycle, students may be involved with chavrusa/study partners who are just starting the cycle or, perhaps, are in the final stages of their coursework cycle. As such, they will have the opportunity to gain from the experience of more advanced students as well as sharpen their own skills in assisting students just beginning the program.

Students are directed to prepare on their own the appropriate sections of the Gemara and the Tur and Beis Yosef for each chapter in the Shulchan Aruch during the two days prior to beginning each new topic. Every day the student is responsible to prepare the Mechaber and Ramah, along with the Shach and Taz that will be discussed on the following day. In each class session the textual material will be reviewed, and discussion will focus on assuring complete mastery of the daily topic. Other commentators, such as Rabbi Akiva Eger, Pischei Teshuva, Chavas Da'as and Pri Megadim will be introduced, and their divergent and complementary opinions will be analyzed in-depth. The analysis of each topic/chapter will be highlighted with the practical halachic procedures and outcomes

after consideration of modern Jewish legal scholarship and authorities.

After completing his course work, a student will usually spend an additional period of time reviewing the material in preparation for the comprehensive subject area examinations. The oral exams, along with class participation constitute the grade for the course. While sitting for examinations in some areas may take place concurrent with ongoing coursework in other areas, many students opt to take the examinations after a period of intensive review.

COURSE REQUIREMENTS FOR ORDINATION

Course/ Subject	Source Material	Method of Instruction
333 Basar BeChalav I	Yoreh De'ah, sections 92-97	Lecture
335 Ta'aruvos I	Yoreh De'ah, sections 98-103	Lecture
334 Basar BeChalav II	Yoreh De'ah, sections 87-91	Lecture
336 Ta'aruvos II	Yoreh De'ah, sections 104-109	Lecture
351 Aveilus	Yoreh De'ah, sections 340-401	Optional Lecture
341 Taharas HaMishpacha I	Yoreh De'ah, sections 183-190	Lecture
342 Taharas HaMishpacha II	Yoreh De'ah, sections 191-194, 320 - 322	Lecture
343 Taharas HaMishpacha III	Yoreh De'ah, sections 195-199	Lecture
321 Shabbos I	Orach Chaim, sections 253-259, 307-311, 325	Lecture
327 Pesach	Orach Chaim, sections 429, 432, 438	Lecture
322 Shabbos II	Orach Chaim, sections 289, 314-317, 320-322	Lecture
323 Shabbos III	Orach Chaim, sections 325, 328-331, 340	Lecture
337 Ma'achalei Akum	Yoreh De'ah, sections 112-121	Optional Lecture

MINORS

A student may elect to pursue a Minor in an area of study in order to reflect significant pursuit of knowledge or interest in that area, yet not at the level of a Major. While certain Departments may list specific courses in this catalog required for a minor, in all cases the Dean or the Chair of the appropriate department must approve the specific courses that will fulfill Minor requirements.

- A Minor consists of no fewer than 18 semester hours
- At least 9 semester hours must be taken in residency
- At least 9 semester hours must be earned at the 200 level or above

Minors may be selected from the following departments: Accounting, Bible, Business, Computer and Information Sciences, Education, English, Graphic Arts and Design, Hebrew, History, Jewish Law, Mathematics, Health Sciences, Philosophy, Psychology, and Speech and Communications Disorders.

PROFESSIONAL CAREER PROGRAMS

Hebrew Theological College provides many opportunities for students to fulfill their professional career goals. Academic and career guidance is a key element to student success in these areas. Some of the programs described below are based entirely at HTC, others are accomplished through HTC's strategic alliances with other institutions, and a few are preparatory degrees required for admission to post-BA degree programs. Students are advised to contact their Department Chair, Dean, or other designated faculty member to discuss career goals and academic requirements.

Business: HTC promotes its partnership with Loyola University's Quinlan School of Business, offering an accelerated BA program for qualified students in HTC's Beis Medrash and Flex programs, providing a pathway into Loyola University's Master of Business Administration Program. This accelerated program can be completed in 2½ years of post-Israel study. Qualified students will receive a GMAT/GRE waiver and can take up to two courses at HTC to count for the one-year Loyola MBA coursework. Quinlan's one-year MBA program equips students with a solid foundation in business disciplines to jumpstart a career in a variety of business disciplines.

Clinical Psychology: Clinical Psychology requires an advanced degree, a Psy.D. HTC has an Articulation Agreement with Midwestern University (Downer's Grove, Illinois), confirming that HTC courses meet the prerequisites for the Psy.D. program. Qualified HTC graduates have a guaranteed slot in the interview process. A limited number of acceptances are reserved for HTC graduates. For more details, consult the Psychology Department Chair.

Education: Hebrew Theological College's Department of Education is approved by the Illinois State Board of Education to provide teacher training programs in Elementary, Secondary, and Special Education. In addition, students may opt to pursue Judaic Teacher Certification. At present, additional majors in Education are only offered to students on the women's Campus. More information about teacher certification programs is available at the Department of Education office.

Nursing: HTC supports several paths for students interested in a career in Nursing. In addition, Hebrew Theological College and North Park University (NPU) have established a Cooperative Program for Nursing. This program permits

students to complete their prerequisite liberal arts and sciences requirements at HTC's Sarah Hartman Women's College and then matriculate into North Park University's School of Nursing to complete a Bachelor of Science – Nursing (BSN) program. For more details, consult the Health Sciences Department Chair.

Occupational Therapy: Students interested in pursuing this career opportunity usually select an additional major in Psychology and take specific coursework to fulfill prerequisite requirements. HTC has an Articulation Agreement with Midwestern University (Downer's Grove, Illinois), confirming that HTC courses meet the prerequisites for the Doctorate in Occupational Therapy program. Qualified HTC graduates have a guaranteed slot in the interview process. A limited number of acceptances are reserved for HTC graduates. For more details, consult the Psychology Department Chair.

Physical Therapy: Physical Therapy requires an advanced degree, usually Doctor of Physical Therapy (DPT). HTC has an Articulation Agreement with Midwestern University (Downer's Grove, Illinois), confirming that HTC courses meet the prerequisites for the DPT program. Qualified HTC graduates have a guaranteed slot in the interview process. A limited number of acceptances are reserved for HTC graduates. For more details, consult the Health Sciences Department Chair.

Pharmacy: Hebrew Theological College and Midwestern University College of Pharmacy Downer's Grove Campus (CPDG) have a Dual Acceptance Program enabling students to apply to and be accepted by HTC and CPDG simultaneously. This unique five-year program is structured so that accepted students enroll in Judaic Studies and General Education courses, including extensive science and mathematics courses, at HTC for the first two years and then complete a three- year program at CCP. For more details, consult the Health Sciences Department Chair.

Speech and Communication Disorders: Speech and Communication Disorders requires a Master's Degree. HTC has an Articulation Agreement with Midwestern University (Downer's Grove, Illinois), confirming that HTC courses meet the prerequisites for the Speech and Communication Disorders program. Qualified HTC graduates have a guaranteed slot in the interview process. A limited number of acceptances are reserved for HTC graduates. For more details, consult the Speech and Communication Disorders Department Chair.

COURSE DESCRIPTIONS

ACCOUNTING

201. Financial Accounting I. 3 semester hours. Fundamentals of accounting and the use of accounting data in business decisions. Areas covered include the accounting equation, journal entries, ledgers, trial balances, statement presentation, adjustments and corrections, accounting principles observed in connection with current assets, fixed assets, and other assets.

202. Principles of Managerial Accounting. 3 semester hours. Accounting information needed by management to plan and control business activities. Topics include job order and process costs, costing systems, standard costs and variance analysis, flexible budgeting, direct costing, and break-even analysis. Prerequisite: ACCH 201 or consent of Department.

211. Financial Accounting II. 3 semester hours. A study of the principles underlying financial statements and methods of application. Topics include alternatives for measurement of liability and equity valuation, and financial statement preparation and analysis. Extensive problems and written assignments. Prerequisite: ACCH 201.

253. Intermediate Financial Accounting I. 3 semester hours. In-depth topics in financial accounting including theory and standards, financial statement presentation, theory and methods of revenue recognition, concepts of present and future value, cash and receivables, inventory valuation, intangible assets and valuation, depreciation and impairments of property, plant and equipment. Prerequisite: ACCH 211.

254. Intermediate Financial Accounting II. 3 semester hours. In-depth topics in financial accounting including financial instruments (debt and equity), leases, pensions and other post-retirement benefits, income taxes, accounting changes, earnings per share, and the statement of cash flows. Prerequisite: ACCH 253.

263. Accounting Information Systems. 3 semester hours. Concepts and skills in using off-the-shelf Accounting Information Systems, including management decisions related to the evaluation of software and hardware. Lecture and Lab. Prerequisite: ACCH 201.

299. Independent Study in Accounting. 1 to 3 semester hours. Faculty-supervised independent study. Topic and semester hours determined in conjunction with faculty. Student must obtain faculty sponsor and prepare written proposal that includes course objectives and methods of evaluation. Departmental approval required.

343. Tax Law I. 3 semester hours. An introduction to personal and business income tax fundamentals, with particular emphasis on tax problems and planning. The course includes a thorough exposure to the principles related to inclusion and exclusion from gross income, deductions, basis and other gains and losses. Prerequisites: ACCH 202, ACCH 211.

344. Tax Law II. 3 semester hours. Study of federal income taxation of businesses, including partnerships and corporations and their partners or shareholders, focusing on business operations and transactions between the business entity and its owners. Corporation topics include taxability of income items and deductibility of expenses, distributions to shareholders, corporate liquidations, tax penalties, special rules for S corporations and tax rules

concerning consolidated tax returns. Partnership topics include laws related to the formation, operation, and liquidation of partnerships, and special rules related to the taxation of partners on specific items of partnership income and expense. Prerequisites: ACCH 202, ACCH 211.

348. Forensic Accounting. 3 semester hours. Topics include valuation techniques and investigation of theft of cash merchandise, fraudulent financial reporting, hidden assets, money laundering and cases of divorce and bankruptcy. Expert testimony is reviewed Prerequisite: ACCH 253.

350. Crypto Currency and Cyber Currency. 3 Semester hours. Key topics include market description and market dynamics, types of currency, volatility of the value of crypto-currencies, IBM and central banks cryptographically secure tokens, market shares and forecasts, Blockchain Technology. Prerequisite: ACCH 253.

353. Advanced Financial Accounting. 3 semester hours. In-depth advanced topics in financial accounting, including accounting for business combinations, long-term equity accounting, consolidated financial statements, branch accounting, and international accounting. Extensive problem assignments. Prerequisite: ACCH 253.

358. Governmental and Non-Profit Accounting and Accounting Research. 3 semester hours. Governmental and nonprofit accounting component: Introduction to federal, state, and local government accounting, and not-for-profit organization accounting. Topics include the unique accounting terminology and journal entries as well as the various types of financial statements required for these entities, as well as tax issues applicable to not-for-profit organizations. Accounting research component: The basic tools available and the practical application of accounting, taxation, and auditing research. Areas covered include the identification of tax, accounting or auditing issues, overview of the research databases available, the use of keywords in locating pertinent citations, the development of critical thinking and the communication of research findings to interested parties. Prerequisite: ACCH 254 or Departmental approval.

363. Auditing. 3 semester hours. An in-depth investigation of internal control structure, systems, and the theory of audit evidence. Theoretical principles and practical issues involved in planning and executing an audit. Internal control policies and procedures and principal evidence techniques for major transaction cycles or account groups. Study of appropriate AICPA professional standards is an integral part of this course. Prerequisite: ACCH 253.

399. Internship in Accountancy. 3 semester hours. Part-time work in the accountancy/financial function of a sponsoring organization. Students submit periodic reports to the Department internship coordinator. May be repeated to a maximum of 6 semester hours. Prerequisite: ACCH 254 and ACCH 363 or approval of Department Chair.

BIBLE

101. Introduction to Biblical Analysis I. 3 semester hours. The course is an introduction to the analytical study and traditional interpretation of the Hebrew Biblical text, while developing proficiency in reading classic commentaries, especially Rashi. Instruction is geared to develop problem finding skills so that students can independently distill the questions—philosophical, psychological, and stylistic—that underlie the commentaries.

104. Introduction to Biblical Analysis II. 3 semester hours. The course is a continuation of BIB 101, an introduction to the analytical study and traditional interpretation of the Hebrew Biblical text. May be repeated for credit

111. The Pentateuch with Commentaries I. 2-3 semester hours. Traditional study of the Pentateuch with focus on commentaries of Rashi, Ramban, and Ibn Ezra. Emphasis on the narrative selections and development of critical reading skills.
112. The Pentateuch with Commentaries II. 2-3 semester hours. Traditional study of the Pentateuch with the aid of midrashic and medieval hermeneutics. Focus on the legal selections and their interpretation into Judaic codes.
121. Classic Themes in Bible Studies. 2-3 semester hours. Geared for students with limited proficiency in classical Hebrew. Students are guided in the analysis of selected vignettes from Sefer Bereishit and Sefer Shemot, the meaning of which has had profound impact on the development of Jewish thought and modern culture. Discussion is oriented to classic exegesis and Midrashic analysis.
131. The Sidra I. 3 semester hours. In-depth study of the weekly portion of the Pentateuch. Content, grammatical analysis, cantillation, and commentaries. Texts from Genesis and Exodus.
132. The Sidra II. 3 semester hours. Continuation of BIBH 131. In-depth study of the weekly portion texts from Leviticus and Numbers.
133. The Haftora I. 3 semester hours. Analysis of the weekly portion in the Prophets with concentration on classic and modern commentaries. Discussion will focus on the thematic linkages between the Haftora and the weekly portion in the Pentateuch.
134. The Haftora II. 3 semester hours. Continuation of BIBH 133. Analysis of the weekly portion in the Prophets with the aid of classic and modern commentaries. Lectures will provide background on the history and style of the Book from which the Haftora is culled.
141. Introduction to Early Prophets I. 2-3 semester hours. Survey of Early Prophets, with focus on Joshua, Judges, and Samuel I, for historical and geographical view of the conquests and formation of Ancient Israel.
142. Introduction to Early Prophets II. 2-3 semester hours. Overview of the Books of Samuel and Kings for an understanding of the major persons and events of the First Commonwealth, the move from tribalism to nationalism, the developing monarchy, and social and political institutions.
201. Studies in Chumash. 3 semester hours. The course is geared for students with a strong background in Bible and proficiency in Biblical Hebrew and commentaries in their primary sources. The courses will concentrate on classical and modern commentaries
202. Studies in Chumash II. 3 semester hours. The course is geared for students with a strong background in Bible and proficiency in Biblical Hebrew and commentaries in their primary sources. The courses will concentrate on classical and modern commentaries.
211. Advanced Studies in Torah: Ramban al HaTorah I. 3 semester hours. The course is designed for the student with significant proficiency in Biblical Hebrew and considerable experience in traditional study of Tanach and commentaries in their primary sources. The course will focus on the methodology of the Ramban in interpreting major issues in the specific text. Discussion will include comparative analysis with other classic commentaries and will presuppose the students' ability to engage in independent research.

212. Advanced Studies in Torah: Ramban al HaTorah II. 3 semester hours. The course follows BIBH 211, designed for the student with significant proficiency in Biblical Hebrew and considerable experience in traditional study of Tanach and commentaries in their primary sources.
213. Advanced Studies in Torah: Ramban al HaTorah III. 3 semester hours. The course follows BIBH 212, designed for the student with significant proficiency in Biblical Hebrew and considerable experience in traditional study of Tanach and commentaries in their primary sources.
214. Advanced Studies in Torah: Ramban al HaTorah IV. 3 semester hours. The course follows BIBH 213, designed for the student with significant proficiency in Biblical Hebrew and considerable experience in traditional study of Tanach and commentaries in their primary sources.
220. Mavo La'Mikra. 2-3 semester hours. Structure and method in classic scriptural study. Survey of topics such as methods in midrashic interpretation; Targum: translation or exegesis; cantillation and Masoretic tradition.
222. The Prophet and Prophecy. 3 semester hours. An in-depth study of prophecy and the evolving role of the prophet in the Bible and its halachic ramifications. Analysis of select passages in the Bible and classic commentaries and Rabbinic literature pertinent to an understanding of various levels of prophetic experience and the hallmarks of a true prophet.
225. The Twelve Tribes. 3 semester hours. Discussion of personas, idiosyncratic qualities, mystical symbols, and historical evolution of the Twelve Tribes through analytical study, the Tanach, and selected Midrashic and Kabbalistic literature.
226. Selected Readings in Prophets and Hagiographa. 2-3 semester hours. Concentration on in depth research and analysis of the writings of King David in light of the Targumim, medieval scholars such as Rashi, Ibn Ezra, Ramban, and Abravanel.
227. Selected Readings in Prophets and Hagiographa II. 2-3 semester hours. Continued centration on in depth research and analysis of the writings of King David in light of the Targumim, medieval scholars such as Rashi, Ibn Ezra, Ramban, and Abravanel.
228. The King and Monarchy. 3 semester hours. Analysis of Biblical selections regarding the role of the kings and of monarchy in Jewish history and thought. Examination of classic commentaries and halachic sources.
229. Kabbalat HaTorah. 3 semester hours. Analysis of Ma'amad Har Sinai as the foundation of the Jewish Nation and the beginning of the transmission of the Law. Study of select excerpts from Biblical and Rabbinic literature.
230. Readings in Early Prophets. 3 semester hours. The course is geared for students with basic background in Bible and commentaries in primary sources. These courses will concentrate on the major medieval commentaries such as Rashi, Radak, and Ibn Ezra as well as contemporary interpretations.
241. Geography of Biblical Lands. 3 semester hours. The geography and topography of the countries in the Middle East including the land of Israel, during Biblical times.

243. Biblical Archaeology. 3 semester hours. Overview of modern archaeology, its techniques, and theoretical premises. An introduction to the impact of modern archeological discoveries in contemporary understanding of the Bible.
251. Readings in Later Prophets. 2-3 semester hours. Providing an overview of the history and biographies of the prophets, courses BIBH 251 and BIBH 252 will concentrate on select reading with the guidance of classical commentaries such as Rashi, Mitzudot, Radak, and Abravanel, as well as contemporary commentaries.
252. Readings in Later Prophets II. 2-3 semester hours. Providing an overview of the history and biographies of the prophets, courses BIBH 251 and BIBH 252 will concentrate on select reading with the guidance of classical commentaries such as Rashi, Mitzudot, Radak, and Abravanel, as well as contemporary commentaries.
270. Methods of Mefarshei HaMikra. 3 semester hours. A survey of the major commentaries of the Tanach, their distinct methods of exegesis and approach to hermeneutics.
271. Biblical Heroines. 2-3 semester hours. An examination of major heroines of the Bible, the nature of their roles and prescriptive ramifications. Study will focus on midrashic and contemporary exegesis of text.
272. King David and Tehillim. 2-3 semester hours. Introduction to methods of study of the poetry of Psalms. A comparison of autobiographical selections from Psalms with the narration in Samuel as a means of understanding the image of David. Use of midrashic and modern exegesis.
273. The Writings of King Solomon. 2-3 semester hours. Analysis of readings in Proverbs, Ecclesiastes, and Song of Songs with cross-comparisons to Psalms and Job for the Biblical view of the nature of wisdom, human intelligence, and capacity for understanding the mystery of life. Focus on the Biblical rendition of the ideal person, definition of the good and the beautiful, the human condition, the goals and means of educating the young.
274. Esther and Ruth. 3 semester hours. A comparative analysis of Esther and Ruth, the literary devices unique to each of the Megilloth and those typical of Biblical narrative and poetry in light of midrashic and classic commentaries. Comparative analysis with other Biblical excerpts on issues such as the protagonist in an alien culture; Divine intervention in the narrative; depiction of moral virtue.
275. Divine Justice: Ba'ayat HaGmul BaMikra. 3 semester hours. Biblical perspectives on pain and death, reward and retribution, sin and repentance – and the overarching problems of the “suffering of the innocent” and the “flourishing of evil.” Study includes classic and modern commentaries to the issues. Analytical readings of pertinent excerpts from Tanach, such as Job, Isaiah, Psalms, Jonah and Habakuk.
276. Prophecies of Destruction and Comfort. 3 semester hours. In-depth study of Haftarot and comparable excerpts related to prophecies of destruction, redemption, and eschatology.
277. Biblical Heroes. 3 semester hours. An in-depth analysis of major personalities from the Bible and the Prophets, the nature of their roles and prescriptive ramifications, examined in light of classical and contemporary Jewish commentaries.
282. Biblical Heroes and Heroines. 3 semester hours. In-depth analysis of major personalities in the Biblical narrative, men and women, the nature of their roles and prescriptive ramifications through an analysis of text

examined in light of classic and modern Jewish commentaries. Study is augmented by relevant selections in Midrashic literature. This course presumes reading proficiency in classic and Biblical Hebrew, and proficiency in major medieval commentaries.

290. Dikduk in the Bible. 3 semester hours. This course pays close attention to the grammar and conjugational systems of Biblical Hebrew and how it informs the narrative and meaning of the Bible.

299. Independent Study in Bible. 1 to 3 semester hours. Research and intensive study in selected subjects in Bible under faculty supervision.

301. Studies in Hagiographa I. 3 semester hours. The course is designed for students who have demonstrated a high level of proficiency in Biblical Hebrew. Concentration on in depth research and analysis of the writings of King Solomon in light of the Targumim, medieval scholars such as Rashi, Ibn Ezra, Ramban, Abravanel, as well as later scholars including Malbim and Hirsch.

302. Studies in Hagiographa II. 3 semester hours. The course is designed for students who have demonstrated a high level of proficiency in Biblical Hebrew. Concentration on in depth research and analysis of the writings of King Solomon in light of the Targumim, medieval scholars such as Rashi, Ibn Ezra, Ramban, Abravanel, as well as later scholars including Malbim and Hirsch.

321. Issues and Analysis in Torah: Iyunim B'Parashiot 3 semester hours. Students with considerable erudition in Tanach and proficiency in Lashon HaKodesh will participate in advanced study of select chapters in light of classic and contemporary exegesis, as prototypes for problems in traditional Parshanut.

322. Issues and Analysis in Torah II: Iyunim B'Parashiot 3 semester hours. Students with considerable erudition in Tanach and proficiency in Lashon HaKodesh will participate in advanced study of select chapters in light of classic and contemporary exegesis, as prototypes for problems in traditional Parshanut.

332. Midrashic and Classic Exegesis I. 3 semester hours. Talmudic rules of Midrashic interpretation and their application in interpreting narrative. Students learn the tools of "PARDES" to decipher the deeper layers of meaning in the Tanach. as explicated in the classic commentaries. Comparative analysis with later interpretations of Biblical text and Midrashic literature.

333. Midrashic and Classic Exegesis II. 3 semester hours. A continuation of Bible 332 with focus on Midrash Halacha. Understanding the Midrash through the specific philosophical approaches of the various sages. Study of Midrashic literature which focuses on interpreting Biblical selections related to civil law and religious statutes. Examination of the rules that guided the Talmudic extrapolation of law from Biblical text. Comparison of Peshat and Midrashic interpretations.

334. Studies in Megillot I. 3 semester hours. An in-depth analysis of Esther with the literary devices unique to this Megillah. The course will concentrate on select reading with the guidance of classical commentaries such as Rashi, Mitzudot, Radak, and Abravanel, as well as contemporary commentaries.

335. Studies in Megillot II. 3 semester hours. An in-depth analysis of Ruth with the literary devices unique to this Megillah. The course will concentrate on select reading with the guidance of classical commentaries such as Rashi, Mitzudot, Radak, and Abravanel, as well as contemporary commentaries.

336. Studies in Megillot III. 3 semester hours. An in-depth analysis of Lamentations with the literary devices unique to this Megillah. The course will concentrate on select reading with the guidance of classical commentaries such as Rashi, Mitzudot, Radak, and Abravanel, as well as contemporary commentaries.

361. Issues and Analysis in Early Prophets I. 3 semester hours. Designed for the student proficient in oral and written Hebrew, this course entails a comparative analysis across the Tanach as a means of understanding the Early Prophets, and the exegetical methodology of the Midrash and the Rishonim. Focus on specific issues/problems in Neviim Rishonim. Focus on Judges, Samuel I & Samuel II.

362. Issues and Analysis in Early Prophets II. 3 semester hours. Continuation of BIBH 361. Special Focus on Melachim I & II.

363. Issues and Analysis in Latter Prophets I. 3 semester hours. Designed for the student proficient in oral and written Hebrew, in-depth study of excerpts from the latter prophets in light of classic and modern commentaries. Comparative analysis of language and imagery across various books as a means of understanding the essence of Prophecy, the relevance of the messages of the Nevi'im Acharonim, and their relation to their precursors. Focus on readings in Jeremiah, Isaiah and Ezekiel.

364. Issues and Analysis in Latter Prophets II. 3 semester hours. Cont. of BIBH 363. Emphasis on comparative analysis of the themes and style of the major latter prophets with the writings of their contemporaries such as Yonah, Amos and Michah.

370. Mefarshei HaMikra: Classical Torah Interpretation. 3 semester hours. A comparative analysis of the major commentaries of the Torah, with study of exemplary excerpts from their writing. Historical, philosophical, and educational factors in formation of alternate approaches to the study of Tanach. Focus on the giants of the Middle Ages and early Renaissance, including Rashi and his super-commentaries, Ramban, Rabbenu Bachya, Ibn Ezra, and Radak.

371. Biblical Exposition in the Contemporary Age. 3 semester hours. The methods and antecedent influences of contemporary giants in Torah study, such as HaKetav v'HaKabbalah, R' Samson Raphael Hirsch, Malbim, Meshech Hochma and Netziv; their relationship to masters of earlier generations. Discussion of the historical context and influences that shaped their approach to Tanach.

375. Iyunim b'Sefer Iyov. 3 semester hours. For students with considerable erudition in Tanach and proficiency in Lashon HaKodesh. A focus on theological implications and exegetical analyses of the Book of Job in light of classic and contemporary commentaries.

400. Advanced Topics in Tanach. 3 semester hours. Advanced seminar in Tanach. Class meetings will serve as the stimulus for independent research in Tanach and as an opportunity for discussion and analysis of various commentaries focused on a select theme or topic. May be repeated for credit.

BUSINESS

101. Principles of Personal Finance. 3 semester hours. Principles of managing individual and family income, expenditures, and savings to meet present and future needs. Topics include fundamentals of budgeting, insurance, investments, real estate, credit, and taxation. Lecture and Lab. This course cannot be counted towards the additional major requirements in business or accounting.

206. Data Analysis I. 3 semester hours. Analyzing business data using advanced spreadsheet techniques, with a focus on decision support. Examining Excel formulas, conditional formatting, and pivot tables. (CAIH 206)

213. Business Communication: Clarity and Persuasion. 3 semester hours. Techniques to clearly convey information and persuade using conventional forms of communication that are enhanced through a mastery of rhetorical and psychological perspectives. Students will develop skills and understanding of underlying patterns that characterize effective communication, discussion, and collaboration. Readings and exercises are aimed at improving communicational competencies in both academic and practical venues, including business settings. May also be used by English majors to fulfill a 200-level elective. Satisfactory completion requires a grade of "C" or better. Prerequisite: ENGH 111. (ENGH 213)

215. Macroeconomics. 3 semester hours. Introduction to classic macroeconomic issues such as growth, inflation, unemployment, interest rates, exchange rates, technological progress, and budget deficits. The course will address these issues and study the impact of different policies, such as monetary and fiscal policies, on the aggregate behavior of individuals. These analytical tools will be used to understand historical and recent economic events in the United States and in other countries and to address how current policy initiatives affect their macroeconomic performance.

217. Microeconomics. 3 semester hours. Basic theories of individual economic units, supply and demand, prices, production, and distribution analyzed in competitive, monopolistic, and oligopolistic markets, contemporary economic problems.

250. Business Law. 3 semester hours. The United States legal system - including a review of the concept of law, the function of the courts, and the dual judicial system of the United States. An appreciation of legal history and the operation of law is developed through detailed analysis of contract law and a survey of other topical headings. Intended primarily for students who have not previously studied law.

272. Statistical Analysis. 3 semester hours. Fundamentals of statistical analysis; topics include frequency distribution, central tendency, variability, graphical presentation, normal distribution, correlation, sample distributions, and tests of statistical significance. Prerequisite: MATH 104 or Math 203 or placement exam. (MATH 272, PSYH 272)

299. Independent Study in Business. 1 to 3 semester hours. Faculty-supervised independent study. Topic and semester hours determined in conjunction with faculty. Student must obtain faculty sponsor and prepare written proposal that includes course objectives and methods of evaluation. Departmental approval required.

301. Management of Personnel and Organizations. 3 semester hours. A broad-scoped, integrated study of organizations and their management. Traditional and current theories of organizational management are examined.

Special attention given to the planning, organizing, staffing, leading, and controlling functions of management in profit and non-profit organizations. Topics also include organizational structures, business and society, and the international environment. Basic principles related to Business Operations such as efficiency, lean management, measures of competitiveness, and project management are also covered.

306. Business Data Analysis. 3 semester hours. An introduction to solving more complex problems utilizing business world datasets. Importing and exporting data, processing and extraction of text, and report generation. Prerequisite: CAIH 306.

311. Principles of Marketing. 3 semester hours. The marketing system by which products and services are planned, priced, promoted, and distributed. Attention is given to major policies that underlie activities of market institutions and the economic and social implications of these policies.

315. Entrepreneurship. 3 semester hours. A seminar course that provides students with the strategies utilized by the most successful and dynamic entrepreneurs. The seminar explores modern day "star-up" business culture and the various stages of entrepreneurship, from business conception to full execution.

316. Public Relations. 3 semester hours. Provides the fundamental concepts in the practice and development of the public relations industry and practices. The course exposes students to the theory and ethics of public relations and the best practices and strategies of the professional discipline.

317. Healthcare Marketing. 3 semester hours. The course provides a primer on the marketing industry and explores the dynamics of this field and area of study within the healthcare industry: hospitals and hospital systems, physician practices, specialized clinics; manufacturers of pharmaceuticals, medical devices and medical furniture; and social service providers. The course covers strategies and public policy.

318. Consumer Market Behavior. 3 semester hours. This course examines the conceptual and theoretical foundations of consumer behavior and its relation to industrial process. Students are exposed to the areas of customer relationship management techniques, customer identification and customer data analysis.

320. Advertising. 3 semester hours. This course provides students with a comprehensive overview of managing advertising in today's global market. Topics and concepts include media selection, types of advertising, personal selling, sales promotion, public relations, demand creation, and advertising campaign strategies.

321. Marketing Research. 3 semester hours. This course studies the nature and assumptions of marketing research conducted by corporations and companies in the ever-changing global economy. It also provides knowledge and experience in the areas of ethical standards, and the planning and implementing of effective marketing research, as well as how data collection and research is utilized as an important business tool.

322. Case Studies in Jewish Business Ethics. 3 semester hours. The principles of Jewish business ethics, and their application in solving contemporary workplace dilemmas. Discussion and resolution of case studies in light of alternate approaches to ethical problems. Halachic guidelines to labor relations, socially/environmentally responsible business policy, employee obligations and rights, full disclosure in advertising. (PHIH 322)

341. Business Finance. 3 semester hours. Principles underlying the financial management of the firm; time value of money, securities valuation, capital budgeting, cost of capital, sources of funds, capital structure policy, cash management and dividend policy. Prerequisites: ACCH 201 and MATH 272.

361. E-commerce. 3 semester hours. The use of Internet and Intranet technologies in developing and implementing business information systems. Legal, management, marketing and cost/benefit ramifications are discussed, and the technologies used in E-commerce are introduced. Emphasis on making a business plan for an E-commerce operation and creating an effective web presence. Prerequisite: BUSH 206, BUSH 311 or consent of instructor. (CAIH 361)

374. Internship in Business. 3 semester hours. 374. Internship in Business. 3 semester hours. Part-time or full-time work in the operations function of a sponsoring organization. Students submit periodic reports to the Department internship coordinator. Repeatable up to 6 credit hours. Only 3 credits may be used toward the BUSH degree. Approval of Department Chair is required.

385. Business Policy and Strategic Management. 3 semester hours. Systematic approach to formulating and executing a suitable strategy through planned policy and organization. Prerequisites: Admission to the Department, BUSH 301, BUSH 311, and two other BUSH or ACCH courses.

COMPUTER AND INFORMATION SCIENCES

106. Business Computer Application Skills. 3 semester hours. Development of basic proficiency in the use of computerized business applications to turn data into information; to analyze, visualize, communicate, and share results toward solving business problems. Enhanced productivity in business environments will be emphasized. Interactive instruction in document preparation, spreadsheet skills with a focus on formatting, navigation and basic formulas, and presentation documentation skills.

150. Computer Science Principles. 3 semester hours. A survey class introducing the computer's role in describing and manipulating data across disciplines. Topics include concepts in binary logic, machine architecture, data organization and simple programming.

163. Discrete Math for Computer Science. 3 semester hours. A course introducing concepts in logic, sets, combinatorics, counting techniques, relations and functions, modular arithmetic, graphs, trees, pseudocode and basic analysis of algorithms and asymptotic analysis.

170. Introduction to Object-Oriented Programming. 3 semester hours. A programming-intensive course with a weekly lab component introducing basic concepts of object-oriented programming in a language such as Java.

206. Data Analysis. 3 semester hours. Analyzing business data using advanced spreadsheet techniques, with a focus on decision support. Examining Excel formulas, conditional formatting, and pivot tables. (BUSH 206)

207. Communication in Art and Design. 3 semester hours. Understanding client needs, consumer demographics and the corporate image. Analyzing design problems, creating solutions, and focusing on visual and oral communication skills with clients throughout the design and production process using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. (ARTH 207) Prerequisite: ARTH 130

225. Digital Illustration. 3 semester hours. Implementation of graphic design concepts on the computer. Use of vector graphics illustration applications. Development of the artistic vision via digital media. (ARTH 225)

235. Electronic Art Production and Publication. 3 semester hours. Topics include job preparation from development of pre-design concepts through layout, design, and production. Utilization of computer files, scanning, resolution, file formats, colors, and fonts. Methods of saving files, sending files and printing. (ARTH 235)

240. Introduction to Scientific and Technical Writing. 3 semester hours. Developing knowledge and skills in writing, presentations, and other forms of technical communication. The course covers principles of organizing, developing, and writing technical information; forms and conventions common to scientific and technical disciplines; presentation of technical information; principles and techniques of oral-visual presentations.

250. Introduction to Web Programming. 3 semester hours. Development of a simple website using HTML, Cascading Style Sheets (CSS) and JavaScript. Emphasis on using appropriate design standards and capturing user data through the design and use of forms. Lecture and lab.

251. Introduction to Database Systems. 3 semester hours. Explores ways in which data collections are organized, stored, analyzed, and manipulated. Topics include relational databases, the SQL query language, and web interfaces to data sets.

263. Website Design and Development. 3 semester hours. Hands-on website design and development skills using fourth-generation software packages to integrate website page design, graphics, and animation. Topics include user-centered design and integration of audio and video to enhance web sites. Lecture and Lab.

264. Introduction to Computer Architecture. 3 semester hours. Students study the components and organization of a computer and the process of programs being translated from high level language into assembly language to machine language.

270. Computer Data Structures. 3 semester hours. Introduces the concepts of data structures, including arrays, sets, lists, stacks, queues, maps, trees, and graphs. Algorithms and operations performed on these data structures are analyzed in terms of efficiency.

299. Independent Study in Computer and Information Sciences. 1 to 3 semester hours. Faculty-supervised independent study. Topic and semester hours determined in conjunction with faculty. Student must obtain faculty sponsor and prepare written proposal that includes course objectives and methods of evaluation. Departmental approval required.

306. Business Data Analysis. 3 semester hours. An introduction to solving more complex problems utilizing businessworld datasets. Importing and exporting data, processing and extraction of text, and report generation. Prerequisite: BUSH 206 /CAIH 206. (BUSH 306)

310. Statistical Programming. 3 semester hours. Implementing business solutions using a professional business statistics package. Emphasis on developing algorithms to solve business problems using statistical techniques. Prerequisites: CAIH 215, CAIH 231, MATH 272.

312. Social, Legal, and Ethical Issues in Computing. 3 semester hours. An exploration of technology-related issues, including intellectual property, torts, the digital divide, privacy, personal information security, freedom of speech and cybercrime. (ARTH 312)

313. Intermediate Object-Oriented Development. 3 semester hours. Studies the use of classes and collaboration among objects in more advanced object-oriented software development.

316. Systems Analysis and Design. 3 semester hours. Design and development of a system, from requirements analysis through implementation. Comparison of various methodologies. Analysis of organizational structure and business processes, forms design and methods and effects of automation. Introduction to object-oriented analysis. A team and project-based approach. Prerequisites: CAIH 215 and CAIH 231.

317. Portfolio Development. 3 semester hours. Preparing a portfolio of the student's graphic design work for a professional-caliber presentation. Evaluation and assessment of graphic design projects; determining the inclusion or exclusion of work in a portfolio; preparation of interview skills, portfolio presentation, working resume, interview role playing. Prerequisites CAIH 272, senior standing.

318. Data Mining. 3 semester hours. Introduction to data mining for business. Application of statistical techniques to the analysis of large data sets. Classification, clustering, genetic algorithms, nearest neighbor, neural networks. Applications to customer relationship management, fraud detection, credit scoring, quality assurance, and other major business analysis systems. Use of a data mining software package. A team and project-based approach. Prerequisites: CAIH 215, CAIH 306, BUSH 272.

320. Computer Animation for Multimedia. 3 semester hours. Introducing dynamic, interactive content to websites including sound and animation.

322. Software Development for Wireless / Mobile Devices. 3 semester hours. Topics include user interface design for wireless mobile devices. Programming techniques and memory management for small screen devices with limited memory and processing power. Review of management of mobile databases, and wireless network programming.

324. Client-Based Web Development. 3 semester hours. This course studies the design, development, and publication of client-side web applications. Client-side scripting and web-based content management systems are reviewed. Topics include HTML5, CSS, JavaScript (JS), and JSON. Students will acquire an awareness of different client-side design and development methods, technologies, and techniques suitable for the development of web applications.

330. Software Engineering. 3 semester hours. This class studies the formal methods of specification, design, verification, and synthesis of software. Topics include real-world theory and techniques used to create high-quality software. Software Engineering serves as the capstone course which builds on the knowledge and skills attained throughout the curriculum.

338. Server-Based Software Development. 3 semester hours. Studies in the architecture, design, and implementation of multi-tiered server-based software systems. Each tier is studied along with the pertinent mechanisms: Markup languages in the client tier, web application frameworks in the web tier, and server-side

components in the business logic and persistence tiers. Integration, testing, security, and performance are discussed.

352. Cybersecurity. 3 semester hours. Topics include secure coding, viruses and a review of the presence and management of computer system vulnerabilities. It will present common standards and protocols and the fundamentals of cryptography. Topics will include firewalls, NAT/PAT, restricted access, intrusion detection, information security, public and private key encryption, message authentication codes and digital signatures.

361. E-commerce. 3 semester hours. The use of Internet and Intranet technologies in developing and implementing business information systems. Legal, management, marketing and cost/benefit ramifications are discussed, and the technologies used in E-commerce are introduced. Emphasis on making a business plan for an E-commerce operation and creating an effective web presence. Prerequisite: BUSH 206, BUSH 311 or consent of instructor. Recommended: CAIH 250. (BUSH 361)

362. Design and Analysis of Computer Algorithms. 3 semester hours. Introduction to a variety of useful data structures and algorithms for a variety of fundamental problems. Introduction to classification of computational problems into different complexity classes. The course will include a small amount of actual programming in addition to theoretical analysis.

363. Advanced Web Site Design and Development. 3 semester hours. Concepts and skills in creating web sites that capture and respond to user input and communicate with a back-end server such as a database server. Prerequisites: CAIH 263.

390. Special Topics in Information Technology. 1 to 3 semester hours. Special topics, with emphasis on state-of-the-art advances in information technology. Topic and semester hours may vary with each offering. May be taken more than once for credit. Permission of instructor required.

399. Internship in Computer and Information Sciences. 1 to 3 semester hours. Faculty-supervised internship. Topic and semester hours determined in conjunction with faculty. Student must obtain faculty sponsor and prepare written proposal that includes internship objectives and methods of evaluation. Departmental approval required.

EDUCATION

200. Principles and Foundations of Education. 3 semester hours. Analysis of historical and current views of teaching: knowledge, skills, and dispositions for highly qualified teacher candidates with an emphasis on personal and professional reflection and goal setting. Focus on the Illinois Professional Teaching Standards, The Common Core Standards, and HTC's Conceptual Framework. Overview of the history of Public Schools, alternate philosophies of education, the culture of the school within larger systems, diversity and multiculturalism, effective teaching practices and educational research, past and current trends within education, teaching students with special needs, English Language Learners, planning lessons, and professional ethics. Field experience required.

204. Foundations of Jewish Education. 3 semester hours. Understanding the goals and objectives of Hebrew day schools and Jewish supplementary schools and their implications for curriculum design and application. Defining teaching objectives, lesson planning, motivation, and assessment of learning, mastery of skills, and retention, remediation, and enrichment.

241. Health and Safety Education. 3 semester hours. Familiarization with major issues of health and hygiene, nutrition, and child abuse that confront and affect the classroom teacher. Selection of material, methods of presentation, motivation for intelligent self-direction in furthering health and safety education in the elementary and middle schools. Emphasis on health issues across culturally diverse populations. First Aid and CPR skills for the teacher.

262. Child Development. 3 semester hours. An introduction to major concepts in child developmental research and theory. Familiarization with physical, cognitive, and psychosocial milestones and issues which emerge throughout human development. Experiential component via observation of, and structured interactions with, children of varying ages in multicultural environments. Lectures focused on themes of attachment theory; development of cognitive, language, and social skills; environmental issues; and psychopathology. Field experience required. (PSYH 262)

295. Children's Literature. 3 semester hours. The examination of themes in multicultural children's literature, from classic to modern fairytales and fables. Discussion of the power of mythical images and values; cultural and psychological perspectives on the moral tale; traditional role of storytelling and fantasy in the transmission of lore to the young; and the educational role of children's literature in the development of literacy, character, and acculturation. This course does not satisfy the 3 credit LAS core requirement in English Literature. Prerequisite: ENGH 111. (ENGH 295)

299. Independent Study in Education. 1 to 3 semester hours. Research and intensive study in selected subjects in Education under faculty supervision. Prerequisite: Departmental approval.

305. Cognitive Development. 3 semester hours. Examination of readings in theories and research explaining cognitive and language development and its implications for educators and practitioners. Focus on the theories of Piaget and Vygotsky as well as some of the latest developments in research in America and Europe. Analysis, comparison, and critique of theories, particularly with regard to multicultural populations. Practical application and generalization of theoretical constructs. Manifestations of atypical development and disabilities. Field experience required. Prerequisite: PSYH 101 or EDUH 262. (PSYH 305)

310. Theories and Practices of Moral Education. 3 semester hours. Examination of contemporary theorists (e.g., Kohlberg) and relevant research, comparison to principles of moral training in traditional and philosophic sources, review and critique of curricula, materials and methods in moral education for diverse populations. Field experience required. (PHIH 310)

313. Educational Psychology. 3 semester hours. An analysis of the learning process as defined in research and best practices. Discussion of major learning theories and their perspectives on the nature of intelligence, motivation, emotions, diversity, and their application to teaching. Attention to establishing objectives, evaluation of learning, and an introduction to measurement and statistical analysis of scores. Field experience required. Prerequisite: PSYH 101 or PSYH 262 or Departmental approval. (PSYH 313)

314. Effective Practices in Differentiated Instruction. 3 semester hours. Research in best practices indicates that a "One Size Fits All" approach to learning is not effective in addressing the wide range of students' educational needs and strengths. Differentiated Instruction and Understanding by Design are presented as philosophical and pedagogical approaches to meeting the diverse instructional needs of all learners - academically, linguistically, emotionally, and culturally. The course is focused on understanding the principles of DI and UBD, including the use

of assessment, content and coverage, and the process of instruction across all grade levels and curriculum. Strategies for developing proactive classroom structures, flexible routines, and the use of technology to facilitate the implementation of differentiated instruction are emphasized. Clinical experiences required. Prerequisite: EDUH 305 or EDUH 313.

315. Survey of Exceptional Children. 3 semester hours. Survey of exceptionality, dealing with the identification and educational implications of atypical child growth and development. Issues to be discussed include developmental delay, autism spectrum disorders, learning disabilities, emotional disturbance, physical and sensory impairment, speech and language delay, gifted child and other health impairments. Field experience required. Prerequisite: PSYH 101 or EDUH 262. (PSYH 315)

317. Characteristics of and Methods of Teaching Students with Developmental Disabilities. 4 semester hours. Description of characteristics of students with mild, moderate, severe, and profound developmental delays as related to the scope of the LBS I License. Theoretical and historical perspectives and trends in the field of cognitive impairment. Discussion of contributing or co-occurring genetic and medical conditions, as well as the implication of multiple disabilities. Parameters of academic, social, and adaptive functioning. Study of continuum of educational placements and related services. Impact of therapies on developmental delay. Methodology used in teaching students with mild, moderate, severe, and profound developmental delays, and multiple disabilities. Task analysis to identify areas of weakness and plan appropriate remediation. Specialized techniques and modifications for instruction in communication, functional reading and language arts, functional math, social skills, and activities of daily living. Investigation of adaptive technologies. Writing and implementing IEP goals. Evaluating student progress. Behavior management techniques and treatments for students with developmental delays, with an emphasis on proactive behavior management. Transition and vocational planning. Pre-practicum internship required. Prerequisite: EDUH 315 and admission to the Department of Education.

318. Assessment of Behavior and Learning for the Classroom Teacher. 3 semester hours. Principles and appropriate techniques used in assessing learners. Overview of assessment process and tools, including standardized, curriculum-based and portfolio assessment. Review of reliability, validity, central tendency, and statistical constructs Use of assessment data to inform, differentiate, and scaffold instruction. Development and use of formative and summative assessments across the content areas and disciplines. Applied practice in using formative assessment strategies to examine the effects of instruction on learning. Understands how use data to identify special needs, to track student progress and participate in data-driven decision-making. Considerations for assessment of English Language Learners. Prerequisite: EDUH 314 and admission to the Department of Education.

319. Diagnosis and Remediation of Learning, Emotional, and Behavior Disorders. 4 semester hours. Characteristics of individuals with learning, language, social/emotional, and behavior disorders across the lifespan. Assessment, differentiated instruction, and remedial techniques with an emphasis on proactive approaches to behavior management and classroom instruction. Overview of RTI and continuum of placements. Discussion of contributing or co-occurring neurological and medical conditions. Parameters of academic, social, and adaptive functioning. The impact of learning, emotional, and behavior disorders on the individual, family, school, and society. Importance of early identification and intervention. Use of technology in remediation. Writing and implementing IEP goals. Evaluating student progress. Discussion of legal and ethical responsibilities. Implications of assessment and remediation for English Language Learners. Prepracticum internship required. Prerequisite: EDUH 315 and admission to the Department of Education.

321. Teaching Hebrew as a Second Language in the Day School K-8. 3 semester hours. Comparative analysis of alternate teaching methodologies and styles. Materials and techniques for the teaching of Hebrew and their implementation in a variety of day school settings and classrooms. Critical observation and identification of successful teaching strategies. Development of lesson plans, model lessons demonstrating specific techniques and assessment and evaluation criteria and devices. Clinical experience required. Prerequisite: Admission to the Department of Education.

323. Methods in Teaching Judaic Studies in the Day School K-8. 3 semester hours. Comparative analysis of alternate teaching methodologies and styles with an emphasis on the needs of the primary grades. Materials and techniques for the teaching of Limudei Kodesh, with special stress on development of reading skills and Tefilla, instruction in Dinim and Minhagim, introduction to the Pentateuch and Navi. Critical observation and identification of successful teaching strategies. Development of instructional objectives in lesson planning, application of appropriate instructional methodology, and analysis of evaluation techniques and goals. Clinical experience required. Prerequisite: Admission to the Department of Education.

327. Methods in Instruction of Bible in Secondary Schools. 3 semester hours. Evaluation of various methodologies which foster independent study, analytical skills of proficiency in comprehension of classic commentaries in primary sources. Critical observation and identification of successful teaching strategies. Understanding and providing remediation for special needs, as well as enrichment for advanced learners. Incorporation of appropriate educational technology. Clinical experience required. Prerequisite: Admission to the Department of Education, EDUH 314 and completion of a minimum of 15 credits in Bible.

328. Methods in Instruction of History in Secondary Schools. 3 semester hours. Analysis of alternate methods, textbooks, curricula in instruction of History to high school students. Emphasis on understanding the interplay of culture, geography and economics on major historical events and processes. Understanding and providing remediation for special needs, as well as enrichment for advanced learners. Incorporation of appropriate educational technology. Clinical experience required. Prerequisite: Admission to the Department of Education, EDUH 314 and completion of a minimum of 15 credits of History.

331. Methods of Differentiated Instruction in Language Arts and Writing. 3 semester hours. Exploration of the writing process, as well as the types, styles, and mechanics of writing to support conceptual learning. Demonstration and analysis of research-based strategies and methods of instruction, assessment, and appropriate interventions. Support in applying techniques in the form of well-developed lesson plans and instructional units. Evaluation of materials and resources across the content areas, as well as strategies for interdisciplinary and collaborative instruction. Emphasis on supporting diverse learners within the classroom, including English Language Learners and students with disabilities. Differentiated Instruction and Understanding by Design. Clinical Experiences required. Prerequisite: EDUH 314 and Admission to the Department of Education.

332. Methods of Teaching Literacy. 3 semester hours. Demonstration and analysis of research-based strategies and methods of instruction, assessment, and appropriate interventions in the elementary classroom. Evaluation of materials and resources across the content areas, as well as strategies for interdisciplinary and collaborative instruction. Analysis of historical and theoretical perspectives as they apply to teaching literacy in the 21st century, rising technology, new literacies, the Common Core Standards, and standards from professional organizations. Practical implementation of reading methodologies with emphasis on supporting diverse learners within the

classroom, including English Language Learners and students with disabilities. Clinical Experiences required. Prerequisite: EDUH 314 and admission to the Department of Education.

333. Methods of Differentiated Instruction in Mathematics. 3 semester hours. Principles and methods of instruction in mathematics. Readings in curriculum materials, research, and theories of how children learn mathematics. Examination and evaluation of methods and materials for the instruction of mathematics in the elementary and middle school. The objectives, procedures, organization, and implementation of the math lesson. Incorporation of technology in math instruction. Strategies for prevention and solution of learning difficulties, as well as enrichment for advanced math students. Comparison of teaching techniques and styles, which focus on diversity, English Language Learners, and special needs in math. Prepracticum internship required. Prerequisite: EDUH 200, EDUH 314, and admission to the Department of Education.

334. Methods of Differentiated Instruction in Social Studies. 3 semester hours. Methods of teaching history, geography, civics, and current events. Examination of materials, scope, and sequence of curriculum. Appreciation of multicultural contributions to history and society. Current research, trends, and practices incorporating technology into social studies instruction. Implications for teaching English Language Learners and students with special needs. Focus on writing in the content area. Prepracticum internship required. Prerequisite: EDUH 200, EDUH 314, and admission to the Department of Education.

335. Methods of Differentiated Instruction in Science. 4 semester hours. Methods of teaching science in the elementary and middle schools. Examination of materials, scope, and sequence of curriculum. Discussion of scientific method. Integration of experimentation and field study with the instruction of basic concepts and facts of the natural sciences. Discussion of diversity, including special need and English Language Learners as related to science instruction. Current research and trends in science education. Focus on writing in the content area. Lecture and lab. Prepracticum internship required. Prerequisite: EDUH 200, EDUH 314, and admission to the Department of Education.

336. Technology in Education. 3 semester hours. Methods of employing educational technology to enhance the learning of all students. Focus on technology across the curriculum. Topics include selection and evaluation of applications, integration of applications and the Internet into the curriculum, implementation, and evaluation. Focus on the use of technology with regard to remediation, enrichment and support for English Language Learners. Overview of adaptive technology for students with special needs. Prepracticum internship required. Prerequisite: Departmental approval.

379. Student Teaching - Judaic Studies Secondary Education. 6 semester hours. Student teaching in an approved Jewish Middle or High School, under the guidance of a master teacher and the director of the teacher training program. Lesson plan preparation and implementation; integration of technology in instruction, proactive and corrective classroom management. Student teacher gradually assumes total responsibility for the classroom. Student teacher is also required to attend faculty meetings, become active in school committees, participate in parent conferences, and be involved in extracurricular activities. Seminar and on-site supervisory visits. Development of student teaching portfolio and tracking student progress required. Fifteen weeks of full-time teaching. Prerequisite: Advance application as per Departmental guidelines and Departmental approval.

405. Transition and Employment Planning for Students with Disabilities. 3 semester hours. Focus on options for the older student (16+) with disabilities. The legal implications and need for transitional programming will be reviewed.

Use task analysis, case histories, interest inventories, parental input, and vocational testing to determine transition options. Analyze components of a job with regard to student abilities and needs. Conduct workplace and home inventories to determine areas which need to be developed to ensure successful performance. Methodology used to teach vocational skills. Overview of vocational and residential options. Pre-practicum internship required. Prerequisite: EDUH 315.

415. School Law. 3 semester hours. Legal foundations of compulsory education and public funding of schools. Examination of key legislation and judicial rulings that have educational implications, including first amendments rights, student discipline, school records, parental rights, negligence, and accountability. Focus on rights of individuals with disabilities under federal and state law and the corresponding responsibilities of educators. Field experience required. Prerequisite: Admission to the Department of Education.

420. Strategies for Classroom and Behavior Management. 3 semester hours. Examination of classroom management models and theoretical approaches to classroom management. Development in students of appropriate classroom management skills, including decision-making and problem-solving. Exploration of the merits and limitations of each classroom management model, and examination of the factors that influence the teacher's decision regarding which approach is most appropriate to implement in which type of situation. Concepts of extrinsic and intrinsic motivation; self-motivation; and assertive, positive, and cooperative discipline. Relationships among classroom environment, classroom behavior, and learning. Implementing interventions for preventing and managing routine and disruptive discipline problems in a practical manner, including establishment of effective classroom rules and procedures. Role of parents. Inducing children to contribute to their own positive and personally relevant learning environment. Use of technology to develop, monitor, and evaluate behavior plans. Prepracticum internship required. Prerequisite: Admission to the Department of Education.

450. Student Teaching and Seminar. 6 semester hours. Student teaching in an approved elementary school under the guidance of a master teacher and the director of the professional preparation program. Lesson plan preparation and implementation; integration of technology in instruction, proactive and corrective classroom management. Student teacher gradually assumes total responsibility for the classroom, attends faculty meetings, becomes active in school committees, participates in parent conferences, and is involved in extracurricular activities. Seminar and on-site supervisory visits. Development of student teaching portfolio and tracking student progress required. Prerequisite: Advance application as per Departmental guidelines and approval.

451. Practicum Special Education – Learning Behavioral Specialist I. 6 semester hours. Student teaching with students who have learning disabilities, social/emotional disorders, and/or developmental delays, in an approved program. Exposure to a wide range of special needs within the LBS I framework, under the guidance of a master teacher and the director of the professional preparation program. Lesson plan preparation and implementation as related to the IEP; proactive and corrective classroom management; integration of technology into instruction. Familiarization with ongoing therapies and related services. Gradual assumption of total classroom responsibility, attending faculty meetings, becoming active in school committees, participating in parent conferences, and involvement in extracurricular activities. Development of student teaching portfolio and tracking student progress as per IEP required. Seminar, on-site supervisory visits. Prerequisite: Advance application as per Departmental guidelines and approval.

452. Student Teaching and Seminar. 6 semester hours. Student teaching in an approved elementary school under the guidance of a master teacher and the director of the professional preparation program. Lesson plan preparation

and implementation; integration of technology in instruction, proactive and corrective classroom management. Student teacher gradually assumes total responsibility for the classroom, attends faculty meetings, becomes active in school committees, participates in parent conferences, and is involved in extracurricular activities. Seminar and on-site supervisory visits. Development of student teaching portfolio and tracking of student progress required. Prerequisite: Advance application as per Departmental guidelines and approval.

ENGLISH

110. Basic Writing. 3 semester hours. Specialized instruction and practice in beginning writing. Work in usage, grammar, style, construction of paragraphs, and short essays. Enrollment by placement. Does not fulfill LAS core requirement for composition.

111. Composition: Critical Analysis and Research. 3 semester hours. Instruction in clear and effective composition, concentrating on writing based on experience and close textual analysis as well as the fundamentals of grammar, diction, and syntax. Development of the skills of critical reading, critical thinking, and critical writing, including introduction to research and bibliographic skills. Extensive practice in the process of writing. Enrollment by placement. Satisfactory completion requires a grade of "C" or better.

201. Introduction to World Literature. 3 semester hours. Readings in literature of various cultures and ages in translation. Study of the elements and construction of literary texts, the vocabulary of literary criticism, and various literary modes and genres.

202. World Literature. 3 semester hours. Study of the literature of various countries and cultures in original text or translation. Course incorporates elements of literary criticism and comparison to analyze and understand historical and philosophical aspects of literary works of all modes and genres.

203. Introduction to Poetry. 3 semester hours. Training in the understanding, appreciation, and criticism of poetry. Extensive readings in American and British poetry. Development of skills in oral and written critical analysis, with an emphasis on the examination of poetic devices and historical background.

205. Introduction to the Short Story. 3 semester hours. Understanding, appreciation, and critique of the genre, with extensive readings in American and European nineteenth and twentieth century short stories. Development of skills in oral and written critical analysis.

210. Public Speaking. 3 semester hours. Principles governing oral discourse and study of techniques for effective oral expression. Analysis of elements of persuasive rhetoric, voice and diction required for public speaking. Extensive practice in various types of oral presentation, speech composition, and critique. (SPCH 210).

211. Advanced Composition: Writing Across the Disciplines. 3 semester hours. Instruction in clear and effective composition, focusing on formal and informal argumentation, sharpening rhetorical skills across the disciplines. Continued development of critical reading, thinking, and writing skills, as well as oral communication skills with a focus on classic and modern readings in non-literary disciplines such as philosophy, and social and natural sciences. Extensive practice in the process of writing, and further development of research skills and formal composition. Satisfactory completion requires a grade of "C" or better. Prerequisite: ENGH 111.

213. Business Communication: Clarity and Persuasion. 3 semester hours. Techniques to clearly convey information and persuade using conventional forms of communication that are enhanced through a mastery of rhetorical and psychological perspectives. Students will develop skills and understanding of underlying patterns that characterize effective communication, discussion, and collaboration. Readings and exercises are aimed at improving communicational competencies in both academic and practical venues, including business settings. May be used by English majors to fulfill a 200-level elective. Satisfactory completion requires a grade of "C" or better. Prerequisite: ENGH 111. (BUSH 213)

255. Oral Interpretation of Literature. 3 semester hours. Development of communication skills through the performance of prose, poetry, and drama. Enhancement of oral expression of intellectual and emotional responsiveness to literature and augmentation of the ability to communicate this responsiveness to others. Study includes elements of literary texts from various literary mediums and genres, including original work. Does not fulfill the LAS requirement for Literature. (SPCH 255)

275. Major British Writers I. 3 semester hours. Introduction to the tradition of English literature, from the Middle Ages through the eighteenth century. Focus on authors such as Chaucer, Spenser, Donne, Milton, and Pope.

276. Major British Writers II. 3 semester hours. Introduction to the modern tradition of English literature, from the Romantic Movement through modernism, including authors such as Wordsworth, Coleridge, Austen, Keats, Browning, Yeats, and Conrad.

285. The American Experience. 3 semester hours. American literature in historical perspective. The passage of American literature from the Puritan to the modern. Critical reading and analysis of representative works in a range of genres by such authors as Smith, Emerson, Hawthorne, Whitman, Dickinson, Cather, Howells, Twain, Chopin, Frost, Steinbeck, and Miller.

295. Analysis of Children's Literature. 3 semester hours. The examination of themes in multicultural children's literature, from classic to modern fairytales and fables. Discussion of the power of mythical images and values, cultural and psychological perspectives on the moral tale, traditional role of storytelling and fantasy in the transmission of lore to the young, and the educational role of children's literature in the development of literacy, character, and acculturation. This course does not satisfy the 3 credit LAS core requirement in English Literature. (EDUH 295)

299. Independent Study in English. 1 to 3 semester hours. Independent study of a major writer, group of writers, or special field supervised by a faculty member. Approved reading, periodic conferences, and a final exam or paper. Prerequisite: Approval by the dean.

301. Practical Literary Criticism. 3 semester hours. This course explores various forms of literary criticism, including New Criticism, Historicism, Structuralism, and Deconstruction. Focus on the application of theories to the study of literature. Prerequisite: ENGH 111 and one 200-level literature course, either completed or concurrent or Departmental approval.

303. Poetic Forms. 3 semester hours. A study of the genre of poetry including ancient riddles, ballads, sonnets, poetic drama, and free verse from historical and critical perspectives. Extensive readings in world poetry, with an emphasis on British and American works. Suggested for majors in Education. Prerequisite: ENGH 111. May not be taken for credit if ENGH 203 has been completed.

305. The Short Story. 3 semester hours. In-depth study of the genre with emphasis on characterization and theme, from historical and critical perspectives. Extensive readings in British and American works of the nineteenth and twentieth centuries. Suggested for majors in Education. Prerequisite: ENGH 111. May not be taken for credit if ENGH 205 has been completed.

310. Shakespeare. 3 semester hours. Introduction to the works of Shakespeare, both as literature and as theater. Examination of representative selections of various genres, including history, comedy, the sonnet, and tragedy. Analysis of text and historical context, as well as thematic and dramatic structures.

311. Advanced Grammar and Stylistics. 3 semester hours. Intensive exploration and analysis of English grammar and style, with an emphasis on revision and rewriting. Required for Secondary Education Certification in English. Prerequisite: ENGH 211.

313. Non-Fiction Workshop. 3 semester hours. In-depth study and practice of the art of informative writing. The course will cover techniques and styles used in serious and popular journalism, science and technology, marketing and publicity, and information and instruction. Emphasis on the use of language and clarity. Extensive work in writing and editing. Prerequisite: ENGH 211 or ENGH 213. It is strongly recommended to have taken both.

315. Creative Writing Workshop. 3 semester hours. In-depth study of and practice in the creative process and specialized techniques of writing publishable fiction, creative non-fiction, and poetry. Extensive work in writing, revising, and editing. Prerequisites: ENGH 111 and Departmental approval.

320. Contemporary Short Fiction: Multicultural Perspectives. 3 semester hours. Literary analysis and interpretation of contemporary short story selections from Western and Third World authors, including Allende, Baldwin, Walker, and Gordimer with a focus on modern innovations in the genre.

325. History of the English Language. 3 semester hours. Historical development of the English language from Old English to the present. Special emphasis on cultural and geographic changes in dialect, syntax, and vocabulary. Required for Secondary Education Certification in English.

330. Studies in Nineteenth Century American Literature. 3 semester hours. This course provides an overview of major authors and themes in literature of nineteenth century America, covering a range of material from the American Renaissance to realism and naturalism. The texts will be discussed through historical and cultural prisms. Representative works by, among others, Whitman, Dickinson, Irving, Emerson, Thoreau, Melville, Hawthorne, Stowe, Alcott, and Twain will be examined. Prerequisite: ENGH 285 or Departmental approval.

335. Masters of World Literature. 3 semester hours. Selected readings in various genres from translated works of major authors, including Russian, Spanish, French, and German. The course will focus on understanding cultural and historical contexts through critical and comparative analysis. Prerequisite: Departmental Approval.

340. Studies in Nineteenth Century British Literature. 3 semester hours. Analysis and critical study of the artistic development and growth of the novel, including the works of the Brontës, Thackeray, Dickens, George Eliot, and Hardy, with additional consideration given to the period's great essayists. Study of the Romantic and Victorian poets from Wordsworth through Browning. Prerequisite: ENGH 276 or Departmental approval.

345. Modern American Literature. 3 semester hours. Study of select masters from 1900 to the present including Cather, Eliot, Frost, Hemingway, Faulkner, Morrison, Walker, Tan, Cisneros, and Williams. Analysis of historical context and new forms in poetry, short story, drama, and the novel. Prerequisite: ENGH 285 or Departmental approval.

350. Southern Literature. 3 semester hours. A critical and historical study of the regionalist movement, with an emphasis on Southern themes from antebellum to the present. Select works will include those by Twain, Faulkner, Glasgow, O'Conner, Welty, Ransom, Tate, Williams and Morrison. Prerequisite: ENGH 285 or Departmental approval.

355. Ethnic Literature. 3 semester hours. A critical and historical study of cultural and ethnic American writers including Hughes, Larsen, Toomer, Potok, Wouk and Tan. Particular emphasis on ethnic identity and social issues. Prerequisite: ENGH 285 or Departmental approval.

360. American Women Writers. 3 semester hours. Study of often forgotten authors of American literature, including Bradstreet, Stowe, Dickenson, Chopin, Alcott, Jewett, Porter, and Parker. Historical and critical perspectives on themes and ideologies will be emphasized. Prerequisite: ENGH 285 or Departmental approval.

365. British Women Writers. 3 semester hours. A critical and historical study of the women's movement through works by Wollstonecraft, Austen, the Brontes, Eliot, Barret Browning, and Woolf among others. Prerequisite: ENGH 276 or Departmental approval.

370. Drama. 3 semester hours. A critical and historical study of the literature of the theater from classic Greek plays to modern productions. Readings will include works by Euripides, Marlowe, Shakespeare, Shaw, Williams, O'Neil, Miller, Wilder and Simon.

375. Seminar in English Studies. 3 semester hours. An exploration of a specialized genre in literature or composition. Readings, discussion, critical analysis, and extensive writing. May be repeated for credit. Prerequisite: Departmental Approval.

GRAPHIC ARTS AND DESIGN

130. Tools for Creative Design, Marketing and Document Management. 3 semester hours. This class will provide familiarity with Adobe Creative tools such as Photoshop, Illustrator and Lightroom and to allow for image editing and compositing; vector graphics and illustration; page design and layout for print and digital publishing. The course will simultaneously work with basic computer knowledge and the Microsoft suite to organize media and share work through different platforms.

140. Digital Imagery and Visual Language. 3 semester hours. Introduction to concepts of digital imagery and language through the medium of digital photography. Using their own digital cameras with manually adjustable focus and exposure, students learn the fundamentals of light, mechanics of visual perception and digital capture. Practice of correction and enhancement of photographic images through computer-aided technology will be utilized. Students will learn to expand their creative horizons, and be challenged to engage with current applications of photography and their own creative ideas in both reflecting and interpreting reality. Usage of imagery will be utilized instead of written word.

200. Arts and Ideas. 3 semester hours. A survey of art history and its relation to the development of Western Civilization. Visual arts and iconography; music, dance, and other performing arts; styles and techniques as reflections of alternate worldviews. Students will participate in hands-on creation of art in order to relate to the study.
201. Fundamentals of Visual Design and Typography. 3 semester hours. An exploration of basic two-dimensional design fundamentals. The course stresses the importance of identifying one's artistic concepts and goals for each project, and in their portfolio, and focuses on the tools and concepts at an artist's disposal to create visual images that express those goals. Class sessions will include presentations of concepts, studio time to solve creative design problems, and critiques of artwork. Studio hours required.
205. Electronic Art Production and Publication. 3 semester hours. Topics include job preparation from development of pre-design concepts through layout, design and production culminating in the final portfolio presented as a publication. Utilization of computer files, scanning, resolution, file formats, colors and typeface, and fonts. Methods of saving files, sending files and printing. Usage of Adobe Photoshop, Adobe Illustrator, and Adobe InDesign.
207. Communication in Art and Design. 3 semester hours. A portfolio building course to better understand client needs, consumer demographics, and the corporate image. Analyzing design problems, creating solutions, and focusing on visual and oral communication skills with clients throughout the design and production process using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. (CAIH 207) Prerequisite: ARTH 130
208. Color Theory. 3 semester hours. History of color creation and use in relation to both historical and contemporary context. The psychological relationship of color and the scientific exploration relating to it. The use of color through various artistic periods and various mediums and applications. Understanding light and shadow. Use of various artistic materials and media to explore the use of color.
210. Drawing and Painting Techniques. 3 semester hours. A study of the basics in sketching, composition, design, and color through painting. Exploration of various painting and drawing media, including pen/ink, colored pencils, watercolors, acrylic, and mixed techniques.
223. Art in the Field. 3 semester hours. Using techniques of painting, drawing, composition and design, classes will occur in a variety of architectural and natural settings. Focus will be placed on use of color theory, perspective, line and value. Work with watercolors and acrylics paints will be explored using different techniques to achieve a balance composition in layout, technique, and color.
225. Digital Illustration. 3 semester hours. Implementation of graphic design concepts on the computer. Use of vector graphics illustration applications using Adobe Illustrator and Adobe Photoshop. Development of artistic vision via digital media. (CAIH 225) Prerequisite: ARTH 130
230. Education in the Performing Arts Across the Disciplines. 3 Semester hours. Exploring the wisdom of, and methods for, incorporating the arts into the curriculum, and teaching the traditional curriculum through the arts to meet the needs of diverse student populations and reaching students with different styles of learning. Expanding knowledge and methodological repertoire through hands-on experience in visual arts, music, architecture, drama, kinesthetic learning, and creative writing. (EDUH 230)

271. Graphic Arts and Multimedia Design I. 3 semester hours. Students will use computers to assist in the creation of art and graphics using a variety of industry-current software programs including Adobe Suite. This course presents the fundamentals of design, visual communication, and conceptualization. Activities focus on research and problem solving with an emphasis on idea generation and refinement using thumbnail sketches and rough layouts. Students will apply fundamental design and communication skills to projects. Lecture and lab equivalent. Prerequisite: ARTH 130

299. Independent Study in Arts. 1 to 3 semester hours. Faculty-supervised independent study. Topic and semester hours determined in conjunction with faculty. Students must obtain faculty sponsor and prepare written proposal that includes course objectives and methods of evaluation. Departmental approval required.

312. Social, Legal, and Ethical Issues in Computing. 3 semester hours. The technology/software angle related to intellectual property, torts, the digital divide, privacy, personal information security, freedom of speech and cybercrime. (CAIH 312)

399. Internship in Graphic Arts and Design. 1-3 Semester hours. Faculty-supervised internship. Topic and semester hours determined in conjunction with faculty. Students must obtain faculty sponsor and prepare written proposal that includes internship objectives and methods of evaluation. Departmental approval required.

HEALTH SCIENCES

105. Survey of Physical Science. 4 semester hours. This course cultivates knowledge of the processes and phenomena associated with Geology, Meteorology, and Astronomy, with an emphasis on understanding the underlying physics and chemistry. Focus will be on conceptual understanding of physical science phenomena. Lecture, field and laboratory experiences, and discovery projects. This course does not fulfill the requirement for a major in Health Sciences.

135. Introduction to Physics. 4 semester hours. Algebra-based introduction to physics, focusing on central concepts of physics; mechanics, magnetism, electricity, optics, and sound. Discussion of history and contemporary issues. Lecture, and lab. This course does not fulfill the requirement for a major in Health Sciences.

155. Essentials of Nutrition. 3 semester hours. Concepts and principles of the science of nutrition. Identification and definition of nutritional components and their interaction with health and chronic disorders. Discussion of metabolism, energy management, health and nutritional needs across the life-cycle, including the role of health professionals in resolving nutrition-related pathology.

160. Physics I. 4 semester hours. This algebra-based course is designed to meet the needs of liberal arts, life science, and health sciences students. Topics include kinetics, Newton's laws of motion, energy, momentum, gravity, rotational dynamics, simple harmonic motion, mechanical waves, sound, fluid mechanics, and heat. Lecture and lab. Prerequisite: MATH 104, MATH 203 or equivalent.

170. General Chemistry I. 4 semester hours. Designed for students enrolled in science and/or certain preprofessional curricula. The course content includes the periodic table of elements, intra and inter molecular bonding, atomic and molecular structure, chemical reactions, quantitative relationships, the gaseous state, and solutions. Lecture

and lab. Prerequisites: MATH 104, MATH 203 or consent of instructor; and one year of high school chemistry or consent of instructor.

180. General Biology I. 4 semester hours. Fundamental themes of biology and the use of the scientific method, designed for students in science or pre-professional curricula. Course topics include cellular structure and metabolism, photosynthesis, respiration, DNA structure and function, inheritance, evolution, physiology of selected human organ systems. Lecture and lab, including dissection of preserved specimens.

181. General Biology II. 4 semester hours. A global study of life at the organismal and ecological level. Topics include classification and biodiversity of living organisms, structure and function of selected human organ systems, reproduction and genetics of plants and animals, ecology, and biogeography. Lecture and lab, including dissection of preserved specimens.

182. Human Environment. 3 semester hours. Interdependence of the organism and its ecosystem. Understanding the human impact on the environment and the effects of the natural environment on human populations, settlements, and culture. Discussion of contemporary manifestations: health effects of pollutants, herbicides, and pesticides; conservation, and strategic intervention.

201. Human Anatomy and Physiology I. 4 semester hours. The normal anatomy and physiology of the integumentary, skeletal, muscular, nervous, and endocrine systems as well as introductory material on the body plan and histology, designed for students in science or pre-professional curricula. Emphasis on the use of proper terminology and the application of physical laws to normal and pathophysiological processes. The principles of homeostasis and negative feedback systems are introduced. Lecture and lab, including human cadaver observations and demonstrations. Prerequisite: NSCH 180 or equivalent.

202. Human Anatomy and Physiology II. 4 semester hours. Continuation of NSCH 201. The normal anatomy and physiology of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems including basic embryology. Emphasis is placed on the use of proper terminology and the application of physical laws to normal and pathophysiological processes. Lecture and lab, including human cadaver observations and demonstrations. Prerequisite: NSCH 201 or equivalent.

210. Technology in Healthcare, Research and Education. 3 semester hours. The course will examine state-of-the-art technology in relation to medical and scientific research, therapeutic applications, and education. Examples include advances in wearable sensors, virtual reality, tablet and cellphones, nanotechnology, robotic guided surgery; bionic prostheses; brain imaging; telemedicine; and others. The course will describe some of these new devices and systems, summarize the evidence regarding their efficacy, and help students evaluate the therapeutic potential and cost effectiveness.

240. Principles of Organic Chemistry. 4 semester hours. Overview of the structure, nomenclature, properties, preparation, and reactions of the main organic functional groups, biomolecules and pharmaceuticals, energy transfer pathways, glycolysis, the citric acid cycle, and electron transfer mechanisms, designed for students in science or pre-professional curricula. Lecture and Lab. Prerequisite: NSCH 170 or equivalent.

252. Medical Terminology. 3 semester hours. This course acquaints the student with medical terminology through the study of medical word roots, prefixes, and suffixes. The use of proper vocabulary to describe normal conditions,

pathologies, and procedures of human systems is emphasized. Focus is also directed to specialized terms in pharmacology, oncology, radiology, nuclear medicine, and psychiatry. Prerequisite: NSCH 180 or 181 or equivalent.

255. Food Chemistry. 4 semester hours. Chemical, physical and microbiological properties of food components including water, carbohydrates, proteins and lipids. Examine the properties of food additives such as preservatives, texture modifiers, stabilizers, pigments, and flavors. Students will prepare food in a kosher kitchen and will conduct experiments to evaluate the properties of food components. Lecture and lab. Prerequisite: NSCH 155 or concurrent registration.

256. Diet Therapy. 3 semester hours. Introduces general nutritional concepts and their application in health and disease. Emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed. Prerequisite: NSCH 155 or concurrent registration.

257. Management in Medical Dietetics. 3 semester hours. Review of management processes to nutritional care of patients in health care institutions. Prerequisite: NSCH 155 or concurrent registration.

258. Advanced Nutrition: Protein, Fats and Carbohydrates. 3 semester hours. Biochemical, physiological, and clinical factors that affect the role of macronutrients in human health and disease. Includes topics such as cholesterol, fiber, non-nutritive sweeteners, and alcohol. Critical analysis of current research in the field. Prerequisite: NSCH 155 or concurrent registration.

260. Physics II. 4 semester hours. This course is a continuation of NSCH 160, with greater depth for students in science or pre-professional curricula. Topics include electrostatic forces, capacitance, electric current, voltage, resistance, magnetism, Faraday's law, electrical instruments, and electrical safety. In addition, light, geometric and physical optics, optical instruments, radiation, and radioactivity will be discussed. Lecture and lab. Prerequisite: NSCH 160 or equivalent.

270. General Chemistry II. 4 semester hours. This course is a continuation of NSCH 170 and is designed for students in science and/or certain pre-professional curricula. Course topics include kinetics, chemical equilibria in gas phase and in aqueous solutions, acid-base theory and equilibria, electrochemistry, redox reactions, thermodynamics, and an introduction to nuclear, organic, and biochemistry. Lecture and lab. Prerequisite: NSCH 170 or equivalent.

275. Organic Chemistry I. 4 semester hours. An in-depth course on theories, structures, and reactions of organic chemistry, designed for students in science or pre-professional curricula. Topics include bonding and structure of organic molecules; properties and reactions of aromatic and aliphatic hydrocarbons and alkyl halides; stereochemistry; spectroscopy, including infra-red and nuclear magnetic resonance; reaction intermediates and mechanisms such as nucleophilic substitutions and electrophilic additions; and multi-step organic synthesis. Lecture and lab, including preparations, separations, and identifications of organic compounds. Prerequisite: NSCH 170 or equivalent.

278. Anatomy and Physiology of the Speech and Hearing Mechanisms. 4 semester hours. Human anatomy, physiology and neurology of breathing, phonation, and articulation. Laboratory includes three-dimensional modeling of anatomic structures, and review of current research. Prerequisite: A college level biology course or adequate background as determined by the Biology Assessment Test. (SPCH 278)

283. Ecology. 4 semester hours. Relationship of organisms to their physical environment and to each other at the organism, species, population, and community levels. Topics include, marine and terrestrial biomes, environmental toxicology, climate change, bioremediation, and the effect of man on the changing environment. Laboratory and fieldwork. Prerequisites: NSCH 180 or equivalent.

286. Psychology and Biology of Auditory and Visual Perception. 3 semester hours. The two major sensory and perceptual systems of humans and other animals with emphasis on historical development, multi-disciplinary approaches, applications to medical diagnosis and treatment, and speech perception. Lecture and demonstration. Prerequisite: PSYH 101 and a college level biology course or adequate background as determined by the Biology Assessment Test, or Departmental approval. (SPCH 286, PSYH 286)

300. Clinical Methods. 3 semester hours. Teaches the principles and practices for assessing and treating people across the life span. Topics include chart reviews, interview skills, counseling, and in-depth review of report writing. Therapy practices with emphasis on creating behavioral objectives, implementation, and task analysis. Review of service delivery models. Prerequisite: NSCH 201, 202 or equivalent. (PSYH 300, SPCH 300)

330. Biochemistry. 3 semester hours. Introduction to principles of biochemistry including major classes of biomolecules, metabolism of these molecules, and an introduction to the relationship of enzymes and energy in the metabolism of food products. Emphasis is placed on biochemistry in the context of human health and nutrition. Prerequisites: MATH 203 and one course in Organic Chemistry or equivalent.

358. Advanced Nutrition: Protein, Fats and Carbohydrates. 3 semester hours. Biochemical, physiological, and clinical factors that affect the role of macronutrients in human health and disease. Includes topics such as cholesterol, fiber, non-nutritive sweeteners, and alcohol. Critical analysis of current research in the field

361. Microbiology. 4 semester hours. An in-depth course on microorganisms and the human body, designed for students in science or pre-professional curricula. Topics include viral and microbial genetics, life cycles of parasites and fungi, common disorders caused by microorganisms, as well as the beneficial aspects of these life forms. Lecture and lab. Prerequisite: NSCH 180 or equivalent.

375. Organic Chemistry II. 4 semester hours. This course is a continuation of NSCH 275. Topics include the study of structure, nomenclature, properties and reactions of alcohols and phenols, aldehydes and ketones, carboxylic acids and their derivatives, amines, condensation reactions, polymers, and biomolecules. This course also includes weekly hands-on laboratory activities including preparations, separations, and identifications of organic compounds. Lecture and lab, including preparations, separations, and identifications of organic compounds. Prerequisite: NSCH 275 or equivalent.

422. Cognitive Neuroscience. 4 semester hours. Introduction to neuroanatomy and physiology of the nervous system, and their relation to motor function, perception, memory, language, and learning. Exploration of biological bases of psychology and psychopathology as well as psycholinguistics. Lecture, demonstration, and lab. Prerequisite: PSYH 101 and a college level biology course or adequate background as determined by the Instructor. (PSYH 422, SPCH 422).

463. Molecular Biology and Genetics. 4 semester hours. An in-depth course on eukaryotic and prokaryotic molecular genetics designed for students in science or pre-professional curricula. Topics include DNA structure and function, classic Mendelian inheritance, genetics of human populations, DNA biotechnology, research applications, and

public policy/social issues arising from modern advancements in the study of human genetics. Lecture and lab. Prerequisite: NSCH 180 or equivalent.

470. Research Methods in Bioinformatics. 3 credits. This course will train students in bioinformatic analysis using public databases of genomic and proteomic information produced as a result of the Human Genome Project. Topics will include comparative genomics and proteomics, gene therapy, personalized medicine, and current approaches to genetic regulation. Students will perform an in-depth analysis of one biological molecule as a final research project. Prerequisite: a previous course in molecular biology or consent of instructor.

499. Internship in the Health Sciences. 1 to 3 semester hours. Students will create and perform a research project, under the supervision of a faculty member. A written report of the research will be submitted.

HEBREW

101. Beginning Hebrew I. 3 semester hours. Introduction to modern and Biblical Hebrew reading with emphasis on common grammatical structures and rudimentary vocabulary. Geared for the novice, this course will focus on developing reading skills and comprehension in both print and script forms. Class size is limited to ensure individual attention and maximize student participation.

102. Beginning Hebrew II. 3 semester hours. Continuation of HEBH 101.

109. Elementary Hebrew I. 3 semester hours. An intensive course covering the reading, writing, and speaking of Hebrew. Geared for the student with good skills in decoding Hebrew script in print and written forms, and mastery of rudimentary reading comprehension. Prerequisite: HEBH 102 or equivalent.

110. Elementary Hebrew II. 3 semester hours. Emphasis on composition, basic grammar, and conversation. Continuation of HEBH 109.

111. Hebrew Grammar and Composition I. 3 semester hours. Hebrew grammar with emphasis on the simple conjugation of regular verbs. Hebrew composition and discussion. Prerequisite: HEBH 110 or equivalent.

112. Hebrew Grammar and Composition II. 3 semester hours. Hebrew grammar emphasizing syntax and structure, the simple conjugation of irregular verbs, Hebrew reading, discussion, and composition. Prerequisite: HEBH 111.

141. Elementary Biblical Hebrew I. 3 semester hours. Readings in Biblical Hebrew. Exercises in translation, parsing verses, and extrapolating roots. Emphasis on developing an appreciation of Biblical Hebrew syntax and style.

142. Elementary Biblical Hebrew II. 3 semester hours. Continuation of HEBH 241. Special emphasis on the grammatical structure of both regular and irregular verbs. Prerequisite: HEBH 141.

204. Intermediate Modern Hebrew I. 3 semester hours. Focus on development of oral and written expression, and a mastery of fundamentals of Hebrew grammar and syntax, with special attention to common errors by non-native speakers. Prerequisite: Placement examination.

205. Intermediate Modern Hebrew II. 3 semester hours. Focus on development of oral and written expression, and a mastery of fundamentals of Hebrew grammar and syntax, with special attention to common errors by non-native speakers. Prerequisite: HEBH 204.
211. Hebrew Grammar and Composition III. 3 semester hours. This course is designed for students with substantial background in Hebrew, written and oral, who have completed at least four years of Hebrew at the secondary school level. Focusing on the development of proficiency in Hebrew grammar and composition, the course will encompass conversational fluency, discussion of varied literary selections and refinement of written expression. Prerequisite: HEBH 112.
212. Hebrew Grammar and Composition IV. 3 semester hours. Advanced forms of irregular verb conjugations including passive intensive, reflexive intensive and causative forms. Methods in writing Hebrew research papers. Prerequisite: HEBH 211.
241. Biblical Hebrew I. 3 semester hours. Readings in Biblical Hebrew. Exercises in translation, parsing verse, and extrapolating roots. Emphasis on developing an appreciation of Biblical Hebrew syntax and style.
242. Biblical Hebrew II. 3 semester hours. Continuation of HEBH 241. Special emphasis on the grammatical structure of both regular and irregular verbs. Prerequisite: HEBH 241.
245. Studies in Biblical Poetry and Prose I. 2-3 semester hours. Forms and style in early Hebrew Literature. Emphasis on poetic structures.
246. Studies in Biblical Poetry and Prose II. 2-3 semester hours. Forms and style in early Hebrew Literature.
299. Independent Study in Hebrew. 1 to 3 semester hours. Research and intensive study in selected subjects in Hebrew under faculty supervision.
304. Advanced Modern Hebrew I. 3 semester hours. Designed for students with considerable background in Hebrew. Work on increasing fluency and proficiency in reading, with special emphasis on idiomatic and colloquial speech. Prerequisite: Placement examination.
305. Advanced Modern Hebrew II. 3 semester hours. Designed for students with considerable background in Hebrew. Work on increasing fluency and proficiency in reading, with special emphasis on idiomatic and colloquial speech. Prerequisite: HEBH 304.
312. Readings in Ancient Hebrew Literature I. 3 semester hours. Examination of poetry and prose from Biblical and Aggadic sources.
313. Readings in Ancient Hebrew Literature II. 3 semester hours. Survey of early Hebrew poetry and prose from post Biblical times to the twelfth century. Study of the moral fable, the parable, early religious and secular hymns and epics.

HISTORY

106. Survey of Jewish History. 3 semester hours. An overview of Jewish History from the Talmudic era until the present day. Focus on the writers and transmitters of Torah Sheb'al Peh – the guardians of Jewish learning and life after the Destruction of the Second Temple: Major personalities and events from the Tannaim through the Acharonim. Understanding the factors that ensured survival of peoplehood without sovereignty; the role of Divine Providence, and an understanding of Jewish historiography against the backdrop of world history and western civilization.

111. Western Civilization I. 3 semester hours. Origins and early development and structure of western civilization from the ancient world to the seventeenth century. The beginnings of civilization in ancient Greece, Rome, and Near East; the development of monotheistic faiths and their impact on the structure and culture of the West.

122. Currents in World Civilization. 3 semester hours. Survey of developments within societies and cultures from Africa, Asia, Europe, and the Americas since 1500 CE. Individual societies and global integration. Topics include: political upheavals and shifts from feudalism and monarchy to democratization; various impacts of emerging technologies, colonialism, nationalism, industrialization, and modern warfare on western and non-western civilizations.

125. The Modern European Jewish Experience. 3 semester hours. A survey of Jewish history from the late eighteenth century to World War I. This course explores Jewish life as European society entered into the “modern” period. In this era, all Jewish communities grappled with interpretations of “modernity” as they reacted to cultural, intellectual, and economic societal changes. Some embraced the new cultural currents while others preferred to isolate themselves from the new conditions. Through primary and secondary sources, this course examines the formation of Hassidim, Haskalah, Reform, Orthodox Judaism, Zionism as well as developments within Sephardic enclaves.

131. History of Ancient Israel: The First Commonwealth. 2-3 semester hours. A survey of the period of the First Temple. Major historical episodes and personalities that engendered the split in the Kingdom; the struggle between regional and tribal loyalty and national and religious unity; the Assyrian conquest and the ten lost tribes; the rise of Babylonia and the destruction of the Temple.

132. History of Ancient Israel: The Second Commonwealth. 2-3 semester hours. Survey of the major historical events and players from the Return to Zion and establishment of the second Temple and ancillary institutions; the function of Knesset HaGedolah as a legislative and religious body; the social, political, and cultural changes in ancient Israel in the context of Greek and later Roman imperialism; the struggle between Hellenism and national and religious unity; the Roman conquest and destruction of Jerusalem.

143. Orthodox Outreach in America. 3 semester hours. The course uses historical and sociological lenses to understand this important phenomenon in twentieth century Orthodox Jewish life. Key subjects include the strategies employed by Chabad and other organizations, in addition to issues of gender and education.

155. Medieval Jewish History. 3 semester hours. A survey of Jewish history from the Geonic period until the aftermath of the Spanish Inquisition. This course examines the cultural and social developments of Jews residing in Ashkenaz (France-Germany) and Sephard (Spain and North Africa) during this pivotal epoch. In addition to reading

important secondary literature, students examine primary sources to understand how various Jewish communities at times developed in isolation and on other occasions in cooperation with coreligionists in other regions.

156. The Medieval Ashkenazic Jewish Experience. 3 semester hours. This survey course focuses on the Ashkenazic Jewish experience in Germany-France during the Medieval period, until the Renaissance. This course studies everyday life as well as the intellectual and cultural forces (Jewish and non-Jewish) that impacted Jewish society in this period.

201. History and Topography of Jerusalem. 3 semester hours. From the Jebusite period, the expansion, construction, and destruction of Jerusalem. The impact of the Roman Conquest and later of the Crusades on the architecture and ethos of the city. A multicultural perspective on modern Jerusalem (from the mid-nineteenth century), its neighborhoods, demography and politics under Ottoman, British and Israeli rule. The religious, cultural, and literary significance of Jerusalem.

202. History and Topography of the Land of Israel. 2-3 semester hours. From the Canaanite period through modern times, this course reviews the impact of the ancient civilizations, Roman, Muslim, Christian, Ottoman, and British conquests of the land of Israel. The religious, cultural, and topographical significance of these rulers.

203. Topics in Contemporary Jewish History. 2-3 semester hours. A study of the historical perspective of contemporary Jewish history including assimilation, the Holocaust, Zionism, the modern State of Israel, Soviet Jewry, the Baal Teshuvah movement, the women's liberation movement and modern halachic questions in the light of changing technologies and social conditions.

204. American History I. 3 semester hours. Major currents in the development of American institutions and values, with a focus on the Colonial and Revolutionary War periods. Important issues, persons, and events that shaped the newly formed nation. Examination of primary sources for an understanding of the controversies and cultural struggles of the era.

205. American History II. 3 semester hours. Major issues and events from the Civil War to World War I; examination of topics such as states' rights vs. Federalism; the move from agrarian to urban industrialism; from isolationism to internationalism; massive immigration; and the evolving culture of America.

206. American History III. 3 semester hours. 1900-1980. Overview of the major economic, political and cultural factors that transformed the United States into a global power. Topics to be discussed: industrialization and urbanization; impact of massive immigration; isolationism; women's suffrage and federal eminence. Focus on the impact of mass production, the Great Depression, World War I and World War II on the American ethos. Discussion of the changing face of the American nation in the second half of the twentieth century and its position in the world, and the impact of the civil rights movement, Korea and Vietnam, the Cold War and high-tech.

207. American Jewish History. 3 semester hours. Survey of the American Jewish experience from the Colonial Era to contemporary times. This course examines this topic from religious, cultural, and social viewpoints and the nature of "American exceptionalism" in modern Jewish history.

213. Ashkenazic Jewry in the Middle Ages. 2-3 semester hours. Survey of history of European Jewish communities in the Holy Roman Empire, their structures, leadership, and struggles. Status of the Jew in feudal

societies of Western and Central Europe. The Jewish community as a corporate entity. Emergence of self-sustained communal organizations to meet educational, political, and cultural needs.

214. Sephardic Jewry in the Middle Ages. 2-3 semester hours. The rise, contributions and decline of the Jewish community of the Iberian Peninsula. Survival within the religious and socio-political framework of the Moslem culture and the Christian culture that followed. The cultural developments and major personalities; contributions of Sephardic Jewry to Iberian politics, economics, scholarship, and art.

223. The Mussar Movement. 2-3 semester hours. The history of the Mussar movement and its influence on Jewish life; emphasis on its revolutionary approach to Jewish ethical thinking and behavior. Views of Mussar giants as to the source of ethical conduct and their role in shaping Jewish educational institutions.

224. The Chassidic Movement. 2-3 semester hours. The historical setting and ideological origins of the Chassidic movement and the basis for the opposition. Identification of the major leaders and trends within Chassidism, and the development of the role of the Rebbe. Understanding the fundamental differences and points of eventual convergence in philosophy and practice with Mitnagdim.

225. Light After Darkness: Safed at Its Zenith. 2-3 semester hours. A study of the towering Torah personalities of sixteenth-century Safed who stand at the forefront of their respective domains, including R' Yosef Caro, R' Yitzchak Luria, R' Chaim Vital, R' Shlomo Alkabetz, including their writings and interactions.

227. Studies in Tanya. 2-3 Semester hours. The Tanya, written by Rabbi Schneur Zalman of Liadi, serves as the basic text for Chabad Chassidism. This course will be in-depth exploration of this revolutionary text as the great personal and existential questions of life as reviewed by Rav Shneur Zalman.

229. The Life and Thought of Maimonides. 3 semester hours. This course explores the biography and impact of Moses Maimonides (1138-1204) on Jewish life, paying close attention to Maimonides's halachic and philosophical writing, as well as his role as a communal leader in Egypt.

232. Women and Jewish History. 3 semester hours. Exemplars and ordinary women from the late middle ages, their social roles and contributions to Jewish life and culture. Examination of the modern historian's tools and sources for discovering the forgotten heroines of the past.

241. History of the Oral Law. 2-3 semester hours. A detailed analysis of the authority and structure of the Torah She'bal Peh in its varied formulations including Mishnah, Gemarah, Responsa and Codes. Bibliography of the masters of Mesorah throughout the generations.

243. Advanced History of the Oral Law. 3 semester hours. An advanced and detailed analysis of the authority and structure of the Torah She'bal Peh in its varied formulations including Mishnah, Gemarah, Responsa and Codes. Bibliography of the masters of Mesorah throughout the generations.

264. Orthodox Judaism in the United States. 3 semester hours. A survey of Orthodox Judaism in the United States from the early nineteenth century to today. This course explores Orthodox Judaism's reaction to religious reform and other American religious movements. Examination of how twentieth-century Orthodox Jewish communities shaped themselves in relation to external American influences and international Jewish communities.

270. History of the Chicago Jewish Community. 3 semester hours. A historical survey of the Jewish community in Chicago studies the growth and changes within this unique community from the 1840s until the present time. Students will make use of engaging primary and secondary sources to understand the impact of German Jewish migration to Chicago in the mid-nineteenth century. Students will use similar resources to study the migration of thousands of Eastern European Jews to Chicago in the late nineteenth century and how the established Jewish community reacted to the newcomers. The course pays close attention to the broader cultural and social developments in Chicago as it traces the movement and changes of the Jewish community in the city during the subsequent century.

299. Independent Study in History. 1 to 3 semester hours. Research and intensive study in selected subjects in Philosophy under faculty supervision.

301. The Roots of Modern Racism and Anti-Semitism. 3 semester hours. This course will explore the development of modern racism from its early ethnographic origins in the sixteenth and seventeenth centuries, through its political and scientific solidification during the eighteenth, nineteenth, and twentieth centuries, focusing on manifestations of racism throughout the world. This course will also consider the development of (racial) anti-Semitism, particularly since the early nineteenth century.

303. The Holocaust. 2-3 semester hours. A study of the Shoah, and the historical antecedents that culminated in the systematic destruction of European Jewry. Topics to be discussed: Jewish communal life in Eastern Europe between the two world wars (1914-1940), State and Church sponsored anti-Semitism post emancipation; the rise of Nazism, unholy alliances in the persecution of European Jewry.

313. European Jewish Communities in the Middle Ages. 3 semester hours. This course will trace the fate of European Jewish communities from the fall of the Roman Empire until the end of the Middle Ages. How European Jewish communities were affected by significant and far-reaching transformations in European culture such as Christianization, feudalism, commercial revolution, expansion, renaissance, religious conflict, and national development will be considered. The internal history of Jewish communal structures and intellectual developments will also be studied in detail.

314. Spanish Jewry in the Middle Ages. 3 semester hours. The history of the Jews in Spain until the fifteenth century. The contributions of Jews in the fields of halacha, politics, science, economics and literature of Spanish culture utilizing the works of great personalities such as Hasdai ibn Shaprut, Menahem ibn Saruk, Dunash ibn Labrat, Samuel HaNagid, Alfasi, Shlomo ibn Gabirol, Judah HaLevy, Abraham ibn Ezra, Maimonides, and others. Muslim Spain and Christian advance.

323. Jewish Communities in Modern Eastern Europe. 3 semester hours. Jewish settlement in Poland, Russia, and the Baltics, from the seventeenth century until World War I. Discussion of issues such as ghettoization and modernization; the place of the Jew in the social, political, and economic context; restriction of freedom and overt persecution; massive migrations; development of Jewish kehilla life; internecine struggle between traditionalism and assimilation.

324. Advanced Studies in the Holocaust. 3 semester hours. An in-depth study of the events leading to antisemitism in Germany and the surrounding countries, the placement of Jews in ghettos and the plan for the

“Final Solution”. A study of the master race in German culture. A review of the concept of evil and the strength and struggle of survivors in the postwar era.

326. Tekufat HaHaskala: Emancipation and Enlightenment and the Counterforces. 3 semester hours. A study of the political, ideological, and economic forces that precipitated the social and religious upheavals in eighteenth century European Jewry, and the ultimate impact of the "enlightenment" on Jewish social and religious life and thought. Study of primary sources that document the philosophic and religious issues that were at the heart of internecine struggles.

330. The Modern Middle East. 3 semester hours. A survey of the modern Middle East with a focus on the Arab world, in particular. Examining the impact of the Ottoman Empire, Western imperialism in conflict with Islamic culture, and emerging Arab nationalism, on the formation of the current geographic, cultural, and political structure of the Middle East.

332. History of Zionism. 3 semester hours. Overview of the transformation of Religious Zionism as a quest for the return to the Holy Land and the restoration of a Biblical theocracy to a political nationalist movement. Examination of the political and economic challenges, as well as the rise of modern anti-Semitism, that fueled the rise of political Zionism in Europe.

333. Jews in Russia and the Soviet Union. 3 semester hours. The place of Jews in Czarist Russia and their role in the Bolshevik revolution. The vacillating attitude towards Jews and Judaism in the early years; the Stalinist terror; the political, religious, and historical forces that led to massive emigration; the reemerging life and identity of the Jewish community.

350. The Historian's Craft: The Methods, Models and Objectives of Historical Study. 3 semester hours. This course will introduce students to the interdisciplinary nature of history, the types of sources and research theories, and methods available to the historian, the difficulties and advantages of studying history, and the basic skills necessary for the study of and research into historical topics. Required for all majors in Jewish History.

JEWISH LAW

101. Introduction to Jewish Life Cycles I: Calendar. 3 semester hours. Regulations pertaining to the observance of festivals with emphasis on liturgy and modern questions dealing with the interface of new technology in the light of halacha.

102. Introduction to Jewish Life Cycles II: Family. 3 semester hours. The fundamentals of Judaism, its customs and rituals; their historic rites and philosophic significance.

120. Topics in Shulchan Aruch. 1 to 3 semester hours. Study of topics from Shulchan Aruch and Mishna Berurah. May be repeated for credit.

125. Introduction to Kashrut: Dietary Laws. 2-3 semester hours. The basic principles and philosophy of kashrut. Religious directives for the dietary laws, halachic principles and kashrut supervision.

127. Introduction to Shabbat Laws. 2-3 semester hours. Legal principles guiding the formulation of Sabbath laws. Philosophy and requirements of proper observance of the Sabbath laws. Focus on the Melachot for which there are fundamental differences between Shabbat and Yom Tov.

129. Festivals I. 2-3 semester hours. The philosophy and requirements of proper observance of the High Holidays and Sukkot.

130. Festivals II. 2-3 semester hours. Philosophy and Halacha of Shalosh Regalim and minor festivals such as Chanukah. Topics to be discussed include Melacha on Yom Tov and Chol Ha-Moed; Hallel; prayers and customs particular to each holiday.

141. Halacha and Minhag in Liturgy. 2-3 semester hours. Discussion of variances in synagogue ritual and liturgy; the role of shaliach tzibur and interaction with the minyan; prayers and praise, customs of special holidays; piyut v' Hallel.

203. Life and Death. 3 semester hours. The halacha regarding end of life practices, and the philosophic views and theological foundations underlying Jewish customs.

221. Family Life in Halachic Literature. 2-3 semester hours. The sociology, philosophy and requirements for proper observance of Jewish law pertaining to family and home. Halachic guidelines for parent/child relations and obligations. Husband and wife duties and responsibilities to each other and to extended family.

225. Basar BeChalav: Dietary Laws. 3 semester hours. In-depth study of dietary laws, halachic principles and responsa regarding Kashrut. Prerequisite: JLAH 125 or equivalent.

227. Shabbat Laws. 3 semester hours. In-depth study of several categories of Melacha, the guiding principles and their application in Rabbinic responsa. Special attention to Bishul, Borer, and the differences between prohibitions of Shabbat and Yom Tov. Prerequisite: JLAH 127 or equivalent.

229. Women and the Halacha I. 3 semester hours. Examination of the major principles that guide obligations and prohibitions specific to women and the rationale underlying those halachic principles. Selected readings in Biblical, Talmudic, and Responsa literature pertaining to issues such as modesty, marriage/divorce, Bat Mitzvah, and Torah learning.

230. Women and the Halacha II. 3 semester hours. Focus on issues relating to women's communal role; modesty and mechitza; education and Torah learning. Emphasis on pertinent responsa literature from the modern age.

231. Halachic Literature of the Holocaust. 3 semester hours. Responsa on the life of the Jews under the Nazis, examining moral and halachic dilemmas particular to war and persecution. The selected readings offer insights into the values of human life and human dignity central to Jewish law.

234. The Land of Israel in the Halacha. 3 semester hours. Examination of Mitzvot Hatluyot Ba'Aretz. Issues to be covered include Terumot uMaaserot, Shemita veYovel, the sanctity of Eretz Yisrael and the Mekomot Ha'Kedoshim.

240. Ta'amei HaMinhagim: The Roots and Rationales for Judaic Customs. 3 semester hours. Analysis of the Halachic force behind communal custom; variations in Judaic customs and rituals, their sources, and rationales. Discussion covers variations in life cycle celebrations, customs related to various holidays and fast days, and community and synagogue protocol.

273. Issues in Halacha: Bein Adam L'Chavero. 2-3 semester hours. Halachic perspectives on interpersonal relations and obligations, as reflected in primary and secondary sources. Differentiation between acts of Chesed (beyond the letter of the law) and mandates of Jewish Law. Application of Halachic principles governing contemporary civic and social problems in the financial, familial and social spheres. Among the topics to be discussed are: Halacha impacting Employee/Employer relationships, Seller/Buyer transactions, familial obligations, social welfare.

274. Contemporary Issues in Halacha and Communal Life. 3 semester hours. Examination and discussion of contemporary issues in Halacha, through a study of classic and contemporary texts. Topics to be examined include: honoring and caring for neglectful or abusive parents; relationships between the observant and non-observant communities; shidduchim; mamzerut; the meaning of dreams; naming a newborn child. Students will be guided in researching and analyzing a specific topic in Halacha not discussed in class, and present their findings.

299. Independent Study in Jewish Law. 1 to 3 semester hours. Research and intensive study in selected subjects in Jewish Law under faculty supervision.

MATHEMATICS

100. Developmental Math. 3 semester hours. Survey course intended to review the basic mathematical operations for real numbers, including decimals, fractions, rational numbers, and integers. This course will cover percent, ratio, proportion, and elementary algebra and geometry. This course does not fulfill the general education math requirement, nor does this accrue towards the 120 academic credits required for the baccalaureate degree. Placement by examination.

101. Intermediate Algebra. 3 semester hours. Fundamentals of algebra. Real number system, polynomials, factoring, rational expressions, linear and quadratic equations, systems of equations, and Cartesian coordinate system. This course does not fulfill the general education math requirement. Prerequisite: Placement by examination or MATH 100 with C or above.

102. College Mathematics. 3 semester hours. Conceptual mathematics with a focus on developing mathematical reasoning, abstraction of classical principles of math and development of more advanced ideas. Topics to be covered include: Set of integers – decimal, binary and hexadecimal; set of rational numbers, irrational numbers; algebraic identities, polynomial functions, graphs; exponential and logarithmic functions; and linear programming. Prerequisite: MATH 100 or placement exam.

104. College Algebra. 3 semester hours. Rational expressions, equations and functions, radicals and complex numbers, quadratic equations, functions and inequalities, exponential and logarithmic functions, linear programming. Prerequisites: Placement by examination or MATH 101 or MATH 102.

105. Mathematical Reasoning. 3 semester hours. A survey course exploring concepts and methods of quantitative reasoning. Topics to be studied: basic set theory, counting techniques, geometry, introduction to

probability, basic logic, matrix algebra and introduction to financial applications, including an understanding of percent and exponents. Prerequisites: Placement by examination or MATH 101 or 102 or 203.

110. Finite Mathematics. 3 semester hours. Introduction to sets, matrices, systems of equations, linear programming, combinatorics, probability, percent and finance and related topics. Prerequisites: Placement by examination, MATH 104, 105 or 203.

141. Pre-Calculus. 3 semester hours. The elements of algebra and trigonometry necessary for the study of calculus, including systems of equations and inequalities, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric functions. The course also studies conic sections and sequences. Prerequisites: 3 years of high school mathematics, MATH 104 or MATH 203.

163. Discrete Math for Computer science. 3 credits. Concepts in logic, sets, combinatorics, counting techniques, relations and functions, modular arithmetic, graphs, trees, pseudocode and basic analysis of algorithms and asymptotic analysis. (CAIH 163)

203. Advanced College Mathematics. 3 semester hours. The purpose of this course is the study of advanced concepts from College Mathematics through a concrete approach. Topics to be covered include equations of higher degree; complex numbers and their geometry; roots of unity, overview of the Fundamental Theorem of Algebra, introduction to permutations, cycles and transpositions; introduction to linear systems, the Gauss elimination method; determinants and Cramer's rule; the Fundamental Theorem of Arithmetic, modular arithmetic, and introductory statistics. Prerequisite: MATH 102 or placement exam.

207. Mathematical Kaleidoscope. 3 credits. Presentation of a variety of topics from an intuitive and accessible point of view. Topics include mysteries of prime numbers, the Goldbach conjecture, the twin prime conjecture, Rubic's cube and group theory, games with permutations, partitions, the four-color problem, the story of Evariste Galois, Fermat's last theorem, Alexander Grothendieck and the world of Shrinivasa Ramanujan. Inclusion of the history of mathematics to enable students to appreciate mathematics in a more intimate manner. ADCP only or by permission of instructor.

211. Fundamentals of Geometry. 3 semester hours. This course will cover the foundations of Euclidean geometry, Euclidean constructions, and applications such as area, perimeter, and geometric aspects of plane trigonometry. It will also introduce non-Euclidean geometry. Prerequisites: Placement by examination or MATH 101.

250. Mathematics and Computation for Business. 3 semester hours. Analysis and mathematical problem solving of business applications. The concept of percent and its application to business situations is emphasized throughout the course. Topics such as business discounts and markups, consumer loans, taxes and insurance, depreciation, basic business statistics, simple and compound interest, annuities, amortized loans, and sinking funds are covered in depth. Utilization of Microsoft Excel is a core competency that will be developed throughout the course. The course serves as a good foundation for further study in management, accounting, finance, and economics. Prerequisite: Placement by examination or MATH 104 or 203.

255. Mathematics Through Time. 3 semester hours. The purpose of this course is to introduce the student to the development of mathematics with a simultaneous examination of the history of mathematics and the underlying mathematical topics. The course will begin with the mathematics of antiquity and will continue with the

development of algebra, the emergence of Calculus and finally the creation of diverse mathematical areas that blossomed through the 19th and 20th centuries.

261. Calculus I. 3 semester hours. Functions, limits, continuity, differentiation, intermediate and mean-value theorems, curve sketching, optimization problems, related rates, definite and indefinite integrals, fundamental theorem of calculus, log and exponential functions. Prerequisite: Math 141 203, or equivalent.

262. Calculus II. 3 semester hours. A continuation of MATH 261. Calculus of logarithmic, exponential, inverse trigonometric, and hyperbolic functions. Techniques of integration. Applications of integration to volume, surface area, arc length, center of mass, and work. Numerical integration, sequences, and series. Study of power series and the theory of convergence. Taylor's theorem with remainder. Area in polar coordinates. Calculus of parametrically defined functions and vector-valued functions. Prerequisite: MATH 261.

263. Multivariable Calculus. 4 semester hours. A continuation of MATH 262. Calculus of functions of 2 and 3 variables. Partial derivatives, tangent planes, directional derivatives and the gradient, maxima and minima of functions of two variables, Lagrange multipliers, double and triple integrals, centroid, center of gravity, Jacobians, topics in vector calculus including line integrals, Green's Theorem, surface integrals, the Divergence Theorem, and Stoke's Theorem. Prerequisite: MATH 262.

264. Differential Equations. 4 Semester hours. First order linear and separable equations. Second order linear equations. Laplace Transforms. Systems of first order equations. Numerical methods. Applications and modeling of real phenomena throughout. Prerequisite: MATH 263.

272. Statistical Analysis. 3 semester hours. Fundamentals of statistical analysis; topics include frequency distribution, central tendency, variability, graphical presentation, normal distribution, correlation, sample distributions, and tests of statistical significance. Prerequisite: MATH 104 or Math 203 or placement exam. BUSH 272, PSYH 272

281. Linear Algebra. 3 semester hours. An introduction to linear algebra with applications. Topics will include solutions to systems of linear equations, matrix algebra, Gaussian elimination, determinants, linear transformations, bases and dimension, vector spaces, eigenvalues, eigenvectors, and inner product.

299. Independent Study in Mathematics. 1 to 3 semester hours.

301. Probability and Statistics. 3 semester hours. Introduction to probability theory; random variable; Poisson and exponential distributions; laws of large numbers. Prerequisite: MATH 261, 272 or equivalent.

PHILOSOPHY

101. Introduction to Medieval Jewish Philosophy. 2-3 semester hours. Introduction to the Jewish philosophy of the Middle Ages. The influence of the philosophical writings of Aristotle and Plato. Philosophical concepts and terms.

105. Foundations in Jewish Philosophy. 3 semester hours. This course surveys the major philosophical thinkers and schools within Judaism from the Talmud until the present period.

121. Religion I. 2 semester hours. Fundamentals of Judaism. Emphasis on the belief in G-d and the principles that govern Judaism.
122. Religion II. 2 semester hours. Fundamentals of Judaism. Emphasis on religious truth, the individual approach to fundamental principles, and their expression in practice.
127. Classic Judaic Approaches to the Relationship of Humanity with the Divine I. 2-3 semester hours. Selected readings in medieval and modern Jewish philosophy exploring the nature of human awareness of the Divine Presence in the world, the purpose of Man within creation, the spiritual struggle for good over evil. Note: Either PHIH 127 or PHIH 128 is required for all Talmud Majors.
128. Classic Judaic Approaches to the Relationship of Humanity with the Divine II. 2-3 semester hours. Selected readings in medieval and modern Jewish philosophy on love and reverence for God through the cultivation of essential character traits such as humility and equanimity. The human quest to bond with the Divine by the performance of acts that improve the human condition. Note: Either PHIH 127 or PHIH 128 is required for all Talmud Majors.
130. Survey of Great Jewish Thinkers. 2-3 semester hours. Examination of selected writings of classical and modern philosophers to provide an overview of the philosopher's life and major contributions to the history of Jewish thought.
208. The Philosophy of Prayer I. 2-3 semester hours. A study of prayer and its philosophical underpinnings, emphasizing the Jewish liturgy. Prayer as an individual as well as a communal expression of identity.
209. The Philosophy of Prayer II. 2-3 semester hours. An in-depth study of the weekday and festival prayers.
210. Introduction to Jewish Ethics. 2-3 semester hours. A systematic study of Biblical ethics as prescribed in the Pentateuch, the Prophetic Books and the Books of Psalms and Proverbs. Man's responsibility towards G-d and towards his fellow man.
211. Readings in Jewish Ethicists. 2-3 semester hours. From R. Moshe Chayim Luzzato to R. Yisrael Salanter, the founder of the Mussar Movement. The idea of teshuva, repentance and recommitment to higher moral values.
212. Contemporary Jewish Ethics. 2-3 semester hours. Jewish responsibility to contemporary society as reflected in rabbinic literature. Moral conduct as the living tradition of the Jewish faith and as the wisdom of the ages by means of proverb and parable.
213. Topics in Pirkei Avot. 3 semester hours. Problems of ethics, ethical terms, standards for evaluating choices and actions and the major ideas of important moral philosophers. The course is designed around an integrating current issue.
214. Social and Community Ethics. 3 semester hours. An investigation of the major mitzvot intended to protect all of the individual's rights, i.e., property, privacy and integrity of self, (physical and psychological). The manifestations of the mitzvot in the ethics of major Jewish philosophers.

215. Zionism in Jewish Thought. 3 semester hours. Readings in Jewish philosophy from the era of Nachmanides through the twentieth century. Currents that form the foundation of Zionist philosophy and political thought.
230. Principles of Faith. 3 semester hours. Discussion of the exposition of the principles of Jewish faith by the giants of Jewish Medieval Philosophy, such as Saadiah Gaon, Maimonides and Albo
235. Rambam: Sefer HaMada. 3 semester hours. The classic works of Hilchot De'ot and Yesode HaTorah of the Rambam.
236. The Eight Chapters. 3 semester hours. Shemona Perakim, a condensed treatise and introduction to the philosophy of R' Moses Maimonides. The theory of "The Golden Path" (Shevil HaZahav) as the mean between two unacceptable extremes. The individual in relation to his environment.
246. Fundamental Concepts of Chassidism. 3 semester hours. An examination of the philosophic core of Chassidism and its manifestations in the interpretation of Torah and mitzvot and in the lifestyle of the Chassid. The influence of Chassidic thought in shaping the world of the Torah true Jew.
261. Medieval Jewish Philosophy I. 3 semester hours. Readings in R' Yoseph ibn Tzaddik's HaOlam HaKatan and R' Saadia's Ha'Emunot VeHaDe'ot. Man, as a microcosmic replica of both the corporeal and spiritual world. Relation between reason and revelation.
262. Medieval Jewish Philosophy II. 3 semester hours. Readings in Maimonides' The Guide to the Perplexed (Moreh Nevuchim). His rationalistic approach to bridge Aristotelian teaching with religious writings and traditions of Judaism. Reflections of divinity in nature; demystification of ritual.
263. Medieval Jewish Philosophy III. 3 semester hours. A study of R' Judah HaLevi's HaKuzari, with focus on his confrontation with classic philosophy as well as with Islam and Christianity. HaLevi's emphasis on historical revelation and authenticity of the oral tradition, the doctrines of creation ex nihilo, human consciousness and free will.
264. Medieval Jewish Philosophy IV. 3 semester hours. In depth learning of Chovot HaLevavot. This treatise examines the spiritual and behavioral implications of R' Bachya Ibn Pakuda's epistemology. The course will focus on the concept of Bitachon as developed by Ibn Pakuda, its manifestations in daily life.
265. Medieval Jewish Philosophy V. 3 semester hours. Readings in Sha'arei Teshuva. Analysis of the contributions of Rabbenu Yonah to religious and moral philosophy, and their impact on the Mussar Movement.
273. Modern Jewish Philosophy I. 3 semester hours. Select readings and comparative analysis in modern Jewish philosophy, including works by Rabbis Dessler, Hirsch, and Hutner.
274. Modern Jewish Philosophy II. 3 semester hours. Modern Jewish philosophy as focusing on the writings of Rabbi Avrohom Y. Kook and Rabbi Yosef D. Soloveitchik.
276. Readings in Twentieth Century Jewish Philosophy. 2-3 semester hours. Examination of select excerpts from the philosophic writings of Rabbis Hirsch, Dessler, Hutner, Kook and Soloveitchik. Focus on their unique contributions to Jewish thought, and comparative analysis of their writings as they confronted specific issues and themes, among

which are man's place in the universe, confrontation with modernity, the relationship of science and Torah, metaphysics, and understanding evil.

299. Independent Study in Philosophy. 1 to 3 semester hours. Research and intensive study in selected subjects in Philosophy under faculty supervision.

302. Fundamentals of Jewish Business Ethics. 3 semester hours. Readings in contemporary Jewish business ethics. Discussion of ethical principles underlying Jewish law regarding property rights, commercial transactions, etc.

310. Ethics Theories and Practices of Moral Education. 3 semester hours. Examination of contemporary theorists (e.g., Kohlberg) and relevant research, comparison to principles of moral training in traditional and philosophic sources, review and critique of curricula, materials, and methods in moral education for diverse populations. (EDUH 310)

311. The Maharal: Exegetical and Philosophical Writings I. 3 semester hours. Introduction to the philosophy, ethics and mysticism of the Maharal through selected readings in his various works.

312. The Maharal: Exegetical and Philosophical Writings II. 3 semester hours. Selected readings on the historical and philosophical interpretations of the Tanach in seminal works such as Gur Aryeh.

315. Readings in Ramchal. 3 semester hours. Selected readings in the works of Rabbi Moses Chayyim Lutzato, focusing on ethics in Messilat Yesharim and Derech Hashem.

316. Readings in Ramchal II. 3 semester hours. Selected readings in the works of Rabbi Moses Chayyim Lutzato, focusing on his cosmogony and mysticism.

317. Readings in Chassidic Writings. 3 semester hours. Analysis of select writings of Chassidic masters, their antecedents in Talmudic and medieval sources, and their impact on the development of Jewish scholarship and practice.

322. Case Studies in Jewish Business Ethics. 3 semester hours. The principles of Jewish business ethics, and their application in solving contemporary workplace dilemmas. Discussion and resolution of case studies in light of alternate approaches to ethical problems. Halachic guidelines to labor relations, socially/environmentally responsible business policy, employee obligations and rights, full disclosure in advertising.

323. Jewish Bioethics. 3 semester hours. Discussion of contemporary ethical dilemmas arising from scientific and technological advancements that entail reexamination of premises such as the inherent value and the quality of life – animal and human; entitlements to privacy vs. protection of community safety and moral standards. Analysis of classic halachic approaches to such issues, and their application to latest controversies such as reproductive technologies, passive and active euthanasia, medical and psychological experimentation with human subjects, the conflicting obligations of health-care professionals to their patients and the community.

346. Science and Religion. 3 semester hours. This course will focus on perspectives of Torah and the modern sciences and alternate attempts to reconcile the apparent conflicts, particularly in the areas of cosmology, especially the "big bang" theory, biology (Darwinism), and epistemology.

POLITICAL SCIENCE

206. Foundations of Democracy. 3 semester hours. The origins and development of American democracy from the revolutionary period to the end of the nineteenth century. Emphasis on the influence of the enlightenment on the Declaration of Independence and the Constitution. In depth examination of the economic and political causes of the American Revolution and Civil War.

216. American National Government. 3 semester hours. Government and politics in relation to the current problems and issues of political freedom and control in the United States. Description and analysis of American national political institutions and processes.

PSYCHOLOGY

101. General Psychology. 3 semester hours. Basic concepts and methods of psychology. Primary emphasis on the scientific study of human behavior and consciousness, with exploration of topics such as human development, personality, learning, thinking, perception, testing, mental health, and pathology. Lecture and discussion.

217. Developmental Psychology. 3 semester hours. Survey of theory and research involving human growth and development with emphasis on personality, maturation, and learning. Biological, physiological, neurological, and psychological growth. Study of historical research, current theories, and trends. Prerequisite: PSYH 101 or Departmental approval.

224. Family. 3 semester hours. Discussion of family as an interactional system and social institution. Focus on topics such as cultural differences in family structures, marital roles, and socialization. Social/cultural factors affecting family dysfunction and/or dissolution. (SOCH 224)

262. Child Development. 3 semester hours. An introduction to major concepts in child development, research, and theory. Familiarization with physical, cognitive, and psychosocial milestones and issues which emerge throughout human development. Observation of, and structured interactions with, children of varying ages in multicultural environments will provide an experiential component. Lectures will focus on themes of attachment theory; development of cognitive, language and social skills; environmental issues and psychopathology. (EDUH 262)

265. Adolescent Psychology. 3 semester hours. Study of the psychological, physiological, and hormonal changes of adolescence. Psychological processes of individualization and separation with dynamics and conflicts which the adolescent may experience during this phase of life. Advances in cognitive development and the impact on self and environmental perceptions. Examination of changing social roles and significance of peers. Prerequisite: PSYH 101 or 262 or Departmental approval.

267. Maturity and Aging. 3 semester hours. Overview of theory and research regarding middle age and aging. Study of personality, cognitive, social, and biological functioning and related disorders and diseases of aging. Psychological and adjustment issues related to changes in lifestyle, and the emotional, physical, psychological, and social impact. Assumption of changing parent-child roles in various life stages. Focus on life situations, living arrangements, health services, and retirement. Prerequisite: PSYH 217 or equivalent. (SOCH 267)

272. Statistical Analysis. 3 semester hours. Fundamentals of statistical analysis; topics include frequency distribution, central tendency, variability, graphical presentation, normal distribution, correlation, sample

distributions, and tests of statistical significance. Prerequisite: MATH 104 or MATH 203 or placement exam. BUSH 272, MATH 272

286. Psychology and Biology of Auditory and Visual Perception. 3 semester hours. The two major sensory and perceptual systems of humans and other animals with emphasis on historical development, multi-disciplinary approaches, applications to medical diagnosis and treatment, and speech perception. Lecture and demonstration. Prerequisite: PSYH 101 and a college level biology course or adequate background as determined by the Biology Assessment Test, or Departmental approval. (SPCH 286)

299. Independent Study in Psychology. 1 to 3 semester hours. Faculty-supervised independent study. Topic and semester hours determined in conjunction with faculty. Student must obtain faculty sponsor and prepare written proposal that includes course objectives and methods of evaluation. Departmental approval required.

300. Clinical Methods. 3 semester hours. Teaches the principles and practices for assessing and treating people across the life span. Topics include chart reviews, interview skills, counseling, and in-depth review of report writing. Therapy practices with emphasis on creating behavioral objectives, implementation, and task analysis. Review of service delivery models. (NSCH 300, SPCH 300)

301. Psychology of Personality. 3 semester hours. Systematic study of development, structure, and dynamics of personality; methodology, theory, and empirical research. General overview of a number of personality theories as they affect the development of the individual and interactions with others. Theoretical and practical implications of personality development as they relate to various psychopathology and treatment. Prerequisite: PSYH 101 or equivalent.

305. Cognitive Development. 3 semester hours. Examination of readings in theories and research explaining cognitive and language development and its implications for educators and practitioners. Focus on the writings of Piaget, and Vygotsky, as well as some of the latest developments in research in America and Europe. Analysis, comparison, and critique of theories, particularly with regard to multi-cultural populations. Practical application and generalization of theoretical constructs. Manifestations of atypical development and disabilities. Field experience required. Prerequisite: EDUH 262 or equivalent. (EDUH 305)

306. Normal Language Development. 3 semester hours. Language development from prelinguistic development through adulthood, as well as theories explaining language development. Content areas include early childhood language acquisition from birth cry through babbling, cross linguistic and universal patterns. Focus on phonology, morphology, syntax, semantics, and pragmatics. Normative development in comparison to individual differences and atypical language development. Field experience required. (SPCH 306)

309. Communal Leadership. 3 semester hours. Course will explore both psychological and sociological facets involved in various aspects of Jewish communal leadership. Lecture and Seminar sessions. (SOCH 309)

313. Educational Psychology. 3 semester hours. An analysis of the learning process as it is defined in research and best practices. Discussion of major learning theories and their perspectives on the nature of intelligence, motivation, emotions, and their application to teaching. Attention to establishing objectives, evaluation of learning, and an introduction to measurement and statistical analysis of scores. Prerequisite: PSYH 101 or PSYH 262 or Departmental approval. (EDUH 313)

315. Survey of Exceptional Children. 3 semester hours. Survey of exceptionality, dealing with the identification and educational implications of atypical child growth and development. Issues to be discussed include developmental delay, autism spectrum disorders, learning disabilities, emotional disturbance, physical and sensory impairment, speech and language delay, gifted child, and other health impairments. Clinical experience required. Prerequisite: PSYH 101 or PSYH 262. (EDUH 315)

316. Assessment of Learning and Behavior. 4 semester hours. Lecture and laboratory on the assessment of mental ability, cognitive processes, academic skills, behavior, and social development. Review of diagnostic profiles and criteria for students with special needs. Analysis and interpretation of test results for purposes of identification, planning, and remediation. Legal implications of testing and procedural safeguards. Issues of cultural differences in the assessment. Clinical pre-practicum required. Prerequisite: PSYH 272 or Departmental approval.

317. Abnormal Psychology. 3 semester hours. Nature and causes of maladjustment and mental disorders. History of mental illness. Diagnosis, research, and treatment modalities. Prerequisite: PSYH 101 or PSYH 262 or Departmental approval.

372. Research Methods in Psychology. 4 semester hours. The course focuses on the logic, theory, and methods of psychological research. Creation of a valid research question, knowledge of literature review, and creation of the null hypothesis with dependent and independent variables will all be addressed. Application of experimental techniques and statistical analysis to a wide range of psychological hypotheses will be explored. Examples of traditional literature research will be presented. Prerequisite: PSYH 272 or Departmental approval.

399. Internship in Psychology. 1-3 Semester hours. Faculty-supervised internship. Topic and semester hours determined in conjunction with faculty. Student must obtain faculty sponsor and prepare written proposal that includes internship objectives and goals. Departmental approval required.

422. Cognitive Neuroscience. 4 semester hours. Introduction to neuroanatomy and physiology of the nervous system, and their relation to motor function, perception, memory, language, and learning. Exploration of biological bases of psychology and psychopathology as well as psycholinguistics. Lecture, demonstration, and laboratory. Prerequisite: PSYH 101 and a college level biology course or adequate background as determined by the Instructor. (PSYH 422, SPCH 422).

SOCIOLOGY

101. Introduction to Sociology. 3 semester hours. Analysis of human societies, organizations and groups, and the interrelations of society, culture, and personality. Socialization, social interaction, social stratification, and social change are discussed.

224. Family. 3 semester hours. Discussion of family as an interactional system and social institution. Focus on topics such as cultural differences in family structures, marital roles, and socialization. Social/cultural factors affecting family dysfunction and/or dissolution. (PSYH 224)

267. Maturity and Aging. 3 semester hours. Overview of theory and research regarding middle age and aging. Study of personality, cognitive, social, and biological functioning and related disorders and diseases of aging. Psychological and adjustment issues related to changes in lifestyle, and the emotional, physical, psychological, and social impact. Assumption of changing parent-child roles in various life stages. Focus on life situations, living arrangements, health services, and retirement. Prerequisite: PSYH 217 or equivalent. (PSYH 267)

309. Communal Leadership. 3 semester hours. Course will explore both psychological and sociological facets involved in various aspects of Jewish communal leadership. Lecture and Seminar sessions. (PSYH 309)

310. Honors Leadership Seminar. 3 semester hours (Yearlong course). The Honors Leadership Seminar focuses on the development of leadership skills through discussions with local community leaders and completion of a leadership initiative. Students will discuss the competencies and qualities of an effective leader and learn about the challenges and successes of leaders in diverse settings. Students will work in small groups on a leadership project of their own design. The project will allow students to assume leadership roles on campus and make a long term positive impact on the school and/or the local community. The project will be student driven, with support from faculty and feedback from community leaders. (Open to Honors Program students only.)

SPEECH AND COMMUNICATION DISORDERS

210. Public Speaking. 3 semester hours. Principles governing oral discourse and study of techniques for effective oral expression. Analysis of elements of persuasive rhetoric, voice and diction required for public speaking. Extensive practice in various types of oral presentation, speech composition, and critique. (ENGH 210).

272. Speech and Hearing Science. 3 semester hours. Study of sound generation and transmission, measurement, and analysis of sound. Acoustics, anatomy and physiology of the speech and auditory system; psychophysical methods; consideration of motor and sensory theories of perception and mechanics.

275. Phonetics and Normal Articulation Development. 3 semester hours. Study of the International Phonetic Alphabet, with a focus on phonetic transcription. Training in transcription of English and Hebrew speech sounds. Articulatory phonetics and motoric development in normal articulation will be reviewed, as well as development and transcription of dialects and disorders of speech. Introduction to phonetic analysis and articulation processes. Field experience required.

276. Introduction to Speech Disorders. 3 semester hours. Overview of various speech disorders along with methods of assessment and intervention. Topics include articulation, phonology, craniofacial anomalies, apraxia of speech, voice, fluency/stuttering, motor speech, hearing, and feeding/swallowing disorders.

278. Anatomy and Physiology of the Speech and Hearing Mechanisms. 4 semester hours. Human anatomy, physiology and neurology of breathing, phonation, and articulation. Laboratory includes three-dimensional modeling of anatomic structures, and review of current research. Prerequisite: A college level biology course or adequate background as determined by the Biology Assessment Test. (NSCH 278)

286. Psychology and Biology of Auditory and Visual Perception. 3 semester hours. The two major sensory and perceptual systems of humans and other animals with emphasis on historical development, multi-disciplinary approaches, applications to medical diagnosis and treatment, and speech perception. Includes instruction and practice in the use of Vision and Hearing screening equipment. Lecture and demonstration. Prerequisite: PSYH 101 and a college level biology course or adequate background as determined by the Biology Assessment Test, or Departmental approval. (NSCH/PSYH 286)

300. Clinical Methods. 3 semester hours. Teaches the principles and practices for assessing and treating people across the life span. Topics include chart reviews, interview skills, counseling, and in-depth review of report writing.

Therapy practices with emphasis on creating behavioral objectives, implementation, and task analysis. Review of service delivery models. (PSYH/NSCH 300)

306. Normal Language Development. 3 semester hours. Language development from prelinguistic development through adulthood, as well as theories explaining language development. Content areas include early childhood language acquisition from birth through babbling, cross linguistic and universal patterns. Focus on phonology, morphology, syntax, semantics, and pragmatics. Normative development in comparison to individual differences and atypical language development. Field experience required. (PSYH 306)

318. Audiology. 3 semester hours. Principles of audiology and its applications in diagnosis and treatment of speech and hearing pathologies. Understanding the biological and physical foundations of the science of audiology. Review of various hearing tests and introductory experiences in test administration and interpretation.

332. Methods of Teaching Literacy. 3 semester hours. Demonstration and analysis of research-based strategies and methods of instruction, assessment, and appropriate interventions in the elementary classroom. Evaluation of materials and resources across the content areas, as well as strategies for interdisciplinary and collaborative instruction. Analysis of historical and theoretical perspectives as they apply to teaching literacy in the 21st century, rising technology, new literacies, the Common Core Standards, and standards from professional organizations. Practical implementation of reading methodologies with emphasis on supporting diverse learners within the classroom, including English Language Learners and students with disabilities. (EDUH 332)

350. Language Disorders and Impairments. 3 semester hours. Theories, definitions, and characteristics of various language disorders and impairments are presented. Topics include specific language impairment, learning disabilities, literacy, adolescents with language impairments, intellectual disabilities, autism, auditory impairments, and acquired language disorders. Assessment and intervention are explored. Field experience required. Prerequisite: SPCH 306.

422. Cognitive Neuroscience. 4 semester hours. Introduction to neuroanatomy and physiology of the nervous system, and their relation to motor function, perception, memory, language, and learning. Exploration of biological bases of psychology and psychopathology as well as psycholinguistics. Lecture, demonstration, and laboratory.

Prerequisite: PSYH 101 and a college level biology course or adequate background as determined by the Instructor. (PSYH 422).

TALMUD AND RABBINICS

The major tractates selected for inclusion in the Beis Midrash program include:

- Tractate Berachot deals with Jewish religious laws of blessings dealing with food and various occasions including laws of timing, proper intentions and extent of their obligatory nature.
- Tractate Shabbat deals with Jewish religious law, Shabbat, laws of domains, food preparation, rest and forbidden work with emphasis on detailed definitions of labors, moving prohibited items and general activities on Shabbat.
- Tractate Pesachim deals with the Jewish religious laws of Pesach, the laws of leavened and unleavened bread, the sacrificial service and the Seder.
- Tractate Sukka deals with laws concerning the festival of Sukkot.
- Tractate Beitza deals with the laws of Jewish holidays.

- Tractate Yevamot deals with Jewish family law, the obligations and exemptions regarding the obligations of levirate marriages and release from such obligation, and marriage as applied to the priesthood, erroneous remarriages, legal requirements for chalitza, and evidence needed for presumption of death of a spouse.
- Tractate Ketuvot deals with Jewish family law, the marriage contract and legal ramifications in various situations, the rights and duties of husband and wife, polygamy, widows, and the duties of the heirs towards surviving spouses.
- Tractate Nedarim deals with Jewish religious law, binding and non-binding vows, serious intent and vows of forbidden benefit as well as time extension for vows, non-specific vows and absolution and revocation of vows.
- Tractate Gittin deals with Jewish family law, the origin of the bill of divorce, details of the bill of divorce itself and the scribe who writes the bill of divorce, the laws of agency, conditional divorces and grounds for divorce.
- Tractate Kiddushin deals with Jewish family law, the procedures and customs of betrothal and marriage, marriage, marriage by proxy, conditional marriage and genealogy.
- Tractate Bava Kamma deals with Jewish civil law, torts, liability of ownership and damage, laws of theft and repayment.
- Tractate Bava Metzi'a deals with Jewish civil law, laws of acquisition, guardianship and business transactions, laws of usury, fraud, labor relations and leasing.
- Tractate Bava Batra deals with Jewish civil law, real estate law, property transfer issues with emphasis on laws of inheritance, purchasing and legal documentation.
- Tractate Sanhedrin deals with Jewish civil law, composition and competence of courts, differences between criminal and civil proceedings, capital punishment, the concept of premeditation, and specific punishments for various crimes.
- Tractate Makkot deals with Jewish civil law, false witnesses, intentional and unintentional murder, the concept of banishment and includes a study of various punishments administered by the courts, their purpose and origin.
- Tractate Chulin deals with Jewish religious law, laws and practices of ritual slaughter, defects rendering an animal unfit for consumption, laws of the embryo, laws of covering and removal of blood, prohibition of the mixing of meat and milk, religiously unacceptable food and topics relating to the priesthood.

103. Mishna. 3 semester hours. The language, style, and Talmudic method of interpretation. Detailed study of selected sections of the Mishna.

120. Studies in Mishna. 1-4 semester hours. In-depth study of a tractate of Mishnayot, based on classical and modern commentaries. May be repeated for credit.

130. Talmudic Methodology. 4 semester hours. The hermeneutical rules in Talmudic studies such as the analogy, the inference from minor to major and explanations from the context.

140. Studies in Talmud. 1-4 semester hours. In-depth study of a tractate, based on classical and modern commentaries. May be repeated for credit.

151-59. Series I Talmud. 4 semester hours. Course focuses on an in-depth analysis of Talmud tractates. Students will be required to read from the Talmud including the commentaries from Rashi and Tosafot. Analysis of the principles

and assumptions underlying the deductions and conclusions drawn by these two commentaries. Selections of outside material will also be included from the Rishonim and Acharonim with very limited use of English textual material. Guided tutorials to introduce students to independent Talmudic research. Can be repeated for credit.

190. Bekiut. 1-5 semester hours. Study of a tractate with the focus on mastery of the entire tractate subject material, including selected Rashi and Tosafot commentaries. May be repeated for credit.

191. Studies in Talmudic Logic. 3 semester hours. Study of the structure of the Talmudic text and rules of inquiry, refutation and resolution.

201-9. Talmud Series II. 4 semester hours. Course has an increased use of Rishonim and Achronim (early and later Talmud commentators) with less emphasis on covering the textual material in class. Students are expected to be able to prepare a substantial amount of material through the directed study in Seder (Study Hall) periods and come to class with a working knowledge of the textual material to be covered. In addition to Rashi and Tosafot, these courses cover all major Rishonim relevant to the topic. Requires encompassing knowledge of the material covered and the principles inherent in it and the relation of these principles to other texts. May be repeated for credit.

241. Talmudic Texts I. 3 semester hours. Intensive study of Shas (Talmudic texts) and Rishonim (the medieval commentaries); emphasis on skills development and familiarity with Talmudic texts and terms, enabling acquisition of the capacity to study classic Talmudic texts independently.

242. Talmudic Texts II. 3 semester hours. A continuation of Talmud 241. Emphasis on the development of tools for abstract analysis and contrast of concepts; understanding the process of asukei shema'ata aliba d'hilchasa (following the chain of interpretation to halachic conclusions.)

244. Talmudic Commentaries I. 3 semester hours. Rishonim. An in-depth study of the commentaries on the Talmudic text before the fifteenth century.

245. Talmudic Commentaries II. 3 semester hours. Acharonim. An in-depth study of the commentaries on the Talmudic text from the fifteenth century onward.

251. Talmud Series III. 4 semester hours. Course requires intensive self-preparation in the textual material of the gemara and Rashi with Rishonim and Acharonim being prepared to some degree before class. The course itself requires the students to have prepared themselves during the directed study and research periods very intensively on the Gemara, Rashi and Tosafot as well as assigned Rishonim and Acharonim, encompassing knowledge of their diverse views. Deductive research in which the source will be abstracted from the given Halachic conclusions. The course will cover different aspects of the analysis of the Rishonim and Achronim covering the material in question. May be repeated for credit.

301. Talmud Series IV. 4 semester hours. An advanced program for senior students who are able to prepare the majority of the textual and commentary material on their own. Students take an active role in the presentation of discussions, research projects and reports. Intensive emphasis on the Rishonim and Poskim (Religious Decisors). The different methods of logic in the comprehension of the Acharonim. Critical study summarizing the research in which an original solution will be presented.

340. Advanced Analysis and Exegesis. 3 semester hours. Strong emphasis upon textual nuance. Comparative analysis of latter commentators and their methodology.

399. Advanced Talmudic Research Project. 2-4 semester hours. Research and intensive study in selected subjects in Talmud under faculty supervision

RABBINICS SECTION:

321. Shulchan Aruch: Orach Chayim: Hilchos Shabbos I. 4 semester hours. The laws of Shabbat on an advanced level. Emphasis on the application of Hilchos Shabbat to modern Jewish individual and communal life.

322. Shulchan Aruch: Orach Chayim: Hilchos Shabbos II. 4 semester hours. Continuation of RABH 321. The laws of Shabbat on an advanced level. Emphasis on the application of Hilchos Shabbat to modern Jewish individual and communal life.

323. Shulchan Aruch: Orach Chayim: Hilchos Shabbos III. 3 semester hours. Continuation of RABH 322. The laws of Shabbat on an advanced level. Emphasis on the application of Hilchos Shabbat to modern Jewish individual and communal life.

325. Shulchan Aruch: Orach Chayim: Hilchos Eruvin. 4 semester hours. Laws regarding the construction of an Eruv for connecting neighbors, neighborhoods and cities.

327. Shulchan Aruch: Orach Chayim: Hilchos Pesach. 4 semester hours. Laws of chametz regarding mixtures and ownership.

331. Shulchan Aruch: Yoreh De'ah: Hilchos Melicha. 4 semester hours. Laws concerning the blood removal process in the kosher preparation of meat.

333. Shulchan Aruch: Yoreh De'ah: Hilchos Basar BeChalav I. 4 semester hours. Laws concerning prohibited mixtures of meat and milk.

334. Shulchan Aruch: Yoreh De'ah: Hilchos Basar BeChalav II. 4 semester hours. Continuation of RABH 333. Laws concerning prohibited mixtures of meat and milk.

335. Shulchan Aruch: Yoreh De'ah: Hilchos Ta'aruvos I. 4 semester hours. Laws concerning mixtures of permitted and forbidden foods.

336. Shulchan Aruch: Yoreh De'ah: Hilchos Ta'aruvos II. 4 semester hours. Continuation of RABH 335. Laws concerning mixtures of permitted and forbidden foods.

337. Shulchan Aruch: Yoreh De'ah: Hilchos Ma'achalei Akum. 3 semester hours. The impact of the status of the food preparer on its ritual fitness.

341. Shulchan Aruch: Yoreh De'ah: Hilchos Taharas HaMishpacha I. 4 semester hours. Jewish Family life. The laws of Niddah and questions dealing with contemporary problems.

342. Shulchan Aruch: Yoreh De'ah: Hilchos Taharas HaMishpacha II. 4 semester hours. Continuation of RABH 341. Jewish Family life. The laws of Niddah and questions dealing with contemporary problems.

343. Shulchan Aruch: Yoreh De'ah: Hilchos Taharas HaMishpacha III. 3 semester hours. Continuation of RABH 341. Jewish Family life. The laws of Niddah and questions dealing with contemporary problems.

351. Shulchan Aruch: Yoreh De'ah: Hilchos Aveilus. 3 semester hours. Laws concerning mourning, burial, grief, shiva and kaddish.

371. Shulchan Aruch: Yoreh De'ah: Hilchos Safrus. 3 semester hours. Laws concerning the writing of Torah Scrolls and mitzvos related to mezuzah and tefilin.

381. Advanced Rabbinic Research. 1 – 3 semester hours. May be repeated for credit.

LEADERSHIP

Name	Degrees	Education	HTC Academic Discipline
Dr. Richard Aronoff, Director, Counseling Center	EdD MA BS	University of N. Colorado Roosevelt University University of Illinois	Psychology Education
Dr. Malkie Eisenberg, Chair Emerita	PhD MA BA	Northern Illinois University Northeastern IL University Pace University	English
Dr. Shana Erenberg, Chair Emerita	PhD MA BA	Northwestern University Northeastern IL University Northeastern IL University	Elementary and Middle School Education Special Education Communication, Sciences and Disorders
Dr. Laurie Erickson, Chair	PhD MSc BSc	University of Wisconsin Texas Tech University Michigan State University	Health Sciences
Mrs. Bari Fleischer, Chair	Graduate Studies MFA BA	San Francisco Art Institute Northeastern University	Graphic Arts and Design
Rabbi Avraham Friedman, Rosh Hayeshiva Emeritus	BA Rabbinic Ordination	Roosevelt University Mir Yeshiva, Israel	Talmud
Rabbi Dr. Jerold Isenberg	DHL MBA MS MHL BS BHL Rabbinic Ordination	Jewish Univ. of America Roosevelt University Northeastern IL University Jewish Univ. of America Roosevelt University Hebrew Theological College Hebrew Theological College	Business Math
Mr. Evangelos Kobotis	MSc BA	University of Chicago University of Athens	Mathematics

Mrs. Rita Lipshitz, Assistant Dean	MA BA	University of Illinois Northwestern University	Special Education Russian Language and Culture
Rabbi Binyamin Olstein, Menahel Ruchani	Doctorate MA BEEd Rabbinic Ordination	Michlelet Yerushalayim, Israel Michlelet Yerushalayim, Israel Kollel Dayanut Shevet U'Mechokek, Israel	Bible Hebrew Talmud
Mr. Paul Pinkus	CPA MA Coursework in Taxation BS	De Paul University University of IL, Chicago	Economics and Accounting
Rabbi Moshe Revah Rosh Hayeshiva	Rabbinic Ordination	Rabbi Dovid Zucker Rabbi Yitzchok Berkowitz Rabbi Zalman Nechemia Goldberg	Talmud
Dr. Shira Roth, Chair	EdD MA BA	National Louis University National Louis University Northeastern University	Education Literacy
Mrs. Rena Spiegel, Chair	MA BA	Northwestern University SUNY - Binghamton	Speech Pathology
Rabbi Yaakov Sussman	Rabbinic Ordination	Mir Yeshiva, Israel	Talmud
Dr. Chani Tessler, Vice Provost, Touro College Illinois Chief Academic Officer & Dean	PhD MA BA	Northwestern University Northwestern University Northeastern IL University Beth Jacob Teachers Seminary, Israel	Communication Disorders and Sciences History Judaic Studies
Rabbi Chaim Twerski	MA Rabbinic Ordination	University of Illinois Beth Midrash Govoha	Philosophy

Dr. Michael Verderame, Dean, Men's Division Head Librarian	PhD MS MA JD BA	University of Illinois University of Illinois University of Illinois Tulane University University of New Orleans	English Political Science Law
Rabbi Seymour Wechsler, Chair, Accounting	CPA BS Rabbinic Ordination	Roosevelt University Hebrew Theological College	Accounting
Yitzchok Wengrow, Chair, Computer and Information Sciences	MS	Loyola University	Computer and Information Sciences
Dr. Hertzel Yitzhak, Chair, Psychology	PsyD BA Rabbinic Ordination	Argosy University Queens College Chief Rabbinate of Israel	Psychology Communication Bible Jewish Law
Rabbi Zvi Zimmerman	BA Rabbinic Ordination	Bais Yisroel, Israel	Talmud Philosophy

ADJUNCT FACULTY

Name	Degrees held	Educated at	HTC Academic Discipline
Mrs. Elana Berman	Ph.D Candidate MA MA BA	U of Haifa Hebrew University Yeshiva University	Holocaust Studies History
Dr. Antonio Bifero	Ph.D. MS MBA BS	Illinois Institute of Technology Illinois Institute of Technology Dominican University University of Illinois	Health Sciences
Ms. Melanie Brown	MFA BA	American University Knox College	Art
Rabbi Tzvi Cohen	MS BA	Northeastern Il University Hebrew Theological College	Accounting
Mrs. Sheryl Covitt	MEd BS	National College of Education Northeastern Il University	Education
Rabbi Zev Drutman	Rabbinic Ordination MA BA	Rabbi Moshe Soloveichik National Louis University University of Delaware	Math
Dr. Assaf Dvorkin	PhD MSc BSc	Hebrew University Hebrew University Hebrew University	Health Sciences
Mrs. Devri Ehrlich	JD BA	Northwestern School of Law University of Wisconsin	Law Political Science
Mrs. Susan Feuer	MA MA BA	Roosevelt University Northeastern IL University Roosevelt University	Education

Dr. Ilana Dvorin Friedman	PhD MA BA	Erikson Graduate School Brandeis University	Education English
Mr. Yehuda Friedman	M.S. B.S,	Roosevelt University Touro University	Business
Rabbi Dr. Yochanan Friedman	PhD BS Rabbinic Ordination	University of Illinois Roosevelt University Hebrew Theological College	Health Sciences
Ms. Janine Gevas	BFA	Parsons School of Design	Art
Mrs. Debra Goldberg	MBA BA	Roosevelt University Hebrew Theological College	Business Mathematics
Rabbi Reuven Gottesman	MA	DePaul University	Accounting
Mr. Melvin Greengus	MA BS	Public Health Mundelein College	Health Sciences
Rabbi Yehuda Isenberg	MBA BA Rabbinic Ordination	Loyola University Hebrew Theological College Hebrew Theological College	Business
Dr. Elaine Koffman, Emerita	PhD MA BA	Northwestern University Northwestern University Northwestern University	Education Psychology
Mrs. Bonnie Kupchik	MA BA	Queens College Stern College of Yeshiva University	Speech and Communication Disorders
Rabbi Shmuel Kurtz	Rabbinic Ordination	Kollel Sheivet Um'Chokek Rabbinical College Yeshivat Be'er Yaakov	Philosophy

Rabbi Ben Zion Lazovsky	MA BA	Northeastern IL University Northeastern IL University	Mathematics
Mr. Jeffrey Mayer	MA IT Certification BA	Lake Forest Graduate School of Management College of Du Page North Central College	Computer Information Sciences
Mrs. Faye Meyers	CPA BS	Northeastern IL University	Business
Rabbi Avraham Moller	MA BA	Loyola University Beis Midrash Gavoha, New Jersey	History
Rabbi Michael A. Myers	MA BA Rabbinic Ordination	University of Illinois Loyola Univ. of Chicago Hebrew Theological College	Education History
Dr. Channah Naiman	PhD MS BS	University of Illinois Cleveland State University Cleveland State University	Computer Science
Mrs. Sarit Olstein	MA BA	Michelelet Yerushalayim for Women	Hebrew
Mr. David Passman	JD BA	University of Chicago University of Michigan	English[RL10]
Rabbi Daniel Raccah	Rabbinic Ordination	Chief Rabbinat of Israel	Philosophy
Rabbi Shlomo Rosen	Rabbinic Ordination BA	Yeshiva University University of CA - Berkeley	History
Mrs. Renee Rosenberg	MA BS	Northwestern II University Northwestern II University	Speech
Mrs. Dina Rubinoff	MA BA	Northeastern IL University Northeastern IL University	English

Rabbi Gershon Schaffel	MA BHL Rabbinic Ordination	Loyola University Hebrew Theological College	Jewish Law
Mrs. Elana Shapiro	MAT MA BA	National Louis University Northeastern Illinois University Northeastern Illinois University	English
Mrs. Kerri Gold Stelzer	JD BA	DePaul University University of Illinois	Law
Mrs. Tema Taxer	CPA BA	Yeshiva University	Accounting
Dr. Alyssa Tello Haynes	PhD MS	Northwestern University University of Pennsylvania	Health Sciences
Mrs. Kochava Yitzhak	MA BA	Revel Graduate School of Yeshiva University Stern College of Yeshiva University	Bible
Mrs. Dina Zimmerman	APRN MSN BSN	Chamberlain University	Nursing

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