2009-2011
Academic Catalog

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Hebrew Theological College
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The Higher Learning Commission
and a member of the
North Central Association
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Hebrew Theological College
is recognized and is authorized to grant degrees
by the
State of Illinois Board of Higher Education.

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Hebrew Theological College, a partner in serving our community, is supported by the Jewish United Fund/Jewish Federation.

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The mission of Hebrew Theological College is to offer quality academic and professional training programs for the advancement of scholarship. These programs are offered in accordance with the principles of Orthodox Judaism, which presume that increased knowledge and inquiry foster increased commitment and adherence to Jewish tenets. The College operates within the framework of Halacha, Jewish law, as prescribed in the Shulchan Aruch, the Code of Jewish law.

The strength of the community is contingent on the erudition and commitment of its laity. The College is therefore geared not only for those seeking vocations in the Rabbinate and education, but also for the development of a laity of scholars in Judaic learning whose lifestyles and professional careers would be enriched by the intellectual skills, cultural sensibilities and ethics that are developed by traditional religious education.

Hebrew Theological College's primary purposes are to prepare students for the assumption of formal roles as educators, as well as to train eligible students to meet the requirements and demands of Rabbinic Ordination. As its secondary purpose, Hebrew Theological College endeavors to provide its students with broad cultural perspectives and a strong foundation in the Liberal Arts and Sciences to facilitate a creative synthesis of general and Jewish knowledge. In so doing, the College also provides an excellent background for the pursuit of advanced professional training through the many options and different tracks it offers. 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 close personal attention, guidance and tutelage. The growth of the individual is further encouraged by a program of recreational, cultural and social activities that allow for leadership training, creative expansion and the development of lifelong friendships. Hebrew Theological College fosters and is committed to service to the community and to its moral, social and cultural development.

Throughout its history Hebrew Theological College has been a source of rabbinic and lay communal leadership for the Jewish community. Its alumni, numbering in the thousands and spread throughout the world, confirm the reputation of Hebrew Theological College as a home for excellence and creativity in Judaic learning.
HISTORY OF HEBREW THEOLOGICAL COLLEGE

In 1919 a group of rabbis met to evaluate the priorities of higher Jewish education in Chicago. 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 degree granting 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. In 1976, the women's division was endowed and named the Anne M. Blitstein Teachers Institute for Women. Since the expansion of its curriculum, the women’s division has come to be known as the Blitstein Institute, and in Hebrew, Machon Torani L’Banot.

From 1922 until 1946, Hebrew Theological College was led by the esteemed Rabbi Saul Silber. 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 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 School of Liberal Arts and Sciences was established in 1959, to further promote the goal of encouraging each student to pursue general knowledge while providing the best Judaic Studies program possible. 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 addition to the Hebrew Teacher Certification, the Department of Education developed a program leading to State of Illinois Certification in either Elementary or Special Education. Options for additional majors were introduced gradually during the 1990s. Today the additional majors offered are Accounting, Business, Education, English and Psychology. 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. In Fall, 2005, the baccalaureate degree was renamed the Bachelor of Arts Degree.

Since 1921, Hebrew Theological College has ordained hundreds of rabbis who have served as rabbis, chaplains and educators in the United States, Canada, Israel, and throughout the world. The thousands of alumni who have studied at HTC have made an indelible impression, as lay or professional leaders, on the world Jewish community. Hebrew Theological College is a beneficiary of the Jewish Federation of Metropolitan Chicago.
DIVISIONS OF HEBREW THEOLOGICAL COLLEGE

Hebrew Theological College offers a variety of programs and courses of instruction to foster the individual student's intellectual and spiritual growth and development, while providing broad training in the liberal arts and sciences.

All education at Hebrew Theological College takes place through the three divisions of the institutions: the Beis Midrash (for men), the Anne M. Blitstein Teachers Institute for Women, and the Extension Division.

Beis Midrash

The primary focus of the Beis Midrash is the intensive study of the Talmud and its commentaries. The Beis Midrash provides men with a firm foundation in the skills of classic learning, enabling them to independently study original texts in Hebrew and Aramaic and develop a guiding Derech Ha'Chaim -- a lifelong method and direction of learning and character development. The Beis Midrash prepares students for advanced Talmud study and Jewish communal or rabbinic service, while developing analytic skills and research methods valuable for advanced study in non-Judaic fields. Completion of three years of Beis Midrash-level Talmud study is a prerequisite for admission into the Semicha Program in preparation for Rabbinic ordination.

Anne M. Blitstein Teachers Institute for Women

The Blitstein Institute affords women the opportunity to engage in advanced learning of Jewish culture, heritage, law, and literature. The goal of this division is to provide women with knowledge and appreciation of the Jewish tradition, the skills to further advanced study in original classic texts and commentaries, and to deepen philosophical insight and commitment to Torah while developing analytic skills and research methods valuable for advanced study in non-Judaic fields.

Extension Division

Hebrew Theological College offers both credit and non-credit courses to the community at large through the Extension Division. Both Judaic and liberal arts and science courses are offered to Extension Division students after degree-seeking students have been accommodated.
PROGRAMS OF STUDY

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, Blitstein Institute, or Extension Division. Degree or certificate programs require coursework provided by the Department of Talmud and Rabbinics, the Bressler School of Advanced Hebrew Studies, and the Kanter School of Liberal Arts and Sciences. Not all majors and certificates are offered on both campuses. Please check with the appropriate dean to determine program availability.

Department of Talmud and Rabbinics

The Department of Talmud and Rabbinics provides the major of every Beis Midrash student and 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 with the abundance of thinkers recorded in the Talmud. The Goals and Objectives of the Department are further discussed on page 62.

Max Bressler School of Advanced Hebrew Studies

Coursework offered by the Max Bressler School of Advanced Hebrew Studies provides all undergraduates of HTC with a broad base of knowledge in classic Hebrew Language and Literature, Bible, Jewish History, and Jewish Philosophy, while developing the skills necessary to encourage further study in the original sources. The School offers advanced study for students choosing to major in Bible, Hebrew, and Jewish History. All students seeking a Bachelor of Arts must complete an Advanced Hebrew Studies Core by completing coursework within the Max Bressler School of Advanced Hebrew Studies (see requirements for the BA on page 13). The Bressler School in conjunction with the Department of Education provides a program for Hebrew Teacher Certification, 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 core courses required of all students seeking the Bachelor of Arts, the purpose of which is broadening their cultural perspectives, developing 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 Kanter School of Liberal Arts and Sciences along with Max Bressler School of Advanced Hebrew Studies jointly strive to develop the undergraduate students’ communication and analytic skills, research methods, and creativity to enhance their lives and promote their 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 comprehensive additional majors through the Departments of Business and Accounting, Education, English and Psychology as well as providing advanced study in a variety of areas including Mathematics and Natural Science.
GENERAL EDUCATION

In its Mission Statement, Hebrew Theological College states that it "endeavors to provide its students with broad cultural perspectives and a strong foundation in liberal arts and sciences to facilitate a creative synthesis of general and Jewish knowledge." This emphasis on general education, a unique feature of Hebrew Theological College within the yeshiva world, permeates the curriculum and offers every student the opportunity to develop into educated men and women who

- Have developed critical thinking and ethical principles that foster a life committed to both truth and Chesed (kindness) from the Torah perspective,
- Have developed critical reading and analysis skills in primary sources,
- Have developed an appreciation of culture and a reverence for G-d's creations,
- Have developed a basic understanding of science, mathematics, and the world around them,
- Can communicate effectively,
- Have acquired the learning skills needed to pursue a variety of careers and graduate and professional study programs at the post baccalaureate level.

These purposes are accomplished through the Advanced Hebrew Studies and Liberal Arts and Sciences curricula which are required of all baccalaureate students as outlined above and discussed more fully below.

Throughout the College's programs in both Judaic and general studies, coursework challenges the student to attain the high level of education expected by Hebrew Theological College. A primary goal of the Bachelor of Arts program central to the mission of Hebrew Theological College is to educate young men and women into developing as Bnei Torah and Bnos Torah, students imbued with a love of Torah and religious studies that will last a lifetime. Simultaneously, they are provided with an educational framework that enhances their personal lives, not just from a perspective of career options, but also, and more importantly, from the perspective of the moral, ethical and social teachings that will guide them in all facets of their lives.

The following objectives of Advanced Hebrew Studies coursework, as part of the general education requirements for the degree of Bachelor of Arts, were approved by the faculty of Advanced Hebrew Studies of HTC on January 4, 1995.

Based on the Mission Statement, which states that the courses of study in Judaica presume "that increased knowledge and inquiry foster increased commitment and adherence to Jewish tenets," the core of Advanced Hebrew Studies aims to

1. Provide a broad base of erudition in classic Jewish texts,
2. Develop critical reading and analytical skills in primary sources,
3. Develop communication and comprehension skills in Hebrew so that students may be conversant with the international community of Judaic scholarship,
4. Foster research skills required for independent and graduate study in Judaica.
The prescribed core curriculum common to all HTC undergraduates is designed to meet the following specified objectives:

(1) Bible
   a. To further develop the analytical skills of the student of Bible:
      i. To enhance the student's ability to see the textual (grammatical and semantic) or philosophic/moral problem arising from any given excerpt.
      ii. 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).
      iii. To develop the critical skills needed to discern a commentary's assumptions and principles of interpretation and to compare various commentaries.
   b. To advance the student's base of knowledge about Biblical personages, historiography and ethics.
   c. To foster appreciation of the style and content of the Neviim (Prophets) and Ketuvim (Hagiographa), to which end the student must further develop proficiency in Biblical Hebrew and Taamei Hamikra (Vocalization and Cantillation notes).

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

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

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

(5) Jewish Law
   a. To foster the students’ personal commitment to Halacha (Jewish Law).
   b. To ensure all students have fundamental knowledge of Halachic concepts and their application.
   c. To foster the students’ appreciation of the Halachic process and how a specific ruling emanates from Torah She'Bichtav (Written Law) and Torah She'Baal Peh (Oral Law).
The following specific objectives of general education within the Liberal Arts and Sciences core for the degree of Bachelor of Arts were approved by the faculty of Liberal Arts and Sciences of Hebrew Theological College on November 10, 1994.

(1) **English – Composition and Literature**
   a. To improve the student's ability to collect and analyze information, concepts and ideas presented in written form.
   b. To familiarize students with the subtle techniques used in literature by which emotion, attitude and ideas are evoked and transmitted.
   c. To develop the student's love of reading for pleasure and ability to organize and express thoughts and feelings through written and oral language.

(2) **Speech**
   a. To foster the student’s ability to organize ideas and to effectively convey thought and emotion in oral communication.
   b. To familiarize students with the principles of effective public speaking, rhetoric and persuasion, and to develop their listening skills.
   c. To attune students to the manner in which gesture, intonation and inflection affect communication.

(3) **Behavioral/Social Sciences**
   a. To familiarize students with the applications of the scientific method in the study of human individuals and groups.
   b. To develop an appreciation of the complexity of human behavior and its origins.
   c. To provide a conceptual framework for understanding current and ongoing events in both the immediate and global arenas.

(4) **Mathematics**
   a. To develop mathematical, conceptual and computational skills required both to function competently in the modern world and also to understand scientific and statistical writings addressed to informed lay readers.
   b. To foster systematic, logical thought.
   c. To ensure that students have the mathematical knowledge needed for introductory courses in the natural sciences.

(5) **Natural Sciences**
   a. To familiarize students with the scientific method and its uses in furthering human knowledge.
   b. To develop an understanding of fundamental scientific concepts, terms and facts required for further learning in the natural sciences.
   c. To foster a critical appreciation of scientific study and an ability to better understand scientific writings addressed to informed lay readers.

(6) **Technology**
   To facilitate students’ proficiency in the use of basic technology and bibliographic skills to collect, analyze, manage and disseminate information. These skills are proactively incorporated across the curriculum.
BACHELOR OF ARTS

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

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

The Bachelor of Arts degree will be conferred upon students who have completed 120 semester hours of academic credit with a grade point average of at least 2.0 as detailed below.

<table>
<thead>
<tr>
<th>Semester Credit Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judaic Major</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Hebrew Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
</tr>
<tr>
<td>(minimum of 2 semester hours each in Torah, Nevi’im, &amp; Ketuvim)</td>
</tr>
<tr>
<td>Hebrew (HEBR 109 or above)</td>
</tr>
<tr>
<td>Jewish History</td>
</tr>
<tr>
<td>Jewish Philosophy</td>
</tr>
<tr>
<td>Jewish Law (waived for Talmud majors) (see page 17 for details)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral/Social Sciences</td>
</tr>
<tr>
<td>(e.g. Economics, History, Political Science, Psychology, Sociology)</td>
</tr>
<tr>
<td>Computer Applications (CAIS 106 or competency via exam)</td>
</tr>
<tr>
<td>English Composition (ENGL 111 and either ENGL 211 or ENGL 213)</td>
</tr>
<tr>
<td>English Literature</td>
</tr>
<tr>
<td>Mathematics (MATH 104 or above)</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Speech (SPCH 101, 210 or 255; or equivalent)</td>
</tr>
<tr>
<td>Liberal Arts and Sciences Electives</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unrestricted Electives</th>
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</thead>
<tbody>
<tr>
<td>18-24</td>
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<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>120</td>
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</table>

Note: Core requirements in English composition must be fulfilled within the first year of attendance.
Residency Requirement

Students receiving the Bachelor of Arts must have completed a minimum of 40 semester hours at Hebrew Theological College to include:

<table>
<thead>
<tr>
<th>Area or Discipline</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judaic Major</td>
<td>10 or more</td>
</tr>
<tr>
<td>(See specific Departmental requirements)</td>
<td></td>
</tr>
<tr>
<td>Advanced Hebrew Studies</td>
<td>20</td>
</tr>
<tr>
<td>Bible</td>
<td>6</td>
</tr>
<tr>
<td>Hebrew</td>
<td>6</td>
</tr>
<tr>
<td>Jewish History</td>
<td>4</td>
</tr>
<tr>
<td>Jewish Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>10</td>
</tr>
<tr>
<td>Additional Major</td>
<td>10 or more</td>
</tr>
<tr>
<td>(See specific Departmental requirements)</td>
<td></td>
</tr>
</tbody>
</table>

Specific courses used to fulfill residency requirements must be selected in consultation with the student’s Dean or advisor.

Students majoring in Talmud, for which the residency requirement is 12 hours, must complete this requirement by selecting one of the two following options.

- **Option A: Full Time Program**
  This program offers 6 Talmud credits per semester during which the student is registered for Talmud Shiurim and Morning, Afternoon and Night Sedarim. Students must attend two consecutive 16 week semesters. (Fall/Winter or Winter/Fall)

- **Option B: Part-Time Program**
  This program offers 3 Talmud credits per semester during which the student is registered in Morning Shiur and Seder. Students must attend 4 consecutive 16 week semesters. (Fall/Winter/Fall/Winter, or Winter/Fall/Winter/Fall)

Only the following courses may be used to satisfy the Talmud residency requirement:

- **Option A Courses**: All six (6) credit Talmud Tractate courses
- **Option B Courses**: TALM 191, 241, 242, 244, 245, 340

Three credit Talmud Tractate Seminar courses semesters may not be used toward fulfillment of Talmud residency requirement.

Students who major in an area of Advanced Hebrew Studies could count their coursework for both their major and their Advanced Hebrew Studies residency requirement. Thus, students majoring in Bible or Hebrew would be required to complete a minimum of 24 semester hours in Advanced Hebrew Studies in residence and those majoring in Jewish
History would be required to complete a minimum of 26 semester hours in Advanced Hebrew Studies in residence. Additionally, such students must complete at least 4 to 6 semester hours in residence at Hebrew Theological College in Advanced Hebrew Studies and 10 hours in Liberal Arts and Sciences.

Advanced Hebrew Studies Core

In satisfying the Advanced Hebrew Studies core requirements, including residency requirements, a maximum of two courses in total may be used in substitution of listed requirements with the approval of the student’s faculty advisor from the following academic areas: Bible, Hebrew, Jewish History, Jewish Law, and Jewish Philosophy. Only one substitution will be allowed per academic area.
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 major consists of at least 30 semester hours of work done in one particular area of Judaic studies.

Regardless of the particular major, 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 to prepare ahead of time to be familiar with the part of the Talmud that is to be covered and the commentaries that will be discussed using a list of sources previously provided by the teacher. The teacher 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, constantly trying 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.

Details of the Talmud program can be found beginning on page 61.
MAJOR IN AN AREA OF ADVANCED HEBREW STUDIES

For students enrolled in the Blitstein Institute the Judaic Major is in an area of Advanced Hebrew Studies.

A similar intensity pervades the advanced level Judaic Studies courses at the Blitstein Institute. Lectures, guided seminar discussions, cooperative learning experiences in and out of the classroom as well as individual research develop mastery of learning skills, depth of knowledge and creative thought and expression in the chosen major. The specific course requirements are determined on the basis of the student's prior studies by the advisor and approved by the Dean. Students who do not pursue Talmud as the Judaic major are bound by the Jewish Law Requirement, described below.

Jewish Law Requirement

The courses in Jewish Law provide a foundation in ritual law and traditional custom that govern specific aspects of life, both sacred and mundane. They are designed to provide the information required for normative Jewish life, as well as an understanding of the legal and ethical roots of prescribed practice in Biblical and Rabbinic sources, and the basis for divergent customs and Psak Halacha. The overarching goal is to instill in each student an appreciation for the Halachic process and a commitment to Torah observance that permeates throughout one's life.

Students not majoring in Talmud must complete one of the following two course sequences: JLAW 125 & 225, or JLAW 127 & 227, or their equivalents, or demonstrate via examination mastery of Hilchot Shabbat and Kashrut, as part of the six credit Jewish Law requirement for the Bachelor of Arts.
Major in Bible

The Bible Department provides all students of Hebrew Theological College with grounding in the methods of classic Torah study, while giving them a base of knowledge about the persons, historical events, issues, and values that make up the three sections of the Tanach — Pentateuch, Prophets, and Hagiographa. The aim of the Bible Department — in conjunction with the Department of Hebrew Language and Literature — is to provide each student with proficiency in Biblical Hebrew, along with skills in critical reading and analytical thinking, to enable and foster lifelong independent Torah learning, and to foster an integration of the Torah’s dictums and values into each student’s life.

Students who select Bible as their major are required to complete no less than 30 semester hours in Biblical study (i.e. 18 semester hours above and beyond the 12 required by the core curriculum), 10 of which must be completed in residence. Moreover, at least two-thirds of those courses (i.e. 20 semester hours) must be selected from advanced courses (numbering in the 200s and 300s).

Each student’s program of study will be designed to address the student’s interests, strengths, and deficiencies with the guidance of the assigned advisor to ensure that the student’s base of Biblical knowledge is sufficiently broad in scope, and that the student’s skills in independent research are adequately honed. Prior to graduation, each student must successfully complete a capstone course series (BIBL 332 & BIBL 333, or BIBL 361 & BIBL 362, or BIBL 363 & BIBL 364 or BIBL 370 & BIBL 371), which incorporates comprehensive examinations and significant research.

Major in Hebrew Language and Literature

Students who select Hebrew as their major are required to complete a minimum of 30 semester hours in the Department of Hebrew Language and Literature (i.e., 18 semester hours beyond the 12 required by the general education core curriculum), 10 of which must be completed in residence. A minimum of 9 semester hours must be earned in the area of Hebrew Literature, and at least 20 semester hours must be selected from advanced courses (numbering in the 200s - 300s). Prior to graduation, each student must successfully complete a comprehensive written and oral examination.

While each student's program of study is designed to address the student's interests, strengths and deficiencies with the guidance of the assigned adviser, all Hebrew majors must complete at least 9 semester hours in Hebrew Literature. Prior to graduation, each student must successfully complete a comprehensive examination, including an oral component.
Major in Jewish History

In addition to offering students valuable historical information with which to interpret situations, create systems of values, satisfy intellectual curiosity, and allow the opportunity to make informed decisions about the future based on knowledge of the past, the study of History seeks to address and inform the following skills, which are applicable both to the study of History and to other disciplines as well:

- Analytical Thinking
- Human Differences/Comparative Analysis
- Communication Skills
- Methodology and Research
- Organizational Skills

Students who select Jewish History as their major are required to complete a total of 30 semester hours in Jewish History (24 semester hours above and beyond the 6 required by the core curriculum), of which at least 10 semester hours must be completed in residence. A required course for the Jewish History Major is HIST 101 - The Historian's Craft: The Methods, Models and Objectives of Historical Study. Furthermore, Jewish History majors are required to complete an additional 6 semester hours in General (Non-Jewish) History courses which will apply towards the 30 credit required core of Liberal Arts and Sciences (e.g. World Civilization, American History). All majors must complete no less than 12 semester hours in advanced courses (numbered 300 or above). Prior to graduation, each student must submit a significant research thesis or complete a comprehensive exam.

Major in Interdisciplinary Judaic Studies

Students enrolled in the Blitstein Institute may choose a major from Hebrew, Bible, and Jewish History or in an interdisciplinary area designed with the student's advisor and approved by the Dean. When such an interdisciplinary major is approved, the student is required to complete no less than 60 semester hours in Judaic Studies, 30 of which must be at the 200 level of coursework or above. Such a student must complete at least 24 semester hours of the Judaic Studies coursework in residence.
The Department of Business and Accounting offers additional majors in either Business or Accounting to the degree-seeking student, preparing the student for careers in corporate business, entrepreneurship, organizational management and leadership, or for admission to graduate and professional schools.

The Business curriculum consists of a broad spectrum of core business courses, providing a solid background in the fundamentals of business. These courses are often listed as prerequisites or first-year requirements in many MBA programs. Special focus is given to the impact of technology on business, issues of ethics in the business environment, and in equipping students with solid problem-solving skills for managing the changing business landscape.

The additional major in Accounting provides an excellent background to pursue advanced professional training, and affords an excellent entry point to a career. The program will: (1) enable students to apply financial and managerial accounting concepts in decision-making; (2) convey the technical knowledge and understanding necessary to begin a successful accounting career; (3) develop the students’ communication, intellectual, and interpersonal skills; (4) foster a professional orientation, emphasizing the ethics and values necessary to become an accounting professional; and (5) provide students with the necessary background to pursue advanced coursework, and prepare to sit for the Uniform Certified Public Accountant Examination (see page 22).

Admission to the Department of Business and Accounting

Students planning to pursue an additional major in Business or Accounting 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 or Coordinator of the Department

Applicants who do not meet all of the above criteria must schedule an appointment for an interview with the Chair or Coordinator 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.
ADDITIONAL MAJOR IN ACCOUNTING

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 a additional major in Accounting with eligibility for the CPA examination must complete at least 24 semester hours of accounting with at least one course each in financial accounting, auditing, taxation, and managerial accounting and at least 24 semester hours in business courses or substantially equivalent (other than accounting) courses.

Residency Requirement

The following 15 semester hours must be completed in residence:

- 12 hours in Business/Accounting Courses, 6 hours of which must be at the 300 level or above
- PHIL 322 Case Studies in Jewish Business Ethics (3 semester hours)

Program Components for the Additional Major in Accounting

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 student not progressing satisfactorily (see Academic Progress Policy, page 82) in the Judaic Studies major 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. Additional requirements:

1. ENGL 213 Rhetoric: Clarity and Persuasion. ENGL 213 satisfies 3 credit hours of the LAS Composition requirement.
2. MATH 250: Mathematics and Computation for Business Majors, which satisfies the LAS mathematics requirement. Accounting majors wishing to sit for the CPA exam are advised to take MATH 272: Statistical Analysis instead of MATH 250. A student who lacks the appropriate background must take the needed prerequisites before enrolling in the MATH course.
3. BUSN 272 Statistical Analysis. A student who lacks the appropriate background must take the needed prerequisites before enrolling in BUSN 272.
4. PHIL 322 Case Studies in Jewish Business Ethics (3 semester hours), which may be used to partially satisfy the AHS Philosophy requirement.
5. BUSN 215 Macroeconomics or BUSN 217 Microeconomics may be used to satisfy the LAS requirement in Behavioral and Social Sciences.
Accounting Coursework: 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.

- ACCT 201 Principles of Financial Accounting
- ACCT 202 Principles of Managerial Accounting
- ACCT 211 Financial Accounting II
- BUSN 215 Macroeconomics
  or BUSN 217 Microeconomics
- BUSN 250 Business Law
- ACCT 254 Intermediate Financial Accounting II
- ACCT 263 Accounting Information Systems
- BUSN 341 Business Finance
- ACCT 343 Tax Law
- ACCT 353 Advanced Financial Accounting
- ACCT 363 Auditing

Certified Public Accountant Track

1. A student can earn a BA from Hebrew Theological College with an additional major in Accounting, and subsequently complete the required advanced coursework in Business and prepare to sit for the CPA exam.

2. Specifically, the Illinois Board of Examiners (the examining board for the CPA exam) requires those taking the CPA exam to complete 150 semester hours from accredited institutions, including a bachelor’s degree, which must include at least 24 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 and at least 24 semester hours in business courses or substantially equivalent (other than accounting) courses at the undergraduate or graduate level.

3. It is very important to note that in order to maximize a student’s ability to successfully pass the CPA exam, the student would be well advised to pursue additional advanced accounting and business coursework, including a CPA exam review course. If enrollment suffices, these advanced courses may be offered as advanced electives on a rotating basis. 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.

4. As students proceed through the program, they will meet regularly with the CPA Track Advisor.
ADDITIONAL MAJOR IN BUSINESS

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 Business must complete 38-39 semester hours in Business and related courses, as outlined below.

Residency Requirement

The following 14-15 semester hours must be completed in residence:

- BUSN 385 Business Policy and Strategic Management (3 semester hours)
- 3 additional Business courses at the 200 level or above (9 semester hours)
- PHIL 302 Fundamentals of Jewish Business Ethics (2 semester hours)
  or
- PHIL 322 Case Studies in Jewish Business Ethics (3 semester hours)

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 (see Academic Progress Policy, page 82) in the Judaic Studies major 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. Additional requirements:

1. ENGL 211 Advanced Composition: Writing Across the Disciplines, or ENGL 213 Rhetoric: Clarity and Persuasion, either of which satisfies the LAS Core requirements.
2. ACCT 250 / MATH 250 Mathematics and Computation for Business Majors, which satisfies the LAS mathematics requirement. A student who lacks the appropriate background must take the needed prerequisites before enrolling in ACCT 250 / MATH 250.
3. PHIL 302 Fundamentals of Jewish Business Ethics (2 semester hours)
   or PHIL 322 Case Studies in Jewish Business Ethics (3 semester hours).
   Either course may be used to partially satisfy the AHS Philosophy requirement.
4. BUSN 215 Macroeconomics or BUSN 217 Microeconomics may be used to satisfy the LAS requirement in Behavioral and Social Sciences.
**Business Coursework:** The Business coursework for the additional major in Business consists of 36 semester hours as outlined below.

- ACCT 201 Principles of Financial Accounting
- ACCT 202 Principles of Managerial Accounting
- BUSN 215 Macroeconomics
- BUSN 217 Microeconomics
- BUSN 250 Business Law
- BUSN 272 Statistical Analysis
- BUSN 301 Management of Personnel and Organizations
- BUSN 306 **Advanced Application Skills**
- BUSN 311 Principles of Marketing
- BUSN 341 Business Finance
- BUSN 361 E-Commerce
- BUSN 385 Business Policy and Strategic Management

**CONCENTRATION IN INFORMATION AND DECISION SCIENCES**

The concentration in Information and Decision Sciences is a cross-disciplinary curriculum of the Department of Business and the Department of Computer and Information Sciences. It emphasizes rigorous analysis of data, using programming skills to apply statistical techniques to data sets and spreadsheets, in order to support better business decisions. Students opting for an additional major in Business or Accounting who choose to pursue a concentration in Information and Decision Sciences must complete an additional 18 credits in BUSN and CAIS. At least nine credit hours in this concentration must be taken in residence.

- CAIS 215 Database Systems
- CAIS 231 Visual Programming
- CAIS 315 Advanced Database Programming
- CAIS 318 Data Mining
- MATH 272 Statistical Analysis
- MATH 301 Probability and Statistics
The Education programs at Hebrew Theological College enable a student to complete an additional major in Education, with options for pursuit of Hebrew Teacher Certification and/or Illinois State Certification in Elementary or Special Education. The programs are aligned with the professional preparation standards of the Illinois State Board of Education and the National Council for Accreditation of Teacher Education (NCATE), and provide for the acquisition of knowledge and skills necessary for effective performance in a teaching role. The programs have been carefully designed to provide a set of interrelated learning and clinical experiences that will develop and enhance those abilities that are necessary to become a qualified educator in public and private schools. Teacher candidates may pursue Illinois State Teacher Certification in Elementary or Special Education (LBS I) through comprehensive training in a challenging sequence of curricula. The Elementary Education and Special Education programs have been approved by the Illinois State Board of Education. Certification titles and requirements are subject to change by the Illinois State Board of Education. For the most current information, check with the Department of Education.

At present, additional majors in Education are only offered to students in the Blitstein Institute for Women.

In addition to State Teaching Certificates, students may pursue HTC’s Hebrew Teacher Certification. Students who wish to earn the Hebrew Teacher Certificate follow a curriculum similar to that of the Elementary Education program. Students pursuing Hebrew Teacher Certification, however, must successfully complete Methodology courses that reflect Hebrew and Judaic Studies curricula. Clinical Experiences and Student Teaching are conducted in a Hebrew Day School or Religious Supplementary School (Talmud Torah).

Mission of the Department of Education

The mission of the Department of Education of Hebrew Theological College is to prepare teachers who are critical thinkers, effective communicators, proactive educators, and moral practitioners who possess the knowledge, skills, and dispositions to help all students succeed. Furthermore, the mission of the department is to provide the highest quality preparation for teacher candidates to enable them to reach their fullest potential as professional educators, and to instill in them a lifelong love of learning and desire for knowledge.

Candidates in the initial education programs at Hebrew Theological College receive a strong foundation in liberal arts and sciences, as well as Judaic studies that emphasize moral and ethical standards, dispositions, and commitments. These include appropriate professional conduct; respect for instructors, colleagues, students, and parents; sensitivity to individual differences and diversity; and the importance of “Gemilut Chasadim and Tikun Olam,” deeds and service that will improve the community and the world.
Core Values of the Department of Education

The core values of the Department of Education are aligned with the core values of the institution, and are reflected in the Hebrew phrase and motto:

“Li’lmod, L’lamed, Li’shmor, V’la’asot”
“To Learn, To Teach, To Observe, and To Do”

Li’lmod – To Learn: Similar to the institutional core value, Love of Learning, the faculty of the Department of Education values learning as a lifelong pursuit, and attempts to model and instill this value in the candidates. The faculty models scholarship and the pursuit of excellence, which the candidates are expected to emulate. Candidates are encouraged to join professional organizations and to pursue ongoing professional development opportunities after graduation. Candidates also engage in learning as critical thinkers and effective communicators.

L’lamed – To Teach: This core value reflects the essence of the Department of Education, to prepare educators with the knowledge, skills and dispositions to be effective instructors and agents of positive change for their students. At the foundation of this value is the concept of the candidate as a proactive educator, who can apply theory to practice, differentiate instruction, and integrate technology to meet the needs of a diverse student population. Furthermore, this value encompasses the concept of the candidate as a moral practitioner, who demonstrates mutual respect and integrity.

Li’shmor – To Observe and Reflect: Clinical experience and reflection are the basis of this value. Candidates must learn to be thoughtful observers and reflective practitioners in order to glean information about their students’ abilities and needs. Candidates must demonstrate the ability to use their observations and reflections to improve their teaching and enhance student learning. This value reflects a pursuit of excellence in the art of teaching, and is a skill that requires critical thinking and effective communication for the proactive educator and moral practitioner.

V’La’asot – To Do: This core value reflects the Department of Education’s commitment to service, not only within the schools but within the greater community as well. The faculty of the Department of Education is involved in a variety of service projects in the community, which models the importance of service to the candidates. The value of service is instilled in the candidates so that they see themselves as part of the greater good, with the potential of improving life for others. The candidate as a critical thinker, effective communicator, proactive educator, and moral practitioner is energized by this “call to action” in the pursuit of excellence and integrity.

Department of Education – Philosophy

The Department of Education faculty, in cooperation with the professional community and education candidates, developed a philosophy of teacher education which is the basis of the conceptual framework. The philosophy is predicated on theoretical constructs, research, and knowledge of best practices as well as State standards. The beliefs contained therein permeate the curriculum and are reflected in the elementary and special education programs of HTC. The philosophy, which is consistent with the mission of the College as a whole,
articulates the knowledge, skills and dispositions expected of a graduate of the Teacher Education Programs of Hebrew Theological College.

The philosophy is comprised of four major components: Hebrew Theological College prepares teachers who will be Critical Thinkers, Effective Communicators, Proactive Educators, and Moral Practitioners.

- **As Critical Thinkers**, candidates analyze, evaluate, and synthesize information; use creative and diverse ways, including technology, to generate hypotheses, solve problems, ask and answer questions; use multiple perspectives in problem solving; tolerate ambiguity, and demonstrate flexibility. Furthermore, as critical thinkers candidates use self-evaluation and reflection to recognize preconceptions, biases, and value judgments.

- **As Effective Communicators**, candidates clearly express themselves in spoken (or sign) language and written communication, or use technology and augmentative communication systems appropriately; adjust style and vocabulary of spoken and written communication in accordance with the needs and comprehension skills of the intended audience. Furthermore, the Effective Communicator is aware of and sensitive to multicultural aspects and individual differences in oral and written communication, particularly to the varying social meanings attached to tone, gesture, and voice.

- **As Proactive Educators**, candidates understand the physiological, psychological, social and cultural factors that affect behavior; develop and uses a repertoire of corrective and reactive techniques for classroom management; create an enriched, stimulating, activity-oriented learning environment where students can be successful and self-esteem is fostered. In addition, proactive educators make use of physical arrangements of the environment, differentiated instruction, technology, adaptation of the curriculum and individualization to help students monitor and control their behavior. They clearly express realistic expectations, set appropriate goals, use consistent scheduling, and continuously monitor student performance to help students achieve success.

- **As Moral Practitioners**, candidates respect cultural diversity, individual differences, and recognize universal principles of fairness, the integrity and value of the individual, and the interconnectedness of all peoples. The Moral Practitioner is sensitive to moral issues and situations; shows respect for students, colleagues, instructors, and supervisors; judges others favorably, and teaches others to give the benefit of the doubt; and uses principles of fairness and flexibility in conflict resolution. Furthermore, the Moral Practitioner is a mentor and advocate for students as well as an enthusiastic conveyor of knowledge. Finally, the moral practitioner is a “mensch”.


Knowledge
Candidates in the Department of Education are expected to demonstrate knowledge and proficiency in liberal arts and sciences, Judaic studies, content areas in which they will be certified to teach, as well as pedagogical and professional areas.

- A rigorous curriculum in Liberal Arts and Sciences and Judaic studies provides a foundation upon which candidates can develop and expand critical thinking skills.
- Challenging courses in written and oral communication enable candidates to meet institutional standards and become effective communicators.
- Candidates acquire knowledge of child and cognitive development, learning theory, diversity, individual differences and special needs through a core of education courses and field experiences. In addition, candidates must develop an awareness and understanding of the Illinois Learning Standards and Professional Teaching Standards. Methods courses, clinical experiences, and student teaching allow candidates to develop research-based pedagogical and professional knowledge as well as an understanding of best educational practices as they become proactive educators.
- The values, dispositions, and commitments modeled by the faculty, administration, and cooperating teachers, which candidates are expected to demonstrate and reflect on, facilitate the development of the candidate as a moral practitioner. Finally, candidates must possess knowledge of current technologies that can be used to enhance student learning.

Skills
Candidates in the Department of Education are expected to demonstrate effective planning, teaching, assessment and classroom management skills that facilitate learning for diverse student populations.

- As Critical Thinkers, candidates must demonstrate that they can reflect on their students’ strengths and weaknesses and adjust their teaching style, strategies, and methods accordingly. Candidates must be able to analyze significant factors in the learning environment pertaining to student learning, and design reasonable solutions. Candidates must show that they can develop meaningful activities to illustrate concepts and uses a variety of approaches to assist the learning process.
- As Effective Communicators, candidates must demonstrate appropriate interactive discussion skills with colleagues, parents, and students as well as clarity of focus, effective language, presentation techniques, and presence. Furthermore, candidates are expected to demonstrate proficiency in writing, using cohesive prose that has clarity of focus, sense of audience, correct syntax and appropriate vocabulary.
- As Proactive Educators, candidates must demonstrate the ability to plan and implement differentiated instruction and assessments and to use data and feedback to modify and improve their teaching. Proactive educators use a variety of teaching methods and materials and integrate technology to enhance student
learning. Candidates must also demonstrate effective classroom management skills with a repertoire of proactive, positive techniques and appropriate corrective strategies.

- As Moral Practitioners, candidates must demonstrate a sensitivity to and respect for diverse populations. They must treat parents, students, colleagues, and supervisors with courtesy and respect. Candidates teach students responsibility and standards of interpersonal conduct. Candidates must maintain the confidentiality of students and families. Moral practitioners are expected to behave in a professional manner that is consistent with the educational message being conveyed, and to model the dispositions articulated by the Department of Education.

Dispositions

The faculty of the Department of Education in cooperation with the professional community, teachers and administrators in clinical placements, have articulated a set of dispositions that are expected of all candidates, faculty, and professional staff. These dispositions, which relate to the core values and mission of the Department of Education, include: Integrity, Initiative, Insight, Fairness, Flexibility, Professionalism, Enthusiasm, and Respect. These dispositions are defined as follows:

1. Integrity: Integrity is crucial to the development of a moral practitioner. The candidate behaves in a manner that demonstrates adherence to moral and ethical principles; soundness of moral character, and honesty. The candidate is concerned about social responsibility, equal opportunity, and the social, political, and environmental consequences of an individual’s behavior. The candidate is dependable, trustworthy and honors commitments to others.

2. Initiative: Initiative requires critical thinking, effective communication, and is necessary for the development of a proactive educator. The candidate takes responsibility to help all students learn by creating and implementing effective differentiated lesson plans and implementing proactive classroom management procedures. The candidate demonstrates the ability to begin and/or to follow through energetically with a plan or task, and can communicate this plan to others. The candidate approaches new tasks in a logical, strategic manner, with a sense of enterprise and determination. Furthermore, the candidate takes the initiative to learn about the students outside of the constraints of the classroom, and to communicate with parents regarding student progress and needs. The candidate sees the value of all children, and is committed to helping all students succeed. The candidate seeks advice and input from colleagues, instructors, and supervisors as needed.

3. Insight: Insight also requires critical thinking and effective communication, and is necessary for the development of the candidate as a proactive educator and moral practitioner. The candidate applies knowledge of child development, learning theory, diversity, and individual differences to help all students succeed. The candidate is willing to “think out of the box” to address learning needs and behavior issues. The candidate considers the motivational factors and communicative function of various behaviors and uses this insight to develop meaningful interventions. The candidate
views the student in a holistic manner and focuses on the positives in each student. The candidate is also insightful regarding the candidate’s own performance, and uses reflection for self-improvement.

4. Fairness: Fairness is significant for the moral practitioner and proactive educator, and requires critical thinking and effective communication. Candidates demonstrate fairness by ensuring that each student receives what he or she needs in order to be successful rather than equating fairness with a “one size fits all” approach to teaching and learning. The candidate establishes positive and trusting relationships with students and parents, maintains open channels of communication, and refrains from bias. The candidate considers and analyzes multiple perspectives. The candidate uses principles of fairness and flexibility in conflict resolution, judges favorably, and teaches others to give the benefit of the doubt. Furthermore, the candidate applies principles of fairness in preparing lessons and assessments that address diverse student learning styles and needs. The candidate serves as an empathetic and supportive mentor to the students.

5. Flexibility: Flexibility requires critical thinking, effective communication, and is necessary for the development of a proactive educator. The candidate is responsive to change and adaptable. The candidate considers and analyzes the significance of unexpected events, and effectively communicates these changes to the students. The candidate can recognize a “teachable moment” and divert from a planned format to take advantage of a learning opportunity. The candidate uses multiple perspectives in problem solving. As a moral practitioner, the candidate acknowledges that students’ and colleagues’ opinions and ideas may differ from the candidate’s own, and demonstrates openness to their perspectives.

6. Professionalism: The candidate recognizes the importance of professional conduct in education, and behaves in a manner that is consistent with the expectations of a proactive educator and moral practitioner. The candidate dresses appropriately and is well-groomed. The candidate takes all responsibilities seriously, is reliable, punctual and has excellent attendance. The candidate is organized, plans lessons and activities in advance, and is consistently prepared to teach. The candidate maintains the confidentiality of students and families, but understands the situations under which confidentiality cannot be protected, such as in cases of abuse, and follows through with appropriate interventions and resources. The candidate refrains from gossip and avoids becoming involved in workplace politics. The candidate collaborates with others, seeks advice as needed, and is a contributing member of an educational team. The candidate demonstrates collegiality and appropriate interpersonal skills.

7. Enthusiasm: Enthusiasm is an important disposition for the proactive educator. The candidate demonstrates enthusiasm for the subject matter being taught and generates an excitement for learning in the students. The candidate brings a sense of energy to the classroom and uses a variety of creative learning experiences. The candidate has a passion for teaching and vision for the potential of all students. The candidate strives to help students develop self confidence and self esteem, and to view themselves as valuable members of the learning community.
8. Respect: As a critical thinker, effective communicator, proactive educator, and moral practitioner, the candidate must consistently maintain and demonstrate a sense of respect for self and others. The candidate thinks critically and reflectively about self and others and our interdependence. The candidate respects cultural diversity and recognizes universal principles of justice, the integrity and value of the individual, and the interconnectedness of all peoples. The candidate shows respect for students, parents, colleagues, instructors, and supervisors through appropriate conduct and communication. The candidate is courteous, polite, and friendly to others.

Goals and Outcomes

The goals of the conceptual framework are aligned with the mission, philosophy, and core values of the Department of Education, and are illustrated in the outcomes that describe the model of the candidate as a critical thinker, effective communicator, proactive educator, and moral practitioner.

Goal 1: To prepare candidates who possess content knowledge in Judaic studies and liberal arts and sciences to develop critical thinking and effective communication skills.

Knowledge Outcomes:

- Candidates demonstrate proficiencies in spoken (or sign) language and written communication, or uses augmentative communication systems appropriately if needed.
- Candidates understand and are adept at using a process approach to written language, including prewriting, drafts, and revisions.
- Candidates research, organize, and deliver oral presentations.
- Candidates are critical and 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).

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

Knowledge Outcomes:

- Candidates understand the course of typical and atypical child development and the learning process.
- Candidates understand methodology that will lead to the development of their abilities to select and utilize curriculum, differentiate instruction, and adapt educational materials to meet the needs of diverse learners.
- **Candidates understand the physiological, psychological, social and cultural factors that affect learning and behavior.**
- Candidates are knowledgeable of current school law, including IDEA, the legal foundations of public education; issues of responsibility and accountability; first amendment rights; student discipline; school records; and student and parental rights.
- Candidates are knowledgeable of current trends in elementary and special education, and can thoughtfully evaluate and critique these trends.
- Candidates are aware of and proficient with current technologies including those that can be used to enhance learning for all students.

Goal 3: To prepare candidates who demonstrate effective teaching skills and proactive classroom management to meet the needs of diverse learners.

Skills Outcomes:

- Candidates prepare and deliver differentiated instruction designed to meet the needs of diverse learners.
- Candidates use a variety of assessment techniques to measure student learning.
- Candidates use data from assessments, observations, and reflections to inform and improve their teaching practice.
- **Candidates 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.**
- Candidates apply proactive behavior management strategies to create a safe and encouraging learning community.

Goal 4: To prepare candidates who demonstrate the dispositions consistent with being a moral practitioner.

Dispositions Outcomes:

- Candidates demonstrate integrity in their personal and professional conduct by adhering to moral and ethical principles, honesty, trustworthiness, and dependability.
- Candidates take the initiative to learn about the students and prepare effective, differentiated lessons to meet their diverse needs. Candidates take the initiative to collaborate with others and ask for help when needed.
- Candidates are insightful with regard to analyzing student learning, interpreting behavior, and reflecting on their own practice.
- Candidates demonstrate a sense of fairness in teaching, assessment, classroom management, and interpersonal interactions.
- Candidates are flexible, responsive to change, and can use teachable moments.
- Candidates demonstrate professional conduct.
- Candidates are enthusiastic about the subject matter and instill a sense of excitement for learning in their students.
- Candidates show respect for the students, parents, colleagues, and supervisors.
Goal 5: To prepare candidates who can meet the needs of diverse student populations.

Diversity Outcomes

- Candidates are sensitive to, understand and can plan for the needs of diverse students.
- Candidates design and implement meaningful learning experiences in multicultural settings.
- Candidates see the value of all individuals, and are committed to helping all students succeed.

Goal 6: To prepare candidates who are proficient in the use of technology, and can integrate technology into instruction to facilitate and enhance student learning.

Technology Outcomes

- Candidates use technologies such as Livetext and the Internet to enhance their own learning and teaching.
- Candidates use technology to monitor student progress.
- Candidates use technology for research, reflection, and communication.
- Candidates integrate and apply technology in their instruction to enhance student learning.

Goal 7: To prepare candidates who are reflective practitioners.

- Candidates reflect on their clinical experiences and use the reflection to identify areas of personal strengths and weaknesses.
- Candidates reflect on their teaching performance and use the reflection to inform and improve their practice.

Goal 8: To prepare candidates who are lifelong learners and provide service to the community.

- Candidates recognize the need for and participate in ongoing personal and professional development opportunities.
- Candidates perceive themselves as lifelong learners.
- Candidates engage in service projects beyond the constraints of the classroom.
Program Structure

To achieve these goals, the Department of Education of Hebrew Theological College provides four levels of study:

Judaic Studies: Consistent with the mission and policies of Hebrew Theological College, all degree-seeking students pursuing an additional major in Education must complete the requirements for a primary major in an area of Judaic Studies. Any student not progressing satisfactorily (see Academic Progress Policy, page 82) in the Judaic Studies major will not be permitted to continue in the additional major program.

General Education: The education programs prepare students to be proficient in all aspects of liberal arts and sciences as well as in the technical knowledge of professional education. Therefore, students wishing to pursue a degree in elementary and special education must complete a prescribed core of courses in the liberal arts and sciences including, but not limited to, coursework in English composition and literature; mathematics; history; philosophy; natural science; behavioral science; speech; art and/or music.

Professional Studies: The teacher preparation programs at Hebrew Theological College provide for the acquisition of knowledge and skills necessary for effective performance in a variety of educational settings, and allow the students to respond effectively to changing needs in the public schools. The programs, which combine the development and acquisition of pragmatic teaching skills with the application of sound pedagogical principles, prepare the students to assume a variety of roles in the field of Education.

Professional courses in education provide for the integration of the theoretical with the practical. Courses include a professional education core, courses in pedagogy, characteristics of students with special needs, and school law. In addition to the required coursework in the field of elementary and special education, students must complete structured, comprehensive field experiences prior to student teaching. Most professional education courses have required fieldwork components. Clinical experiences must reflect increasing levels of student involvement, ranging from observation, individual instruction, small group instruction, to student teaching. In addition, pre-practicum internships provide opportunities to relate theory to practice, develop skills, and practice the art of teaching.

Student Teaching (Elementary Education) and Practicum (Special Education): Student Teaching and Practicum are the capstone experiences in the Department of Education for students seeking Illinois State Teacher Certification by entitlement in Elementary and Special Education. The fifteen-week courses provide for the integration of theory and practice; the implementation of pedagogical strategies; practice in the use of positive programming and proactive behavior/classroom management; individualization and adaptation of curriculum; teaching experience in a culturally diverse setting, including teaching students with special needs.

Student Teaching and Practicum are conducted in an approved clinical site under the guidance and supervision of a cooperating teacher with demonstrated expertise in the field. The student teacher will be observed by the course instructor and participate in feedback sessions three to five times per semester.
Admission To The Department Of Education

Students pursuing certification through one or more of the teacher education programs or those taking education courses to complete a thirty hour requirement for an additional major 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 and TB test on file prior to conducting clinical experiences, student teaching, or practicum.
- Proficiency in oral English language as evidenced by a grade of "B" 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, or by passing the HTC Writing Assessment Test (WAT).
- Competency in reading as evidenced by a grade of "B" or higher in an approved Literature course, or by passing the Vocabulary and Comprehension sections of the Test of Adult Basic Education (TABE).
- Competency in mathematics as evidenced by a grade of "B" or higher in College Algebra, Finite Math, Pre-Calculus, or Calculus, or by passing the HTC Mathematics Assessment Test (MAT).
- Competency in basic computer skills including: word processing, spreadsheet, database, e-mail and use of the Internet. This requirement may be fulfilled by passing the HTC Technology Proficiency Assessment (TPA) or by completing an approved computer course.
- Two letters of recommendation from HTC course instructors.
- An interview with the Chairman (or designee) of the Department of Education.
- Successful completion of the Test of Basic Skills.

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.
Program Options

Students in the Department of Education have four options with regard to 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 and an additional major in Education as well as a Hebrew Teacher's Certificate.
- Students may pursue a Bachelor of Arts, an additional major in Education and complete the requirements for Illinois State Teaching Certification in Elementary Education.
- Students may pursue a Bachelor of Arts, an additional major in Education and complete the requirements for Illinois State Teaching Certification in Special Education (Learning/Behavior Specialist I).

For further information, see the Department of Education Guidebook.

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 - Hebrew Teacher Certification

Hebrew Theological College offers a comprehensive curriculum designed to prepare and train students to become professionally competent, culturally equipped and religiously inspired teachers in Hebrew Day Schools and Supplementary Schools (Talmud Torahs).

Completion of the Hebrew Teacher Training program of studies will fulfill the requirements of the Board of License of the Associated Talmud Torahs of Chicago for employment in its educational system. A Hebrew Teacher Certificate will be granted upon successful completion of all requirements. This certificate, granted only upon completion of a baccalaureate degree, has wide recognition in the United States and Israel. Students may pursue the Hebrew Teacher Certificate while completing the requirements for the Bachelor of Arts degree.

Requirements for Hebrew Teacher Certificate

Certification will be granted only to students who meet all of the following requirements:

- Completion of the Bachelor of Arts degree. Students who have earned a degree from another institution, with a major in a field other than Judaic Studies, must have earned no less than 36 semester hours of college level work in Hebrew and Judaic Studies to be considered as candidates for certification.
- Successfully pass a proficiency test of oral and written Hebrew or have earned a 3.0 grade point average in at least 6 semester hours of advanced courses in the Hebrew Theological College Hebrew Department.
- Successfully pass the test of General Knowledge in Judaica administered by the Bressler School of Advanced Hebrew Studies.
- Professional Education - Students must complete 30 semester hours of professional education courses, including all courses in Level I Core Curriculum with the exception of EDUC 295. In addition, they must complete Diagnosis and Remediation of Learning Disabilities, Strategies for Behavior Management in the Classroom, and at least two courses in Methods of Hebrew and Judaic Studies.
- Clinical Experience - All students seeking Hebrew Teacher Certification must complete a series of clinical experiences, as delineated in the Department of Education Guidebook.
- Student Teaching - Certification is contingent upon completion of 6 semester hours of Student Teaching, which consists of supervised teaching for a full semester at an approved Hebrew Day School, Candidates must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all professional coursework. In addition, students must obtain department approval for student teaching. Students are required to attend a weekly student teaching seminar.
Curriculum Requirements
Illinois State Teaching Certificate 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 Certification 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; 12 semester hours in Bible and Biblical Literature; 12 semester hours in Foreign Language and Literature; 6 semester hours in Philosophy; and 3 semester hours in either Art History, Fine Arts, or Music Appreciation.
- Students 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) and Non-Western History (required).
- Students must demonstrate competency in the Natural Sciences. Elementary Education Majors must take one course in the biological sciences, and one course in the physical sciences. A third course must be an integrated science, emphasizing curriculum and methodology for a diverse population. All courses must have a lab component. Special Education Majors are required to take a lab course in Tests and Measurements in place of the integrated science course.
- Education majors must demonstrate a broad-based competency in Mathematics either by fulfilling the HTC math requirement (MATH 104 or higher) or by demonstrating competency through successfully completing the HTC Math Assessment Test (MAT), earning a score that exempts this requirement.
- 3 semester hours must be completed in Health and Physical Development. The course emphasizes multicultural sensitivity and perspectives in dealing with issues of health and well-being.

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 Certification in Elementary or Special Education must complete the following Professional Education Core. Most courses are 3 credit except where indicated.
Professional Education Core

Core Curriculum – Level I
EDUC 241  Health and Safety Education
EDUC 262  Child Development or equivalent
EDUC 295  Analysis of Children’s Literature
EDUC 302  Foundations of Education and Curriculum Design
EDUC 310  Theories and Practices of Moral Education
EDUC 313  Educational Psychology
or EDUC 305: Cognitive and Language Development
EDUC 315  The Exceptional Child

Core Curriculum – Level II
EDUC 319  Diagnosis and Remediation of Learning Disabilities (4)
EDUC 336  Computer Application and Technology in Education
EDUC 340  Strategies for Behavior Management in the Classroom;
EDUC 353  School Law (required for Special Education majors) or
EDUC 354  Public Policy and School Choice.

Areas of Specialization

Elementary Education

In addition to the professional education core, elementary education majors must complete four methodology courses:
EDUC 332  Methods of Teaching Reading and Language Arts (4)
EDUC 333  Mathematics in the Elementary and Middle School
EDUC 334  Social Studies in the Elementary and Middle School
EDUC 335  Science in the Elementary and Middle School (4)

Elementary Education candidates must also successfully complete EDUC 375, Student Teaching in an approved elementary or middle school site.

Special Education – LBS I

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

EDUC 316  Tests and Measurements (4)
EDUC 317  Characteristics of and Methods of Teaching Students with Disabilities I - LBS I (4)
EDUC 320  Characteristics of and Methods of Teaching Students with Disabilities II – LBS I (4)
EDUC 332  Methods of Teaching Reading and Language Arts (4)
EDUC 333  Mathematics in the Elementary and Middle School

LBS I candidates must also successfully complete EDUC 377 Practicum Special Education– LBS I in an approved special education site.
Clinical Experiences

All students seeking Illinois State Teacher Certification in Elementary 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 must be completed prior to student teaching.

Three types of clinical experiences are required. **Field Experiences** include observations, small group activities, and work with individual students. **Prepracticum Internships** include lesson planning and implementation, microteaching, model lessons and assessment. **Student Teaching** and **Practicum** are collaboratively designed experiences that require a full-time, full-semester of teaching in an approved site, under the supervision of a master teacher.

Candidates must be admitted to the Department of Education prior to conducting clinical experiences. Departmental Approval is required for Student Teaching or Practicum.

**Illinois State Required Exams**

All teacher candidates must take and pass the following State exams prior to being recommended for certification:

**Elementary Education:**
- Content Area Exam – Elementary Education
- Assessment of Professional Teaching (APT) K-9

**Special Education:**
- Content Area Exam – LBS I
- Assessment of Professional Teaching (APT) K-12
- Special Education General Curriculum Test

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. The candidates must take the APT K-12 in place of the APT K-9. Test requirements may be subject to change by the ISBE. Candidates who qualify for endorsements must apply for the endorsement directly to ISBE.

Information about the examinations, registration materials, and test bulletins are available in the office of the Department of Education.
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) standards 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
- Illinois Core Language Arts Standards
- Illinois Core Technology Standards

Additionally, the LBS I program is aligned with the:

- Core Standards for Special Educators
- General Curriculum Standards for Special Education

These standards are reflected in candidate assessments, electronic portfolios, clinical experiences assessments, dispositions assessments, as well as through the Illinois Certification Testing System (ICTS) Test of Basic Skills, 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.
Teacher Preparation Programs: Hebrew Theological College (HTC) offers programs leading to a Bachelor of Arts with an additional major in education. HTC programs lead to State Teaching Certificates in Elementary Education and Special Education in the areas 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 full-time.

Admission Policies for the Department of Education: Admission Policies for the Department of Education can be found on page 41.

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.

To 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 teaching.
3. Focus on critical thinking and effective communication skills.
4. Integration of technology into the curriculum.

Notable Features and Accomplishments:
1. Establishment of Blitstein Institute Curriculum Library.
2. Received grants for assistive technology and for new local area network.
3. New computer lab.
4. Faculty implemented comprehensive student review committee to assess knowledge, skills, and dispositions of teacher candidates.
6. Successful completion of ISBE 5th year review.
7. Almost 100% job placement for teacher graduates.
8. Students consistently scoring above national norms on tests of basic skills and certification subject areas, as well as the Assessment for Professional Teaching.
### Program Information for 2007 - 2008

<table>
<thead>
<tr>
<th>S.1</th>
<th>Total number of students admitted into teacher preparation, all specializations, in academic year 2005 – 2006</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.2</td>
<td>Number of students in supervised student teaching in academic year 2003-2004</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Number of faculty members who supervised student teachers:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.3A Full-time faculty in professional education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>S.3B Part-time faculty in professional education but full-time in the institution</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>S.3C Part-time faculty in professional education, not otherwise employed by the institution</td>
<td>7</td>
</tr>
<tr>
<td>S.4</td>
<td>Total faculty student teaching supervisors</td>
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</tr>
<tr>
<td>S.5</td>
<td>Student teacher/faculty ratio</td>
<td>2:1</td>
</tr>
<tr>
<td>S.6A</td>
<td>The average number of student teaching hours per week</td>
<td>30</td>
</tr>
<tr>
<td>S.6B</td>
<td>The total number of weeks of supervised student teaching required</td>
<td>15</td>
</tr>
<tr>
<td>S.7</td>
<td>Average total number of hours required</td>
<td>450</td>
</tr>
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</table>
ADDITIONAL MAJOR IN ENGLISH

DEPARTMENT OF ENGLISH

The primary goal of Department of English of Hebrew Theological College is to educate students in the study of classic and modern literary works, and the art of lucid, eloquent, and compelling written expression. Courses are designed to give students both a broad familiarity with and understanding of all genres of literature and composition, as well as specialization in areas in which they are specifically interested. This educational objective is incorporated in General Education requirements for all HTC students. For students seeking a minor or additional major, specialized courses stress practical and theoretical critical analysis, historical and social perspectives of British, American and multicultural literature, and the relationship of various literary philosophies to the Torah precepts which lie at the heart of an HTC education. Additional Majors in English expand their exposure to both classic and contemporary literature, and develop their erudition and ability to expound upon literary, philosophical, and creative topics in graceful, logical, and powerful prose.

Students who successfully complete an additional major in English are prepared for the pursuit of graduate study or professional careers in literary studies, education, creative writing, journalism, editing and publishing, library science, law, and advertising.

At present, an additional major in English is only offered to students in the Blitstein Institute for Women.

Additional Major in English: Degree 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 English must complete 33 semester hours in English courses (above ENGL 101). Specific requirements are in this catalog.

Judaic Studies:
Consistent with the mission and policies of Hebrew Theological College, all degree-seeking students pursuing an additional major in English must complete the requirements for a primary major in an area of Judaic Studies. Any student not progressing satisfactorily in the Judaic Studies major (see Academic Progress Policy, page 82) will not be permitted to continue in the additional major program.

General Education:
Students must complete Hebrew Theological College’s General Education Requirements as listed in this catalog.
Admission to the Department of English

Students who are planning to pursue an additional major in English must formally apply to the Department. While many English courses are open to any HTC student who has passed the Writing Assessment Test, admission to courses in literature is contingent on passing ENGL 111 with a grade of C or better.

Application for admission to the English Department should be initiated after the completion of 30 semester hours. Transfer students must have completed 12 of these hours at Hebrew Theological College, and have successfully completed ENGL 111, or its equivalent, as determined by class curriculum and/or the Writing Assessment Test, prior to application for admission. In addition they must satisfy the following requirements:

- Satisfactory progress and good standing in Judaic Studies.
- An interview with the Chairman (or designee) 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 Requirements for an Additional Major in English

For an additional major in English, a student must complete 30 semester hours in English (above ENGL 111) or approved associated fields, comprising the core curriculum detailed below, as well as two electives on the 200-300 level, and an additional three electives on the 300 level. 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 ENGL 111 or its equivalent with a grade of C or better as a prerequisite.

Residency Requirement:
ENGL 301 and a minimum of 9 additional semester hours in 300-level courses must be completed in residence.

Core Curriculum for English Majors:
- ENGL 211 Advanced Composition: Writing Across the Disciplines or equivalent
- ENGL 275 Major British Writers I
- ENGL 276 Major British Writers II
- ENGL 285 The American Experience
- ENGL 301 Practical Literary Criticism

English Electives – Level I: Select no more than two courses from this group.
- ENGL 201 Introduction to World Literature
- ENGL 203 Introduction to Poetry
- ENGL 205 Introduction to the Short Story
- ENGL 213 Rhetoric: Clarity and Persuasion
- ENGL 255 Oral Interpretation of Literature
- ENGL 295 Analysis of Children’s Literature
- Approved Comparative Literature Course (see Interdisciplinary Courses list below)
English Electives – Level II: Select no less than three courses from this group. 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.

ENGL 303 Poetic Forms (May not be taken if ENG 203 has been completed)
ENGL 305 The Short Story (May not be taken if ENG 205 has been completed)
ENGL 310 Shakespeare
ENGL 311 Advanced Grammar and Stylistics
ENGL 315 Creative Writing Workshop
ENGL 320 Contemporary Short Fiction: Multicultural Perspectives
ENGL 325 History of the English Language
ENGL 330 Studies in Nineteenth Century American Literature
ENGL 335 Masters of World Literature
ENGL 340 Studies in Nineteenth Century British Literature
ENGL 345 Modern American Literature
ENGL 350 Southern Literature
ENGL 355 Ethnic Literature
ENGL 360 American Women Writers
ENGL 365 British Women Writers
ENGL 370 Drama
ENGL 375 Seminar in English Studies
Approved Comparative Literature Course (see Interdisciplinary Courses list below)

Interdisciplinary Courses

The following Hebrew Literature courses are approved for the fulfillment of Comparative Literature credit towards an additional major or minor in English Literature. Minors may take one course from the list below. Majors may take no more than two courses towards the English major (one in lieu of a Level I elective, and a second in lieu of a Level II elective).

HEBR 314 Medieval Hebrew Poetry
HEBR 315 Medieval Hebrew Prose
HEBR 316 Readings in Modern Hebrew Literature
HEBR 317 Contemporary Hebrew Literature
HEBR 322 Women in Hebrew Literature
HEBR 323 Churban and Shoah in Hebrew Literature
HEBR 324 Jerusalem in Hebrew Literature
HEBR 330 Topics in Hebrew Literature
MINOR IN ENGLISH
For a minor in English, a student must complete 18 semester hours in English as outlined below:

- ENGL 211  Advanced Composition: Writing Across the Disciplines or equivalent
- ENGL 301  Practical Literary Criticism
- Two of the following courses
  - ENGL 275  Major British Writers I
  - ENGL 276  Major British Writers II
  - ENGL 285  The American Experience
- One elective on the 200-300 level
- One elective on the 300-level
ADDITIONAL MAJOR IN PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

The Department of Psychology at Hebrew Theological College provides an opportunity for students to pursue an additional major in Psychology and acquire the knowledge and skills necessary for entrance into various graduate and professional schools in psychology, social work, health professions such as occupational and speech therapy, public administration, geriatrics, and other advanced study fields. The program has been designed to provide students with the ability to critically analyze research and conduct their own research in a broad range of behavioral sciences. Courses are designed to equip students with both theoretical perspectives on human development and behavior, as well as practical understanding of the application of psychological principles to teaching, child rearing, motivation, learning, life stage issues, and the underlying perceptual, neurological, and sensational processes. Emphasis is placed on communicating information and ideas, both in written and oral presentations. The use of technology for research, communication, and individual learning and adaptation is an integral part of the curriculum.

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 Chairperson 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.

Additional Major in Psychology: 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

PSYC 372 Research Methods in Psychology and at least 8 additional semester hours in other 300-level courses 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 (see Academic Progress Policy, page 82) in the Judaic Studies major will not be permitted to continue in the additional major program.

General Education: Students must complete Hebrew Theological College’s General Education Requirements as listed in this catalog. Students lacking sufficient skills and knowledge in Mathematics and Natural Sciences will be guided towards appropriate prerequisite coursework.

Psychology Courses:

Core Curriculum: The following 26 semester hours constitute the core curriculum for students seeking an additional major in Psychology.

PSYC 101 General Psychology (3 semester hours)
PSYC 217 Developmental Psychology (3 semester hours)
    or PSYC 262 Child Development (3 semester hours)
PSYC 272 Statistical Analysis (3 semester hours)
PSYC 286 Psychology and Biology of Visual and Auditory Perception (3 semester hours)
PSYC 301 Psychology of Personality (3 semester hours)
PSYC 317 Abnormal Psychology (3 semester hours)
PSYC 322 Brain and Behavior (4 semester hours)
PSYC 372 Research Methods in Psychology (4 semester hours)

Students must pass ENGL 211 or its equivalent and a college level biology course or adequate background as determined by the Biology Assessment Test.

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 PSYC 267 Maturity and Aging and PSYC 224 Family. Students planning to pursue careers in Clinical or School Psychology may select PSYC 305 Cognitive Development and PSYC 316 Tests and Measurements. MATH 301 is highly recommended for all students who plan advanced study in Psychology/.
ACCELERATED BA/MSc IN OCCUPATIONAL THERAPY WITH RUSH UNIVERSITY

Qualified students who have completed 90 credits in residence at HTC, have completed all specified prerequisites, and who have earned at least 1000 on the Graduate Record Examination (GRE) may be eligible to start graduate study at the College of Health Sciences of Rush University in Chicago to pursue a Master of Science degree in Occupational Therapy. Such students would be required to complete the B.A. from Hebrew Theological College during the first year of enrollment at Rush University.

For specific application procedures and requirements, please contact the Department of Psychology Chairman or the Dean.

**Required Curriculum**

<table>
<thead>
<tr>
<th>Judaic Studies (total 60 credits)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
</tr>
<tr>
<td>Hebrew Language and Literature</td>
</tr>
<tr>
<td>Philosophy</td>
</tr>
<tr>
<td>Jewish History</td>
</tr>
<tr>
<td>Jewish Law</td>
</tr>
<tr>
<td>Judaic Studies Electives</td>
</tr>
</tbody>
</table>

* HTC students must have completed at least 44 credits of the Judaic Studies requirements prior to enrollment to the Rush University Accelerated program.

General Education and Prerequisites (total 46 credits)

| English Composition (ENGL 111 & 211) | 6  |
| English Literature                  | 3  |
| Speech (SPCH 210 or equivalent)     | 3  |
| Mathematics (104 or above)** and Statistics (PSYC 272 | 6  |
| Introduction to Biology (NSCI 113)  | 4  |
| Sociology (SOCI 101)                | 3  |
| General Psychology (PSYC 101)       | 3  |
| Developmental Psychology (PSYC 217) | 3  |
| Psychology and Biology of Perception (PSYC 286) | 3  |
| Brain and Behavior (PSYC 322)       | 4  |
| Human Anatomy and Physiology I and II (NSCI 201/202) | 8  |

** Exemption by examination (HTC- Math Assessment Test) for students with high SAT scores.

The following Rush University courses may be applied towards the completion of the 120 credits required for the B.A. at Hebrew Theological College. [Credits assigned are semester hours.] Students must fulfill all requirements included in this catalog. For further information, please contact the Department Chair and/or Dean.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCC 504</td>
<td>Human Structure &amp; Princs. of Movement</td>
<td>4</td>
</tr>
<tr>
<td>OCC 507</td>
<td>Psychosocial Dysfunction</td>
<td>3</td>
</tr>
<tr>
<td>OCC 508</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>OCC 525</td>
<td>Introduction to Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>OCC 581</td>
<td>Introduction to Research</td>
<td>4</td>
</tr>
</tbody>
</table>
Concentration in Speech and Language Development: Students planning to pursue a career in Speech and Language Pathology may complete a major in Psychology with a concentration on Speech and Language Development. This option entails a program of study consisting of 42 semester hours as follows:

PSYC 101  General Psychology (3 semester hours)
NSCI 135  Introduction to Physics (4 semester hours)
PSYC 217  Developmental Psychology (3 semester hours)
PSYC 272  Statistical Analysis (3 semester hours)
PSYC 305  Cognitive Development (3 semester hours)
PSYC 317  Abnormal Psychology (3 semester hours)
SPCH 272  Speech and Hearing Science (3 semester hours)
SPCH 275  Phonetics (3 semester hours)
SPCH 278  Anatomy and Physiology of the Vocal Mechanism (4 semester hours)
SPCH 306  Normal Language Development (3 semester hours)
SPCH 318  Audiology (3 semester hours)
PSYC 322  Brain and Behavior (4 semester hours)
SPCH 350  Problems in Language Development (3 semester hours)
PSYC 372  Research Methods in Psychology (4 semester hours)

Note: While PSYC 286 and 301 are part of the Core Curriculum for those seeking an additional major in Psychology, these courses are not required of those pursuing the Concentration in Speech and Language Development.
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: Bible, Business, Computer and Information Sciences, Education, English, Hebrew, History, Jewish Law, Mathematics, Natural Science, Philosophy, Psychology and Speech.
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.

Accounting
Hebrew Theological College supports an extensive Accounting Department with coursework available in the areas of financial and managerial accounting, tax law and auditing. Students majoring in Accounting may choose the Certified Public Accounting track which provides coursework to meet the Illinois Board of Examiners’ requirements for the CPA exam. Details about this program can be found on page 20.

Education
Hebrew Theological College’s Department of Education is accredited by the Illinois State Board of Education to provide teacher training programs in Elementary and Special Education. In addition, students may opt to pursue Hebrew Teacher Certification. At present, additional majors in Education are only offered to students on the Blitstein Institute Campus. More information about teacher certification programs at HTC can be found on page 25.

Law
Many Hebrew Theological College graduates have pursued advanced degrees in Law and embarked on successful careers in the legal profession. HTC supports students interested in this career path through academic guidance and career counseling. Please see page 55 for further information.

Medical and Dental
HTC offers all of the pre-requisite courses and opportunities necessary for students to successfully demonstrate their competencies in the areas of science, mathematics and language arts necessary to the successful application process for Medical and Dental schools. These courses are offered as enrollment allows and are only offered to students on the Beis Midrash campus at this time. Please see page 82 for further details.

Nursing
Hebrew Theological College and North Park University (NPU) have a Cooperative Program for Nursing. This program permits students to complete their prerequisite liberal arts and sciences requirements during two years at HTC’s Blitstein Institute for Women and then matriculate into North Park University’s School of Nursing to complete a Bachelor of Science – Nursing (BSN) program. At present, this program is only offered to students on the Blitstein Institute Campus. For detailed admission requirements and required course listing, please see page 59.
Occupational Therapy
In conjunction with Rush University, Hebrew Theological College is pleased to offer an accelerated BA/MSc in Occupational Therapy. Students interested in pursuing this career opportunity select an additional major in Psychology and take specific coursework to fulfill prerequisite requirements. Upon completion of at least 90 semester hours of the pre-professional curriculum and having fulfilled other requirements, students may be admitted to a Rush University program of study leading to the Master of Science in Occupational Therapy to be awarded by Rush University. Please see page 50 for more information.

Pharmacy
Hebrew Theological College and the Chicago College of Pharmacy of Midwestern University (Downer’s Grove, Illinois) have a Dual Acceptance Program enabling students to apply to and be accepted by HTC and CCP simultaneously. This unique six 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 four year program at CCP. Please see page 56 for eligibility and application information along with the recommended curriculum.

Physical Therapy
HTC provides pre-requisite coursework and academic and career advice for students interested in the field of Physical Therapy. Please see page 60 for more information.

Pre-Speech and Language Pathology
This growing field provides career possibilities in many settings, including clinics, hospitals and schools. Many HTC students have successfully entered graduate school and are currently working in this field. Students interested in pursuing this career opportunity opt for an additional major in Psychology. At present, this program is only offered to students on the Blitstein Institute Campus. Please see page 59 for program details.
PRE-LAW STUDIES

There are no particular courses universally required as a condition to acceptance by law schools. Education in the field of law is not based on one body of knowledge. Law students are trained to refine thinking and communication skills, and to be familiar with the context of certain bodies of legal doctrine (such as contracts, property, criminal, etc.), while being prepared to conduct independent legal research, analysis and advocacy.

The pre-law student should take courses that require in-depth analysis and careful criticism. The many opportunities for rigorous study available in the areas of Talmud and Advanced Hebrew Studies at Hebrew Theological College provide excellent preparation for the legal profession. Additionally, it is suggested that one select challenging courses in literature, ethics, economics, history, and political science. Since lawyers are expected to write forceful, persuasive arguments, it is strongly recommended that the Pre-Law student take additional composition and writing courses beyond those specified in the LAS requirements, as those courses which refine the abilities to make reasoned arguments, both written and oral, will expand the student’s vocabulary, develop critical thinking, and foster traditional and modern information-gathering techniques.

As early as possible in one’s baccalaureate program, the student should coordinate an academic program with a faculty advisor to help in the process of selecting courses that will fit the student’s interests while maximizing preparedness for a career in law.
PRE-PROFESSIONAL HEALTH SCIENCES

Doctor of Pharmacy Dual Acceptance Program with Midwestern University’s Chicago College of Pharmacy

Selected students who successfully complete specified coursework at Hebrew Theological College will be granted an early acceptance to the Chicago College of Pharmacy for coursework leading to a Doctor of Pharmacy (PharmD) degree. Students interested in the program must meet the following requirements:

- Must apply to the dual acceptance program immediately prior to the beginning of the student’s first year in the degree program at HTC and be accepted by both HTC and CCP.
- Must score in the top 20% on a College Entrance Exam (ACT: 25 OR SAT (3 sections): 1700). To be considered, applicants must submit national test scores for ACT or SAT that include a writing component score;
- Earn a minimum cumulative grade point average of 3.2 on a 4.0 scale;
- Reflect a people/service orientation through community service or extracurricular activities;
- Reflect proper motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences; and
- Possess the oral and written communication skills necessary to interact with patients and colleagues.

All prerequisite coursework must be completed within two academic years at HTC. A minimum overall grade point average (GPA) of 3.20 must be achieved at the end of the spring semester of the first and second professional years and at the end of all pre-pharmacy coursework at HTC. Students must earn a grade of “C” or higher in all required courses. Students are not permitted to repeat courses for a higher grade.

Required Curriculum

For students pursuing a Bachelors degree at HTC, the following courses are required in addition to the Judaic Studies and General Education requirements specified in this catalog (see page 13):

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>English Composition (ENGL 111 and ENGL 211) 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speech (SPCH 210) 3</td>
</tr>
<tr>
<td></td>
<td>Biology (NSCI 180 and NSCI 181) 8</td>
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<td></td>
<td>Anatomy (NSCI 201) 4</td>
</tr>
<tr>
<td></td>
<td>General Chemistry (NSCI 170 and NSCI 171) 8</td>
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<tr>
<td></td>
<td>Organic Chemistry (NSCI 270 and NSCI 271) 8</td>
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<td></td>
<td>Physics (NSCI 160) 4</td>
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<tr>
<td></td>
<td>Math (MATH 261 and MATH 272) 8</td>
</tr>
<tr>
<td></td>
<td>Economics (BUSN 215 or BUSN 217) 3</td>
</tr>
<tr>
<td></td>
<td>Social and Behavioral Science Electives 6</td>
</tr>
<tr>
<td></td>
<td>General Education Electives 8</td>
</tr>
<tr>
<td>Total Hours</td>
<td>66</td>
</tr>
</tbody>
</table>
Upon successful completion of the required coursework as outlined above, students will begin their studies at Midwestern University’s Chicago College of Pharmacy without taking the PCAT assessment. Students will complete the remaining four years of the degree program at CCP while maintaining a relationship with HTC. HTC will assist CCP as appropriate to arrange Sabbath-observant placements during the 4th Year Professional Practicum program.

This program is available to students on either the Beis Midrash or Blitstein Institute campus. For further information, please contact the appropriate Dean.
Acceptance into a professional graduate school for a career in health sciences is a rigorous process, and a strong background in science and math is necessary to be competitive. HTC offers, over the course of three years, the necessary laboratory courses in Biology, Chemistry, and Physics, as well as Mathematics courses to demonstrate these proficiencies during the application process.

The curriculum below is designed for students planning to pursue professional training in medicine. It is also recommended for students interested in other health professions, for whom additional prerequisite courses may be offered on campus as needed. Furthermore, it is advisable for all students interested in a career in health sciences to enroll in HTC courses that develop oral and written communication skills.

Professional graduate schools in health sciences are looking for the finest minds and the most motivated students who demonstrate a strong interest in working with people. A student pursuing a career in health sciences must possess the ability and desire to succeed in the often arduous process of gaining acceptance into professional graduate school. HTC is committed to offering the finest education, expert guidance and quality support services to benefit its students. Our community relations are strong, and we are able to assist students in gaining practical volunteer experience in their field of interest. We also provide avenues for students to demonstrate the leadership qualities which many professional graduate schools seek in their applicants.

**Recommended Pre-Med Core Curriculum**

In addition to the Judaic Studies and General Education requirements specified in this catalog, the following courses are recommended for those students seeking a career in health sciences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 160</td>
<td>Physics I</td>
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<tr>
<td>NSCI 161</td>
<td>Physics II</td>
<td>4</td>
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<tr>
<td>NSCI 170</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>NSCI 171</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 180</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 181</td>
<td>General Biology II</td>
<td>4</td>
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<tr>
<td>NSCI 270</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>NSCI 271</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 261 &amp; 262</td>
<td>Calculus I &amp; II</td>
<td>10</td>
</tr>
<tr>
<td>or MATH 261</td>
<td>Calculus I &amp; MATH 272</td>
<td>Statistics 8</td>
</tr>
</tbody>
</table>

At present, this pre-professional health option is only offered to students on the Beis Midrash Campus depending on student interest.
HTC’s Blitstein Institute provides a variety of courses required for admission to professional and graduate schools in Nursing, Laboratory Science, Physical Therapy and Speech and Language Pathology. Following are alternate recommended curricula for students interested in pursuing careers in the Health Sciences. These courses are available for all students completing a B.A. with or without the completion of an additional major.

Professional graduate schools in the health sciences are looking for the finest minds and the most motivated students who have a strong and demonstrated interest in working with people, and have demonstrated mastery of designated prerequisite material. HTC is committed to offering the finest education, expert guidance and quality support services to benefit its students.

**BSN Cooperative Program with North Park University Required Courses**

In addition to the Judaic Studies and General Education requirements specified in this catalog, the following courses are required for students pursuing a Bachelors of Science in Nursing degree through HTC’s Cooperative Program with North Park University:

- **MATH 272 Statistical Analysis** 3
- **NSCI 113 Introduction to Biology** 4
- **NSCI 155 Essentials of Nutrition** 3
- **NSCI 201 Human Anatomy and Physiology I** 4
- **NSCI 202 Human Anatomy and Physiology II** 4
- **NSCI 240 Principles of Organic Chemistry I** 4
- **NSCI 261 Microbiology and Health** 4
- **PSCY 101 General Psychology** 3
- **PSYC 217 Developmental Psychology** 3
- **SOCI 101 Introduction to Sociology** 3

The aforementioned are also generally required for admission to other nursing schools both at the undergraduate and graduate levels.
Pre-Physical Therapy: Recommended Curriculum
In addition to the Judaic Studies and General Education requirements specified in this catalog, the following courses are recommended for those students seeking a career in physical therapy:

- Math 261: Calculus 5
- MATH 272: Statistical Analysis 3
- MATH 301: Probability & Statistics 3
- NSCI 113: Introduction to Biology (w/lab) 4
- NSCI 135: Introduction to Physics (w/lab) 4
- NSCI 140: Principles of General Chemistry (w/lab) 4
- NSCI 201: Anatomy & Physiology I (w/lab) 4
- NSCI 202: Anatomy & Physiology II (w/lab) 4
- NSCI 235: Physics II 4
- NSCI 240: Organic Chemistry 4
- PSYC 101: General Psychology 3
- PSYC 217: Developmental Psychology 3
- PSYC 317: Abnormal Psychology 3

Three documented physical therapy clinical experiences of at least 15 hours each

Pre-Speech and Language Pathology: Recommended Curriculum
In addition to the Judaic Studies and General Education requirements specified in this catalog, the following courses are recommended for those students seeking a career in speech and language pathology/therapy:

- NSCI 113 Introduction to Biology 4
- NSCI 135 Introduction to Physics 4
- PSYC 101 General Psychology 3
- PSYC 217 Developmental Psychology 3
- PSYC 272 Statistical Analysis 3
- PSYC 305 Cognitive Development 3
- PSYC 322 Brain and Behavior 4
- PSYC 350 Problems in Language Development 3
- SPCH 272 Speech and Hearing Science 3
- SPCH 275 Phonetics 3
- SPCH 278 Anatomy and Physiology of Vocal Mechanism 3

- SPCH 306 Normal Language Development 3
- SPCH 318 Audiology 3

At present, these pre-professional health options are only offered to students in the Blitstein Institute for Women.
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'être 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 courseload, 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 (shirur) 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-six week spring and summer terms and are presented at the level of study corresponding to the level in the fall and winter 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.
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.

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 coursework 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 and Sample 3 Year Schedule**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/ Subject</th>
<th>Source Material</th>
<th>Method of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>333 Basar BeChalav I</td>
<td>Yoreh De'ah, sections 92-97</td>
<td>Lecture</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>335 Ta'aruvos I</td>
<td>Yoreh De'ah, sections 98-103</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>334 Basar BeChalav II</td>
<td>Yoreh De'ah, sections 87-91</td>
<td>Lecture</td>
</tr>
<tr>
<td>Spring 2010-</td>
<td>336 Ta'aruvos II</td>
<td>Yoreh De'ah, sections 104-109</td>
<td>Lecture</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>351 Aveilus</td>
<td>Yoreh De'ah, sections 340-401</td>
<td>Optional Lecture</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>341 Niddah I</td>
<td>Yoreh De'ah, sections 183-190</td>
<td>Lecture</td>
</tr>
<tr>
<td>Winter 2011</td>
<td>342 Niddah II</td>
<td>Yoreh De'ah, sections 191-194, 320 - 322</td>
<td>Lecture</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>343 Niddah III</td>
<td>Yoreh De'ah, sections 195-199</td>
<td>Lecture</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>371 Safrus</td>
<td>Orach Chaim, sections 32-36, Yoreh De'ah, sections 270-291</td>
<td>Optional Lecture</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>321 Shabbos I</td>
<td>Orach Chaim, sections 253-259, 307-311, 325</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>327 Pesach</td>
<td>Orach Chaim, sections 429, 432, 438</td>
<td>Lecture</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>322 Shabbos II</td>
<td>Orach Chaim, sections 289, 314-317, 320-322</td>
<td>Lecture</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>323 Shabbos III</td>
<td>Orach Chaim, sections 325,328-331,340</td>
<td>Lecture</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>337 Ma'achalei Akum</td>
<td>Yoreh De'ah, sections 112-121</td>
<td>Optional Lecture</td>
</tr>
</tbody>
</table>
RAV U'MANHIG

Formally begun in Winter 1995, the Rav U'Manhig Certificate program is a non-degree program designed to recognize the accomplishments of students who have demonstrated achievement in Talmud, dedication to Torah study and possess a mastery of Orach Chaim, the sections of the Shulchan Aruch, Code of Jewish Law, that deal with daily observance and customs.

Requirements for the Rav U'Manhig certificate are:

1. a minimum of 30 semester hours of intensive college level Talmud study,
2. two recommendations attesting to the candidate's dedication to continued Torah study, and
3. successful completion of an extensive series of examinations in Orach Chaim.

While some of the Talmud requirement may be satisfied with Talmud study at another institution, a minimum of one year of study must be fulfilled at Hebrew Theological College prior to the student being allowed to begin the examinations in Orach Chaim. This residency requirement is crucial to the accurate assessment of the second requirement, namely, a general evaluation that the student possesses a strong commitment to lifelong learning and the pursuit of Torah study and religious observance.

The Rav U'Manhig certificate will only be awarded after a student has demonstrated his mastery of Orach Chaim and commentaries, the sections of the Shulchan Aruch, Code of Jewish Law, that deal with daily observance and customs. This material, covered in six sections of the Mishne Brurah, form the cornerstone of the life of a Religious Jew. The examinations will be administered by the Rosh HaYeshiva or his designee.

Unlike the Semicha - Rabbinic Ordination degree, the Rav U'Manhig Certificate, while certifying accomplishment of a specific level of achievement in Jewish Law and dedication to Talmud study, does not authorize its recipient to decide questions of religious law, a prime prerequisite for Rabbinic leadership of a congregational Rabbi. Membership in the Rabbinical Council of America or other similar Rabbinic professional societies has, as a prerequisite, a Semicha-Rabbinic Ordination degree as outlined above on page 65 which the Rav U'Manhig Certificate would not satisfy. The Rav U'Manhig Certificate has been instituted to assist students who wish to pursue advanced programs of Talmudic Studies, many of which are located in Israel, which require neither a Semicha - Rabbinic Ordination nor a bachelors degree but do require a substantial prior level of achievement in Talmud and Jewish Law.
ADULT DEGREE COMPLETION PROGRAM (ADCP)

Hebrew Theological College’s Adult Degree Completion Program is open to individuals who have significant prior learning in their field but do not have a bachelor’s degree. 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 already 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 Chairmen 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, teachers 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 the Blitstein Teachers Institute 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. 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 and detailed below. Each participant will have to satisfy the following minimal requirements:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Semester hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (Judaic Studies)</td>
<td>30</td>
</tr>
<tr>
<td>Bible (Minimum of 2 semester hours each in Torah, Nevi’im and Ketuvim)</td>
<td>12</td>
</tr>
<tr>
<td>Hebrew (above level 109)</td>
<td>12</td>
</tr>
<tr>
<td>Jewish Law (includes Talmud)</td>
<td>6</td>
</tr>
<tr>
<td>Jewish History</td>
<td>6</td>
</tr>
<tr>
<td>Jewish Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>English Composition (at or above level 111)</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (at or above level 104)</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Sciences (e.g. Economics, History Political Science, Psychology, Sociology)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Speech (101, 210, 225, or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences electives</td>
<td>12</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
</tr>
</tbody>
</table>

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 in order 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
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”, or for credits earned under a Pass/Fail grading system.

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 HTC’s curriculum. 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:

*Advanced Hebrew 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 less 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 ADCP100.

Academic standards for assessing learning at HTC include:

1. Credit should be 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 can be awarded only in disciplines that are included in HTC’s curriculum.
5. Portfolios will be assessed on a course equivalency basis.
A faculty committee of three individuals who have received training in Prior Learning Assessment 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.
ADMISSION POLICIES

Admission to Hebrew Theological College's undergraduate degree program in the Beis Midrash or Blitstein Institute requires graduation from an accredited high school with a grade point average (GPA) of no less than 2.5/4.0, the completion of a secondary Jewish Day School curriculum or equivalent, and satisfactory scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (minimum combined score of 1350, no score below 450) and/or the American College Test (ACT) (minimum composite score of 19). Additional criteria for admission are two letters of recommendation, a satisfactory personal interview with a member of the Committee on Admissions of Hebrew Theological College, submission of an Application and Fee, and approval by the Committee on Admissions. Admission to the undergraduate degree program does not guarantee acceptance into a specific certification program, such as Education or Computer and Information Sciences. Hebrew Theological College admits students without regard to their race, color, age, sex, national origin, or disability/handicap to all the rights, privileges, programs and other activities generally accorded or made available to students at the college.

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.

Students lacking sufficient formal instruction in Hebrew may be required to take the HTC Hebrew Proficiency Test to ensure their ability to participate fully in coursework.

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.

Applicants who wish to enroll in a specific course or program of study (e.g., Teacher Certification Programs, Certificate in Information Technology) for academic credit but are not pursuing a Bachelor of Arts at Hebrew Theological College may seek admission to the Extension Division. Requirements for admission to the Extension Division vary according to the demands of the specific program, and students wishing to be admitted to the Extension Division are requested to contact the appropriate Dean or Program Coordinator. Hebrew Theological College admits students to the Extension Division without regard to their race, creed, color, age, sex, or national origin to all the rights, privileges, programs and other activities generally accorded or made available to Extension Division students at the college. Otherwise qualified students are not subject to discrimination on the basis of disability/handicap.
Admission Procedures

An application for admission to Hebrew Theological College must be submitted well in advance of the semester in which enrollment is sought. The following procedures should be followed:

- Complete and submit the application for admission (available from the Office of Admissions or the Hebrew Theological College web site: www.HTC.edu), along with an application fee of $75. This fee is not refundable.
- Have an official high school transcript mailed to the Office of Admissions.
- If applicable, have official transcripts from each college or post-secondary institution attended mailed to the Office of Admissions.
- Take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and have the scores forwarded to the Office of Admissions.
- Request letters of recommendation (using the HTC Recommendation Forms included in the Application for Admission) from two individuals familiar with the applicant. Letters of recommendation should be forwarded to the Admissions Office.
- Arrange for a personal interview by contacting the Office of Admissions.

No application for admission can be processed until these steps are taken by the applicant.

Application Processing

Applications are processed throughout the year on a first-come, first-served basis. Applicants who send all required credentials well in advance of the term for which admission is being sought benefit by receiving earlier notification of admissions decisions and by being considered for programs in which enrollment is limited.

Transfer Students

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 credit may be used to satisfy a requirement for a student’s major only upon the approval of the chairman of the appropriate department.
Transfer of Credit Policy

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.

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 Blitstein Institute upon graduation from high school.

Auditing Courses

Students who seek to audit courses for no academic credit may register and be admitted into many courses under the auspices of the Extension Division after matriculated students have been accommodated. Students auditing courses in the Bressler School of Advanced Hebrew Studies pay reduced tuition charges. Although students may choose to audit courses offered by the Kanter School of Liberal Arts and Sciences, no tuition reduction or waiver of lab fees is available. For specific information on tuition costs, see the course bulletins or consult annually published tuition schedules.
Provisional Admission

Applicants who do not meet stated admission criteria may petition the Committee on Admissions in writing. Recommendation letters may be submitted in support of the student's petition. Each petitioner's record will be reviewed on an individual basis. Students admitted through the petition process are granted provisional acceptance only.

Students accepted provisionally are required to maintain a 2.5/4.0 average during the first semester in which they are enrolled. At the successful conclusion of the semester, the Committee on Admissions may enroll the student as a regular student or choose to continue the special status.

Particular programs may have additional conditions attached to provisional status.

Physical Examination Form

After acceptance by the Committee on Admissions and prior to initial registration, all students must arrange to complete a physical examination form. This form is available from the Office of Admissions.
ACADEMIC STANDARDS AND POLICIES

Registration

Every student must register for courses each semester before being allowed to attend classes. The dates of registration for each semester are announced in advance, and it is the responsibility of each student to register during the registration period. Students registering after the official registration period will be assessed a late fee of $25 per course. Credit is not given for work in a course in which a student is not properly registered.

In exceptional circumstances, waiver of prerequisites for admission to a specific course may be obtained from the instructor concerned or the chairperson of the department in which the course is offered.

Change in Registration — Add/Drop — Withdrawal

To make any change of registration a student must complete a Add/Drop Form. 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 5-6 week semester).

Students who withdraw from class merely by absenting themselves will receive the final grade of "F". Voluntary and repeated unofficial withdrawals from class will result in the student being barred from further attendance in the college.

Students may withdraw from courses during the initial two-week Add/Drop period each semester (first week of a five- or six-week term) without the withdrawal appearing on their transcripts.

Students may withdraw from class with the final grade of "W" through the first nine weeks of a 15-16 week semester (or first three weeks of a five- or six-week term).

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.

Calendar

The Beis Midrash calendar is divided into four semesters, including an optional five-week intersession semester held in the summer. Students may enter the Beis Midrash either for the first 15-week semester, beginning in fall; the second 15-week semester, beginning in winter; the third six-week semester, beginning in spring; or the five to seven week summer semester.
The Blitstein Institute is divided into three semesters. Students may enter the Blitstein Institute division either for the 16-week fall semester, the 16-week spring semester, or the six-week summer semester.

**Academic Integrity**

Hebrew Theological College is committed not only to providing an academic community and learning environment based on honest inquiry and knowledge, but also to foster commitment and adherence to Judaic tenets.

The faculty and administration of Hebrew Theological College have established the following acts as serious violations of personal honesty and academic standards that jeopardize the quality of education within a Torah environment:

- Submitting as one's own, material copied from a published source.
- Submitting as one's own, another person's unpublished work or examination material.
- Submitting as one's own, a rewritten or paraphrased version of another person's work.
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Allowing another to write or research a paper for one's own benefit.
- Copying electronic or printed media for one's own use without permission or licensing from appropriate publishers.

Incidents of academic dishonesty will result in the minimum of the assignment of the grade of "F" by the instructor. In addition, instances of academic dishonesty must be reported to the appropriate Dean. The Dean may convene a hearing board to consider the seriousness of the misconduct and the imposition of additional sanctions, including expulsion. Students may appeal the decision of the hearing board to the Rosh HaYeshiva, whose decision is final.

**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 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 2.0 in the Major, including Core requirements, Cognate courses and requirements of any Area of Specialization.
Class Attendance

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

Students who anticipate prolonged absences should inform not only 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. In addition, individual instructors may institute additional attendance requirements by notifying students in the class syllabus.

Incomplete Policy

The grade “I” 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 new students must take assessment examinations in the following areas: Judaic Knowledge, English Writing, Technology Proficiency 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 three, four, and five. Specific questions concerning advanced placement policies should be addressed to the appropriate dean. The following chart indicates the semester hours of credit awarded for specific achievement levels:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours for an AP Score of 3</th>
<th>Semester Hours for an AP Score of 4 or 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government and Politics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Art History</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Comparative Government/Politics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Economics (macro or micro)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Earth/Environmental Science</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics – Calculus AB</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics – Calculus BC</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics – Statistics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Physics B</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physics C – Part I (mechanics)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physics C – Part II (electricity)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

* To earn credit for these two courses, students are still required to successfully pass the WAT test as described above for transfer students in general.
Credit by Examination

Students may satisfy up to 15 semester hours of the Advanced Hebrew Studies core through credit by examination. No more than 6 semester hours will be awarded through examination in each of the following areas: Bible, Jewish History, Jewish Law, and Jewish Philosophy. Up to nine credit hours may be awarded through the Hebrew Competency exam, but only six of these credits can be used to fulfill the residency requirement.

A student may utilize semester hours earned by examination to satisfy Advanced Hebrew Studies residency requirements on condition that a minimum of 30 semester hours (not earned through the credit by examination option) in total are taken in residence at Hebrew Theological College (in Talmud and Rabbinics, Advanced Hebrew Studies or Liberal Arts and Sciences). All credits earned by exam will be entered onto official transcripts with an appropriate notation identifying the source of the credit as CBE (Credit by Exam).

A student wishing to pursue the option of credit by examination must petition the Dean of Advanced Hebrew Studies at the division in which he/she is enrolled after earning a minimum of 100 semester hours of credit. A faculty committee will review and vote on the student’s petition. For petition forms and fee schedules for each examination, contact the Registrar.

This policy may vary for students enrolled in the Adult Degree Completion Program.
Academic Progress Policy

To be permitted to enroll in additional classes without interruption and to be eligible for any student financial aid, students must be in good academic standing by maintaining satisfactory academic progress. Satisfactory progress is evaluated after the completion of one academic year. Evaluations will be based on courses completed at Hebrew Theological College and transfer semester hours.

Good Academic Standing Defined

Grade Point Average Component
A student must maintain a cumulative grade point average of 2.0 (A=4.0) to be in good standing. A student who fails to maintain such an average will be placed on academic probation with specific consequences and remedies determined by the dean of the division in which the student is enrolled. Students on academic probation are considered to be on financial aid probation.

Rate of Completion Component
Semester Requirement
Each semester a student must complete 67% of the hours attempted.

Cumulative Requirement
A student must progress toward his educational goals at a cumulative completion rate of 67%.

Maximum Time Frame Requirements
Students may receive financial aid until they have attempted 150% of semester hours of credit from Hebrew Theological College and/or transfer schools. The maximum for a baccalaureate degree is 180 semester hours (150% of 120) and for a certificate program 45 semester hours (150% of 30). Exceptions may be made to extend the allowable semester hours for programs that require more hours to complete. Once the limit is reached the student will be placed on permanent financial aid termination and must meet with the dean to determine the student’s future course enrollment. Attempted hours are all hours the student is still enrolled in after the add/drop date of each semester.

Academic Consequences

The school may withdraw the privilege of continuing at Hebrew Theological College from any student on probation who does not achieve a minimum cumulative grade point average of 2.0 at the end of the second semester on probation.
Financial Aid Consequences

Should the evaluations after each semester indicate the terms of the policy have not been met, the following consequences will apply:

**Grade Point Average Component**
Whenever a student’s cumulative grade point average drops below 2.0 the student will be placed on probation for the following semester. The student may continue to receive financial aid while on probation. If a student has attained a 2.0 current grade point average while on probation, but the cumulative grade point average is still under 2.0, the student will be allowed to continue on probation for an additional semester. If the student does not achieve a minimum cumulative grade point average of 2.0 at the end of the second semester on probation he or she will be placed on financial aid suspension and will not be eligible to receive additional Title IV financial aid until the semester after the student’s cumulative grade point average reaches 2.0.

**Rate of Completion Component**
Whenever a student fails to complete 67% of attempted courses in a given semester, the student will be placed on financial aid probation for the following semester. The student may continue to receive financial aid while on probation. If a student has attained a 67% completion rate during the probationary semester, even if the cumulative rate of completion is still under 67%, the student will be allowed to continue on probation for an additional semester. If the student does not raise his cumulative percent completion to 67% by the end of the second probationary semester, he will be placed on financial aid suspension and will not be eligible to receive additional Title IV financial aid until the semester after the student’s cumulative percent completion reaches 67%.

Earned A, B, C, D or P grades are considered completed grades. Audits, repeats and non-credit courses are not included in the total number of semester hours attempted and therefore not considered toward credit hour completion.

**Notification Letter**
When a student is placed on probation, suspension or termination, a notification letter is sent to the student. However, lack of receipt of a notification letter does not nullify the probation, suspension or termination.
Appeals

A student may appeal suspension or termination of financial aid by submitting, in writing, any mitigating circumstances that prevented the student from making the required progress. This letter, along with any supporting documentation, should be sent to the Financial Aid Office of Hebrew Theological College to be reviewed by the Director of Financial Aid for possible waiver of financial aid denial.

Transcripts

Official transcripts of a student's academic record are issued upon written request and are sent directly to the designated educational institution or prospective employer. A fee is charged at the time of the request. Telephone requests cannot be honored. Requests for transcripts should be made to the Office of the Registrar.

No transcripts will be issued until all financial obligations to the college have been fulfilled.

Semester Hour Defined

The semester hour is the standard for computing the amount of a student's scholastic work. A semester hour of credit is normally defined as one lecture or other class exercise of 50 minutes per week per 15-16 week semester. Earned semester hours are those received in the successful passing of a course. Attempted semester hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than "W" (withdraw) or "V" (audit) are included in attempted semester hours. Attempted semester hours (with the exception of pass fail courses) are used in computing a student's scholastic average or standing.

Grade Point Defined

The grade point is used to provide a quantitative measure of a student's academic performance. The following grade points per semester hour of credit are used to calculate the grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>
Computation of Academic Averages

The academic average at the end of a semester is determined by dividing the total number of grade points earned by the total number of semester hours carried in the semester.

No grades earned by a student for courses taken at an institution other than Hebrew Theological College or through one of its affiliated programs shall be computed in the grade point average maintained by Hebrew Theological College. Transfer credit will count toward the number of hours required for graduation, but will not be reflected on grade reports or in the cumulative average.

Semester Grade Reports

Semester grades are entered on the student's academic record, which is maintained by the Office of the Registrar. Final grade reports are mailed to students' home addresses at the end of each semester. No grades will be posted.

No reports will be issued until all financial obligations to the college have been fulfilled.

Dean’s List and Graduation with Honors

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 met are considered to have attained the distinction of Graduation with High Honors:
1. A cumulative GPA of 3.8 or above
2. No grade lower than B in the student’s major
3. Minimum of 60 semester hours in residence

Students graduating with the following criteria met are considered to have attained the distinction of Graduation with Honors:
1. A cumulative GPA of 3.5 or above
2. No grade lower than B- in the student’s major
3. Minimum of 60 semester hours in residence
Confidentiality of Records

The Registrar’s Office assumes responsibility for the maintenance and integrity of student records. As an agent for the college and official custodian of student academic records, this office will release information only at the student's request and with his/her approval. The policy of HTC on Release of Information Pertaining to Students as required by The Family Educational Rights and Privacy Act of 1974 is indicated below.

FERPA

The Family Education Rights and Privacy Act of 1974 (FERPA) protects the privacy of student education records. This Act provides students the right to inspect and review his/her education records (with some exceptions, see below), the right to seek to amend those records, and to limit disclosure of information from the records. Students who are currently enrolled in Higher Education institutions or formerly enrolled are protected under FERPA.

Education Records Defined

“Education Records” are those records which are maintained by the institution or by a party authorized to keep records for the institution. Education records do not include files made by and kept in the sole possession of the maker that are not accessible to any other person. Hebrew Theological College is not required to permit students to inspect and review items that are not considered to be included in an “education record”. These include:

- Confidential letters of recommendation placed in files before 1/1/1975,
- Financial Records of the student’s parents,
- Medical and Psychological Records,
- Employment records, except for those cases in which the employment is required as part of the student’s program,
- Letters of recommendation or other documents that carry a waiver of the student’s right to access.

Release of Information

Directory information as defined by Hebrew Theological College using guidelines established by FERPA may be disclosed on a student without the student’s prior consent. However, a student can restrict even some directory information (see below). Directory information is limited to information that is generally not considered harmful or an invasion of privacy.

Hebrew Theological College has defined directory information to include: name, address, telephone number, email address, date and place of birth, photographs, field of study, enrollment status, degrees and awards received, dates of attendance, previous institutions attended, and participation in officially recognized activities and sports. Directory Information does not include student’s identification number or social security number, race/ethnicity/nationality, gender or student’s family member names and addresses.
Hebrew Theological College shall obtain written consent from students before disclosing any personally identifiable (non-directory) information from their education records to third parties (with some exceptions listed below under Access to Education Records). Such written consent must:

1. Specify the records to be released,
2. State the purpose of the disclosure,
3. Identify the party or class of parties to whom disclosure may be made,
4. Be signed and dated by the student.

Restricting Directory Information

Directory Information that cannot be restricted includes enrollment status, including whether the individual was ever enrolled and degrees awarded. Other directory information may be restricted by contacting the HTC Registrar’s office and completing the appropriate form, indicating what should be restricted.

Access to Education Records

Access to Student Education Records will be limited to the following:

- Student records are open to faculty and staff who have a legitimate need to know their contents. The determination of “a legitimate need to know” will be made by the person responsible for the maintenance of the record. This determination will be made scrupulously and with respect for the individual whose records are involved. Academic documents inaccessible to students because the documents were filed before January 1, 1975, or are segregated by waivers, are to be used only for the purpose for which they were prepared.
- Parents of students who are dependents as defined by IRS standards.
- Federal officers as prescribed by law.
- As required by state law.
- Research projects on behalf of educational agencies, providing that the agencies guarantee no personal identification of students.
- Accredit ing agencies carrying out their functions.
- In response to a judicial order or lawfully issued subpoena.
- Law enforcement agencies in investigating a specific criminal case.
- In connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

Requests for Corrections to Education Records

Students have the right to request corrections to their records if they believe the contents are inaccurate, misleading or in violation of their privacy rights. Detailed information regarding this policy is found under Academic Grievance Policy on page 88.

Annual Notification

Hebrew Theological College notifies students annually of their FERPA rights.
Applying for Diploma or Certificate

Students preparing to complete their degree or certificate must submit an application for diploma/certificate to the Office of the Registrar. It is recommended that students submit this application approximately one month prior to completing their final semester. Applications are available at the Office of the Registrar or from the Dean of the division in which the student is enrolled.

Diplomas are issued three times each calendar year, corresponding to the end of fall, spring, and summer semesters. Students must complete an application for graduation. Students applying for a diploma/certificate after the distribution of diplomas for that semester may have their degree noted on their transcripts but will not receive diplomas until the end of the following semester. No student with outstanding financial obligations to the College will receive a diploma until the Office of the Vice President for Administration has authorized a release of diplomas and transcripts.

The Office of the Registrar can be contacted for additional details regarding diplomas and certificates or other documentation concerning the College.

All students must take the College BASE General Education Assessment test prior to graduating from HTC. Students must also complete an Exit Interview. Details regarding these requirements are available from the appropriate Dean’s office.

Academic Grievance Procedure

The following is a digested form of the academic grievance procedure, which appears in full in the Hebrew Theological College Student Handbook.

It is expected that any semester grade be based on evidence of the student's performance in a course, that the student have 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 announced in each course. 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 about the grade and to correct errors, if any, in the grade.
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 and advise with the student and instructor either individually or together to reach a resolution of the matter.
3. If Steps 1 and 2 do not resolve the difficulty, the student may petition the Rosh HaYeshiva in writing for a formal review of the grade by a Grade Review Board to be composed of the Rosh HaYeshiva, the Deans, and 1-2 faculty members from the department or division in which the course was offered. In consultation with the recommendation of the Grade Review Board, the Rosh HaYeshiva will issue a final grade.
FINANCIAL REGULATIONS

An annually updated schedule of tuition and fees is available upon request from the Office of the Registrar. Financial reports are available to interested parties upon written request.

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. Registration forms submitted without payment or the signature of the financial aid officer will be returned without processing.

Refund Policy

Refunds due a student who withdraws from a course will be based on the following schedule during 15- and 16-week semesters:

- 100% for withdrawal during the first week of the semester.
- 90% for withdrawal during the second week of the semester.
- 80% for withdrawal during the third week of the semester.
- 70% for withdrawal during the fourth week of the semester.
- No refund after the fourth week.

Registration and Lab fees are not refundable.

Refund schedules for summer semesters and other shortened academic terms are specified on the registration forms for those terms.

Full-time students (12 or more semester hours) who withdraw completely from the College during their first semester at Hebrew Theological College are eligible for a pro-rated refund of tuition, room, and board charges through the end of the 9th week of a 16-week semester or through the 60 percent point in time.

Notice of withdrawal must be in writing. Telephone messages of withdrawal are not official notification. The date of receipt by the Registrar of Hebrew Theological College of the official written withdrawal notice is the date that will determine the percentage of refund due. When withdrawal from a course results in a change in a student’s eligibility for financial aid, the student may become personally responsible for a portion of the amount not covered.
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 mailed or 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 Officer reviews this information. The financial need of a student is calculated using the following basic formula:

\[
\text{Cost of Education} - \text{Expected Family Contribution} = \text{Financial Need}
\]

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 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 1 through August 15 proceeding the fall semester for which aid is sought. All students residing in Illinois are encouraged to complete the FAFSA as early as possible to meet the state MAP grant deadline.

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 credit-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 by mail or via FAFSA on the Web (www.fafsa.ed.gov).
- Submit copies of the previous year's tax returns, W2’s, and other supporting documents to the Hebrew Theological College Financial Aid Office.

Notification to the Student

After completing the above process, the following replies will occur:

- Student Aid Report (SAR/ISIRS).
- Illinois Student Assistance Commission/Monetary Award Program award letter.

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.

Post Award Requirements

After a student receives a financial aid award, the financial aid office tracks the student’s academic progress to determine continued eligibility.

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.

Merit Scholarships

Hebrew Theological College offers a limited number of merit-based scholarship awards each year. For more information, contact the Office of Admissions.
LIBRARY AND COMPUTER RESOURCES

The Saul Silber Memorial Library

The Saul Silber Memorial Library is the academic and research library supporting all programs of Hebrew Theological College. The Main Library is located on the third floor of the administration building. Divisional libraries are in the Beis Midrash building and the Anne Blitstein Teachers Institute. These divisional libraries support the academic activities of those areas.

Library Mission

The Library's mission is to supply the information resources that support the mission of HTC and its academic programs and act as a research library in Judaica for the Jewish community and academic community at large. The Library also helps readers find resources available in other libraries or on-line. The Library is not simply a warehouse for books, but takes an active role in helping students learn every day by providing the resources that are the tools for helping students and faculty achieve their academic goals.

Library collections

I. Main Library

The Library collects the full spectrum of Jewish literature (except for materials for juvenile readers). The Library has over 65,000 items that include books in Hebrew, English, and other languages; periodicals, pamphlets, museum objects, microforms, computer CD-ROMs, video and audio tapes, music CD’s, manuscripts, and art work. The Library collects the general studies materials that support the curriculum.

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. For example, over 300 volumes are related to Computer Science and several hundred volumes relate to Jewish and general education.

Electronic resources are provided to our students for their research needs. The Library has four computers devoted to student/faculty use and one computer exclusively for the On Line Public Access Catalog (OPAC). Available databases include local newspapers, web sites, and most importantly, OCLC FirstSearch, which provides hundreds of articles from periodicals and academic journals.

The Library is open during the school year on Sundays from 9:15 A.M. to 7 P.M. and 8:15 P.M. to 10:15 P.M., Mondays through Thursdays 9:00 A.M. to 4:00 P.M. and 8:15 to 10:15 P.M. and 9 A.M. to 12 noon on Fridays.
II. Beis Midrash and the Aron Friedman Chadar Iyun

As part of the recent restructuring, the Beis Midrash (study hall) and Chadar Iyun (study/research room) collections were made a division of the Library. 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.

III. Blitstein Institute for Women Library

The library division at the Anne M. Blitstein Teachers Institute serves the immediate and research needs of the students and faculty. The Blitstein Institute Library contains about 7,200 items, including books, periodicals, computer CD-ROMs, and video and audio tapes. Research capabilities are enhanced by computerized catalog access to the Main Library holdings as well as extensive access to online database research facilities through the Library’s DSL Internet connection in both Jewish and general scholarship. Books available in the main library are delivered, upon request. Specialized holdings include the Dr. Esther Levy Robinson Memorial Psychology Resource Library Collection and extensive holdings of the Department of Education.

The Library and the Academic Program

Library resources are used by almost all students and faculty daily. The Beis Midrash library is a non-traditional library. It is a study room with a reference collection with no formal circulation. Students and faculty spend up to six hours a day in the room studying either independently, with partners or in small groups. The yeshiva style of learning puts a strong emphasis on Talmud. While students study together, they may raise questions that require further research. The Library strives to keep the books that the readers need either in the Beis Midrash or the nearby Friedman Chadar Iyun. Since questions are a vital part of learning, almost everyone studying needs to consult books from the Library. The room is also used for prayer services daily and on Shabbat and holidays. At these services, members of the community may come in and are likely to pick up a book from the collection to peruse or study in-depth.

The students at Blitstein Institute have a similar program of intense study. Their use of the library resources on the Blitstein campus is significant. When more advanced research is required, the main Library is accessed by students in both divisions.

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. Recent efforts have been targeted at upgrading the holdings in Liberal Arts and Sciences with an emphasis on the areas in which Hebrew Theological College offers additional majors. In particular, over 300 volumes are in Computer Science and several hundred volumes are in Jewish and general education.
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, and circulate only at the discretion of the Librarian. 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.

Reciprocal Borrowing Privileges

Hebrew Theological College and the Saul Silber Memorial Library currently maintain library privilege reciprocity agreements with Loyola University of Chicago and Spertus Institute of Jewish Studies. These agreements provide HTC students with borrowing privileges at these libraries with a valid HTC student card. Access to a research university library such as that of Loyola University ensures that Hebrew Theological College students have a vast collection of resources to support their coursework and scholarship. Additionally, Skokie residents are entitled to use the facilities of the Skokie Public Library. Non-residents may do so for a $250 per year user fee. Chicago residents have the availability of using the Chicago Public Library System as well as those suburbs, which accept the Chicago Library Card.
COMPUTER SERVICES

Hebrew Theological College provides computer access for students not majoring in Computer and Information Sciences as well as those completing assignments for CIS coursework. The Computer Labs and libraries are Internet connected, as are many classrooms.

Students not seeking an additional major in Computer and Information Sciences may be required to attend a one-session introduction to familiarize them with laboratory equipment and policies.

Academic Computing Services

The Department of Computer and Information Sciences supports academic computing services to the entire faculty and student body of Hebrew Theological College. These services include lab orientation training sessions, Internet-use seminars for courses requiring Internet research, and technical support for all lab equipment and software. The labs are available to non-Computer and Information Sciences students whenever regularly scheduled classes are not occupying the labs.

Beis Midrash

IBM-compatible computers, printers, CD-ROMs, and graphical scanning equipment are available to students in the first and third floor computer labs at 7135 North Carpenter Road in Skokie. Check each semester for hours of operation.

Blitstein Institute

IBM-compatible computers, printers, CD-ROMs, and graphical scanning equipment are available at the computer labs on campus. Additional computers are available in the Blitstein Institute Library for research and word-processing. Open lab hours vary from semester to semester. Check each semester for hours of operation.
STUDENT SERVICES

Textbooks

Students in the Beis Midrash may purchase Judaic studies textbooks during the first two weeks of classes at the HTC Beis Midrash Bookstore (opposite reception office).

Students of the Blitstein Institute may purchase reproduced primary sources and select Judaica texts during the first two weeks of classes at the Reception Office. Primary sources in Judaica needed for coursework are also available year-round at local Jewish bookstores.

Most Liberal Arts and Sciences textbooks for both Beis Midrash and Blitstein Institute students may be ordered on-line. Visit www.HTC.edu or contact the college office for ordering information. It is expected that students will acquire the appropriate texts prior to the first class of each semester.

Tutorial Services and Writing Center

On both the Beis Midrash and Blitstein Institute campuses, tutorial services are available in a variety of disciplines. Of particular note, is the highly successful Writing Center program, which provides both remedial and general guidance for students regardless of whether or not they are currently enrolled in an English course. Students can make their own arrangements to avail themselves of these services. 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.

Academic Advising

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 may be required to meet with their advisors on a regular basis or prior to registration. Refer to departmental guidelines for additional requirements.

Working with an Advisor

Each student enrolled in the Beis Midrash or the Blitstein Institute for Women is assigned a primary advisor (usually a Dean or Assistant Dean). 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.

**Contacting Advisors**

Prior to registration it is mandatory that each student meet with his/her primary advisor. It is recommended that students avail themselves of advisement mid-semester to discuss academic progress, social and spiritual issues, clarification of personal and career goals. Contact your primary advisor by telephone at 847-982-2500 or 773-973-0241 or send an email message. If your advisor is unavailable, leave a message with numbers where you can be reached and suggested times for calling. As a rule, advisors post sign-up sheets for appointments several weeks prior to and during registration. During the pre-registration advisement with the primary advisor an official evaluation of earned and transferred semester hours will be updated and signed.

**Advisement for Additional Majors** – After meeting with the primary advisor and obtaining an updated copy of the Credit Check, each student pursuing an additional major must meet with the appropriate Departmental Chair for advisement.

No registration form will be accepted without the approval and signature of the primary advisor; and - where appropriate - the signature of the Departmental advisor.

**Career 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 employment referrals, on-campus recruiting, and job search support.

Guidance is also provided to assist a student focus on a particular career path. This can include determining if additional education will be necessary and identifying appropriate graduate schools. Students may seek assistance in preparing for and scheduling specialized placement and admission tests (GRE, LSAT, GMAT, etc.) or Certifications Tests, such as the Basic Skills Test for the Illinois State Department of Education.

In addition, Hebrew Theological College matches synagogues, day schools, and other Jewish communal organizational needs for educational and rabbinic leadership with the capabilities and career goals of the school's graduates. Special High Holiday placement offers an opportunity for students to intern at synagogues as Rabbis and Cantors.
Health

The College retains the services of a physician who is available on a 24-hour basis and makes weekly visits to the College. Special arrangements have been made with nearby medical facilities for expeditious treatment of HTC students. Students should refer to the Student Handbook for further information.

Cafeteria

Cafeteria facilities are available to students at the 7135 North Carpenter Road location, where breakfast, lunch, and dinner are available when classes are in session. A schedule of operating hours is posted in the cafeteria. Students wishing to avail themselves of this service are encouraged to purchase meal plans through the Business Office, although individual meals are available for purchase a la carte.

Photocopying

Photocopying facilities are available on both campuses.

Housing

Hebrew Theological College maintains three student residence halls.

<table>
<thead>
<tr>
<th>Men:</th>
<th>Women:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beis Midrash Dormitory</td>
<td>Blitstein Institute Student Residence</td>
</tr>
<tr>
<td>7135 North Carpenter Road</td>
<td>2608 West Touhy Avenue AND</td>
</tr>
<tr>
<td>Skokie, IL 60077</td>
<td>7224 W. Rockwell Avenue</td>
</tr>
<tr>
<td></td>
<td>Chicago, IL 60645</td>
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</tbody>
</table>

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

Transportation

Hebrew Theological College is accessible by public transportation from all points in Chicago. Suburban bus and train service is 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.
The Israel Experience Program offered by Hebrew Theological College enables a student to spend a year of intensive study in an Israeli yeshiva or seminary while earning college credit. Most students find the year in Israel a challenging and enriching experience that serves as a guide in developing a lifestyle consonant with Torah values.

Through agreements with selected Israeli institutions representing a wide range of yeshivot and seminaries, Hebrew Theological College can assist in some of the details involved in planning a year-long stay. And by providing academic advising and counseling to students before and after their year in Israel, the College can help students ensure that they receive maximum benefit in Torah achievement while attaining additional educational goals both in Israel and upon their return.

Programs

Each student attends the Israeli institution most suited to his/her background and needs. By design, Hebrew Theological College has established its program at a wide range of institutions. The Hebrew Theological College Office of Admissions can provide a detailed list of institutions with which the College has agreements.

Admission Procedures

The applicant will apply to Hebrew Theological College for acceptance to the Israel Experience Program prior to the semester for which enrollment is desired. As part of the admissions process, the student may meet with HTC staff to discuss the Israeli institution selected by the student as well as determine the role of the Israel Experience Program in the student’s long-range academic plan. Upon acceptance, the student is then enrolled in the Hebrew Theological College Israel Experience Program and is recognized as such by the Israeli institution. The deadline for applying for admission to HTC’s Israel Experience Program is May. Please review the current Israel Experience Program brochure for deadlines.

Finances

Tuition and fees are paid directly to the Israeli institution and are the responsibility of the student. Students who may be eligible for government financial aid need to contact the HTC Office of Financial Aid.

Hebrew Theological College charges a one-time fee to cover administrative costs connected with the supervision of Israeli study, a portion of which may be used as a tuition credit when the student returns to HTC. Please review the current Israel Experience Program brochure for details.
Academic Records

The specific schedule that the student follows at the Israeli institution will conform to the course offerings at the Hebrew Theological College. Credit for coursework completed in the program will be recorded on the student's permanent Hebrew Theological College academic record along with all coursework completed on the Illinois campuses. Students may receive up to 30 semester hours of credit for their study through IEP.

Transfer to Another Institution in Israel

Transfer to an institution in Israel other than the one originally registered for is permitted only after receiving permission from HTC to transfer.

Program Supervision

The Israel Experience Program Liaisons supervise all aspects of the program. They are available to help solve any problems that may arise during the year in Israel such as advising with regard to academic programs and pre-registration for the courses to be taken upon return to the U.S. campus, adjustment and personal counseling, and arranging home hospitality on Shabbat and Holidays. The Liaison monitors the student's individual progress. Parents may maintain contact with the Liaisons during the year.

Liaison for Men’s programs:
Rabbi Joshua Kanter
cell: 052-738-7344
email: jkanter@HTC.edu

Liaison for Women’s programs:
Mrs. Naomi Pollack
voice: 02-641-8731
fax: 02-642-8306.

Continuing Enrollment at HTC

Students in the Israel Experience Program must contact the Dean of the Beis Midrash or Blitstein Institute during the spring semester of their year in Israel for academic advising prior to being allowed to continue their enrollment in HTC on campus. Students enrolled in the Israel Experience Program are required to maintain the same standards of academic progress and religious standards as on-campus students. Although students who have shown adequate academic progress and spiritual growth during their study in Israel may continue their studies on the campuses of Hebrew Theological College, enrollment in certain programs is limited, and the College cannot guarantee prior acceptance into any specific program. As with on-campus students, inadequate academic progress or spiritual growth during the year in Israel may be grounds for probationary status or dismissal from Hebrew Theological College.

For more details please refer to the Israel Experience Program brochure.
COURSE DESCRIPTIONS
201. **Principles of Financial Accounting.** 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: ACCT 201.

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: ACCT 201.

250. **Mathematics and Computation for Business Majors.** 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. (MATH 250) Prerequisite MATH 104 or higher.


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: ACCT 201.
343. **Tax Law.** 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: ACCT 202, ACCT 211.


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: ACCT 253.
ADULT DEGREE COMPLETION PROGRAM (ADCP)

Hebrew Theological College’s Adult Degree Completion Program is open to individuals having significant prior learning in their field but who do not have a bachelor’s degree. 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.

ADCP 100. Adult Degree Completion Program Seminar 1 semester hour. Discussion of informal and formal learning that occurs through varied life experiences. Participants are guided through the development of exhibits and items of evidence that may support a successful assessment of prior learning for the granting of credit. These may include an educational resume and/or a portfolio that demonstrates competencies and knowledge obtained through means other than classroom learning. Preparation and organization of materials for Prior Learning Assessment as it relates to portfolios.
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.

201. Art History. 3 semester hours. A survey of the visual arts, with an emphasis on American and European painters from the Romantics through the Modern Art movement.

203. Fundamentals of Visual Design 3 semester hours. An exploration of basic flat art design fundamentals. The course stresses the importance of identifying one’s artistic concepts and goals for each project, 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. (CAIS 203)

204. Typography and Visual Design 3 semester hours. The development of visual design skills through the use of typography in creation of print and web-based communication, including corporate identity, book design, collateral materials, and web-based design. Survey of the history of typography including specifying type and traditional metal typesetting and the use of letterforms for visual communication. (CAIS 204)

210. Introduction to Drawing. 3 semester hours. Theory and practice in the elements of drawing. Introduction to a variety of media and techniques, focusing on studies in perspective, line, value, and composition.

211. Drawing and Painting Techniques. 3 semester hours. A study of the basics in drawing, composition, design, and color. Exploration of various painting and drawing media, including pen/ink, colored pencils, pastels, watercolors, and mixed techniques.

212. Painting. 3 semester hours. Personal expression through painting techniques. Emphasis on learning how to prepare a painting surface, mix and apply paint, and use of color effectively.

213. Calligraphy. 3 semester hours. Appreciation for the design and structure of the Hebraic and Roman alphabets, through an introduction to the craft of hand lettering. Understanding the symbiosis of form and meaning in classic and modern calligraphy, and its use in decorative and commercial arts. Studio experiences.

220. Music Appreciation. 3 semester hours. An introduction to Western classical music, medieval to contemporary, through lectures, listening, and reading. Emphasis is placed on developing skills with which to discuss, understand, and enjoy music.

230. Education Through the Arts. 3 Semester hours. Exploring the wisdom of, and methods for, incorporating the arts into the curriculum, and teaching the traditional curriculum through the arts. Expanding knowledge and methodological repertoire through hands-on experience in visual arts, music, architecture, drama, kinesthetic learning and creative writing.

299. Independent Study in Arts. 1 to 3 semester hours.
BIBLE

Introduction to Biblical Analysis. 2 semester hours. Each course, 101 through 110, 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.

101. Genesis I.
102. Genesis II.
103. Exodus I.
104. Exodus II.
105. Leviticus I.
106. Leviticus II.
107. Numbers I.
108. Numbers II.
109. Deuteronomy I.
110. Deuteronomy II.

111. The Pentateuch with Commentaries I. 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. 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.

Classic Themes in Bible Studies. 2 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.

121. Genesis I.
122. Genesis II.
123. Exodus I.
124. Exodus II.

131. The Sidra I. 2 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. 2 semester hours. Continuation of BIBL 131. In-depth study of the weekly portion texts from Leviticus and Numbers.
133. The Haftara I. 2 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 Haftara and the weekly portion in the Pentateuch.

134. The Haftara II. 2 semester hours. Continuation of BIBL 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 Haftara is culled.

141. Introduction to Early Prophets I. 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. 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.

Advanced Studies in Torah. 3 semester hours. Courses 201 through 210 are 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.

201. Genesis I.
202. Genesis II.
203. Exodus I.
204. Exodus II.
205. Leviticus I.
206. Leviticus II.
207. Numbers I.
208. Numbers II.
209. Deuteronomy I.
210. Deuteronomy II.

Intensive Studies in Torah: Ramban al HaTorah: Parshanut v’Hagut. 3 semester hours. Courses 211 through 215 are designed for the student with significant proficiency in Biblical Hebrew and considerable experience in traditional study of Tanach and commentaries in their primary sources. These courses 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.

211. Bereishit.
212. Shmot.
213. Vayikrah.
215. D’varim.
Bible

Biblical Topics: Sugyot BeKitvei HaKodesh. Courses 218 through 229 deal with selected, in depth topics or themes culled from various Biblical books and a wide range of rabbinic and modern sources.

218. Mavo L’Torah Sh’Bichtav u’Torah Sh’Baal Peh 3 semester hours. An overview of the structure and composition of the Masoretic Canon, and of the Oral Law. Examination of the hermeneutical and exegetical methods for interpretation of Torah. Traditional approaches to interpreting legal (Midrash Halacha) and narrative (Midrash Aggada) excerpts based on Midot Sh’HaTorah Nidreshet BaHem. Topics to be discussed include authorship and the hierarchical authority of Mesorah, Ta’amei HaMikra.

220. Mavo La'Mikra. 2 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. 2 semester hours. An in depth study of prophecy and the evolving role of the prophet in the Bible and its halachic ramifications.

224. Judges and Justice in Ancient Israel. 2 semester hours. The definition of justice in the Bible, and the role of the king, courts, and judges in its pursuit, in light of a variety of rabbinic sources.

225. The Twelve Tribes. 2 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 semester hours. Analysis of Biblical excerpts highlighted in Rabbinics and incorporated in the liturgical calendar. Focus on prominent readings in the Nevi’im and Ketuvim linked to holy days and events.

228. The King and Monarchy. 2 semester hours. Analysis of Biblical selections, prescriptive and descriptive, regarding the role of the kings and of monarchy in Jewish history and thought. Examination of classic commentaries and halachic sources.

229. Kabbalat HaTorah. 2 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.
Readings in Early Prophets. 2 semester hours. Each course, 230-239, 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.

232. Samuel 1, I.
233. Samuel 1, II.
234. Samuel 2, I.
235. Samuel 2, II.
236. Kings 1, I.
237. Kings 1, II.
238. Kings 2, I.
239. Kings 2, II.

240. Exegetical and Theological Problems in Neviim Rishonim. 2 semester hours. Overview of the major books of Neviim Rishonim. Analysis of classic and modern commentaries addressing textual and philosophic controversies. Topics include: Monarchy – a concession or a precept; true and false prophets; evolving role of the Prophet vis-à-vis the King; comparison of David and Shaul; moral dilemmas in the Houses of David and Shlomo. Discussion of the ramifications to contemporary life.

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.

Readings in Later Prophets. 2 semester hours. Courses 251 through 258 are geared for students with a strong background in Bible and commentaries in their primary sources. Providing an overview of the history and biographies of the prophets, these courses will concentrate on select readings with the guidance of classical commentaries such as Rashi, Metzudot, Radak, and Abravanel, as well as contemporary commentaries.

251. Isaiah I.
252. Isaiah II.
253. Jeremiah I.
254. Jeremiah II.
255. Ezekiel I.
256. Ezekiel II.
257. Minor Prophets I.
258. Minor Prophets II.
270. **Methods of Mefarshei HaMikra.** 2 semester hours. A survey of the major commentaries of the Tanach, their distinct methods of exegesis and approach to hermeneutics.

271. **Biblical Heroines.** 2 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. **David, the King and the Poet.** 2 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. **Readings in Biblical Wisdom Literature.** 2 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. **Drama and Lyricism.** 2 semester hours. A comparative analysis of Esther and Ruth, the literary devices unique to each 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.** 2 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.** 2 semester hours. In-depth study of Haftarot and comparable excerpts related to prophesies of destruction, redemption, and eschatology.

277. **Biblical Heroes.** 2 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.

299. **Independent Study in Bible.** 1 to 3 semester hours. Research and intensive study in selected subjects in Bible under faculty supervision.
Studies in Hagiographa. 2 semester hours. Courses 301 through 319 are offered to students who have demonstrated a high level of proficiency in Biblical Hebrew. Concentration on in depth research and analysis of the textual material in light of the Targumim, medieval scholars such as Rashi, Ibn Ezra, Ramban, Abravanel, as well as later scholars including Malbim and Hirsch.

301. Psalms I.
302. Psalms II.
303. Proverbs.
305. Job.
307. Song of Songs.
309. Ecclesiastes.
311. Ruth.
312. Lamentations.
313. Esther.
314. Daniel I.
315. Daniel II.
316. Ezra.
317. Nechemia.
318. Chronicles 1.
319. Chronicles 2.

Issues and Analysis in Torah: Iyunim B’Parashiot 2 semester hours. Courses 321-325 are designed for students with considerable erudition in Tanach and proficiency in Lashon HaKodesh. Advanced study of select chapters in light of classic and contemporary exegesis, as prototypes for problems in traditional Parshanut.

321. Bereishit v’Noach.
322. Yitro u’Mishpatim
323. Acharei Mot u’Kedoshim
324. Shelach v’Korach
325. HaTochecha


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

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 Nevi’im Rishonim. Focus on Judges, Samuel I & Samuel II.

362. **Issues and Analysis in Early Prophets II.** 3 semester hours. Cont. of BIBL 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 BIBL 363.

370. **Mefarshei HaMikra: Classical Torah Exegetes.** 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 Exegetes 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 Hokhma 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.

391. **Advanced Topics in Tanach.** 2-3 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.

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. (CAIS 106)

206. Intermediate Computer Application Skills. 3 semester hours. Development of 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 multi-sheet interactivity, charting and business formulas, and advance presentation documentation skills. Prerequisite: CAIS/BUSN 106 or equivalent. (CAIS 206)

215. Macroeconomics. 3 semester hours. Elementary aggregate economics, national income accounting and analysis, money, the banking system, fiscal policy, and monetary policy.

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, 105, 110 or placement exam. (MATH 272, PSYC 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.
BUSINESS

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.

306. Advanced Computer Application Skills. 3 semester hours. Development of an advance level of 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 automation and spreadsheet skills with a focus on business analysis. Prerequisite: CAIS/BUSN 206 or equivalent. (CAIS 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.

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: ACCT 201, MATH 250/ACCT 250

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: BUSN 206, BUSN 311 or consent of instructor.

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, BUSN 301, BUSN 311, and two other BUSN or ACCT courses.
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. (BUSN 106)

203. Fundamentals of Visual Design. 3 semester hours. An exploration of basic flat art design fundamentals. The course stresses the importance of identifying one’s artistic concepts and goals for each project, 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. (ARTS 203)

204. Typography and Visual Design 3 semester hours. The development of visual design skills through the use of typography in creation of print and web-based communication, including corporate identity, book design, collateral materials, and web-based design. Survey of the history of typography including specifying type and traditional metal typesetting and the use of letterforms for visual communication. (ARTS 204)

206. Intermediate Computer Application Skills. 3 semester hours. Development of 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 multi-sheet interactivity, charting and business formulas, and advance presentation documentation skills. Prerequisite: CAIS/BUSN 106 or equivalent. (BUSN 206)

209. Object-Oriented Programming. 3 semester hours. Programming using a high-level language such as JAVA. Topics include data types, operators, conditionals, looping, functions, arrays, pointers and structures. Lecture and lab. Prerequisite: CAIS 101 or equivalent.


COMPUTER AND INFORMATION SCIENCES

263. Web Site Design and Development. 3 semester hours. Hands-on web design and development skills using fourth-generation software packages to integrate web page design, graphics, and animation. Topics include user-centered design and integration of audio and video to enhance web sites. Lecture and Lab. Prerequisite or concurrent: CAIS 231 and ARTS 203.

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.

304. Data Structures and Algorithms. 3 semester hours. Implementation and application of the essential data structures used in computer science such as arrays, stacks, queues, trees, and graphs. Analysis of basic algorithms such as sorting and searching algorithms and their relationship to these data structures. Particular emphasis is given to the use of object-oriented design and data abstraction in the creation and application of data structures. Lecture and Lab. Prerequisite: CAIS 209.

306. Advanced Computer Application Skills. 3 semester hours. Development of an advance level of 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 automation and spreadsheet skills with a focus on business analysis. Prerequisite: CAIS/BUSN 206 or equivalent. (BUSN 306)

309. Advanced Object-Oriented Programming. 3 semester hours. Advanced Object-oriented programming concepts using a high-level language such as JAVA. Emphasis on the definition of objects, inheritance, encapsulation, and message passing. Lecture and lab. Prerequisite CAIS 209 or CAIS 215.

315. Advanced Database Programming. 3 semester hours. Programming a database on a web server, using PHP and MySQL. Database definition and manipulation through the command line and also embedded in PHP programs. Populating web screen from a dataset, and updating a database with data entered on web forms. Prerequisites: CAIS 215, CAIS 231.

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: CAIS 215 and CAIS 209 or CAIS 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: CAIS 270, CAIS 272, senior standing.


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: CAIS 215, CAIS 263

380. **Operating Systems.** 3 semester hours. Introduction to basic operating system concepts including system organization for uniprocessors and multiprocessors, scheduling algorithms, process management, deadlocks, paging and segmentation, files and protection, and process coordination and communication. Familiarity with how those features are implemented in several state-of-the-art operating systems. Prerequisite: CAIS 206.

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

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, confronting and affecting 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. 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. Field experience required. Prerequisite: PSYC 101 or departmental approval. (PSYC 262).

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. Prerequisite: ENGL 111. (ENGL 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.

302. Foundations of Education and Curriculum Design. 3 semester hours. The historical and philosophic antecedents to contemporary education and curriculum. Focus on Illinois Learning Standards. The principles, planning and procedures for designing curricula as integrated learning experiences across content areas. Practice in the specific steps in application and periodic evaluation of a curriculum as a reflective and collaborative process. Coordinating issues of sequence, logical and chronological order, cognitive and emotional development, prerequisite knowledge and cultural pluralism. Adaptation of curricula and alternative materials for students with special needs. Field experience required.
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 multi-cultural populations. Practical application and generalization of theoretical constructs. Manifestations of atypical development and disabilities. Field experience required. Prerequisite: EDUC 262 or equivalent. (PSYC 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.

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: PSYC 101 or PSYC 262 or departmental approval. (PSYC 313)

315. The Exceptional Child. 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, learning disabilities, emotional disturbance, physical and sensory impairment, speech and language delay, gifted child. Field experience required. Prerequisite: PSYC 101 or EDUC 262. (PSYC 315)

316. Tests and Measurements. 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: PSYC 272 or departmental approval. (PSYC 316)
317. Characteristics of and Methods of Teaching Students with Disabilities I – LBS I. 4 semester hours. Description of characteristics of students with mild, moderate, severe, and profound development delays as related to the scope of the LBS I certificate. 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. Prepracticum internship required. Prerequisite: EDUC 315 and admission to the Department of Education.


320. Characteristics of and Methods of Teaching Students with Disabilities II – LBS I. 4 semester hours. Description of behavioral, social, and emotional characteristics of students diagnosed with Social/Emotional Disorders, Pervasive Developmental Disorders, Autism Spectrum Disorder, Affective Disorders, and Attention Deficit Disorders, as related to the scope of the LBS I certificate. Discussion of contributing or co-occurring neurological and medical conditions, as well as the implication of co-morbidity. Parameters of academic, social and adaptive functioning. Study of continuum of educational placements and related services. The impact of social and emotional disorders on the individual, family, school, and society. Assessment, methodology, educational and behavioral interventions. Emphasis on proactive approaches to behavior management and classroom instruction. Writing and implement Individual Educational Plan goals and evaluating student progress. Review of latest research findings and technology in the field. Prepracticum internship required. Prerequisites: EDUC 315 and EDUC 319 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 Chumash 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.

325. **Methods in Instruction of Hebrew in Secondary Schools.** 3 semester hours. Analysis of alternate methods, textbooks, curricula in instruction of Hebrew to high school students. Coordination of skills in grammar with oral and reading comprehension. 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. Clinical experience required. Prerequisite: Admission to the Department of Education.

332. **Methods of Teaching Reading and Language Arts.** 4 semester hours. Theories and methods of instruction in reading and language arts. Analysis of the reading process and factors which contribute to reading fluency and comprehension. Comparison of teaching techniques and styles, which focus on the impact of cultural pluralism and special needs on reading. Evaluation of materials and processes for the teaching of reading and writing, incorporation of technology in language arts intervention, with emphasis on prevention and solution of learning difficulties. Critical observation and identification of successful teaching strategies. Specialized techniques and methodology used in the treatment of reading disorders. Understanding and providing remediation for reading disabilities, as well as enrichment for advanced readers. Historical perspectives as well as current research and trends. Prepracticum internship required. Prerequisite: EDUC 302 and Admission to the Department of Education.
333. Mathematics in the Elementary and Middle School. 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 and special needs in math. Prepracticum internship required. Prerequisite: EDUC 302 and admission to the Department of Education.

334. Social Studies in the Elementary and Middle School. 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. Adapting lessons for students with special needs. Prepracticum internship required. Prerequisite: EDUC 302 and Admission to the Department of Education.

335. Science in the Elementary and Middle School. 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 and special needs as related to science instruction. Current research and trends in science education. Lecture and lab. Prepracticum internship required. Prerequisite: EDUC 302 and Admission to the Department of Education.

336. Computer Applications and 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 and enrichment. Overview of adaptive technology for students with special needs. Prepracticum internship required. Prerequisite: Departmental approval.

340. Strategies for Behavior Management in the Classroom. 3 semester hours. A holistic, proactive approach to behavior management which focuses on the physiological, psychological and cultural/social factors affecting behavior and learning. Analysis of the communicative function of behavior, and principles and techniques that are successfully applied to the development and maintenance of adaptive and full growth human behavior. Review of a variety of change agent methods, including anxiety and habit control, social skill training and reinforcement techniques. Use of technology to develop, monitor, and evaluate behavior plans. Prepracticum internship required. Prerequisite: Admission to the Department of Education.
350. Problems in Language Development. 3 semester hours. A study of the language and motor challenges observed in infants and school age students. Etiological theories, definitions, and characteristics of various language difficulties and motor impairments are presented. Treatment and intervention, including technological advances, are explored. Field experience required. (PSYC 350/EDUC 350)

351. 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. Prepracticum internship required. Prerequisite: EDUC 315.

353. 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.

354. Public Policy and School Choice. 3 semester hours. Examination of variant perspectives on the political and sociological factors that have shaped American public education; the historical and legislative development of the common school, its governance, financing and evolving mission(s). Understanding the impetus behind the “school choice” movement, and the legal/constitutional problems posed by vouchers, tax credits, charter schools and outsourcing. Critical analysis of school voucher experiments; comparison of achievement records between private and public schools; examination of models from foreign countries. Overview of school law issues regarding diversity, accountability, and teacher performance. Prerequisite: Admission to the Department of Education.

370. Clinical Experiences and Field Work. 3 semester hours. Completion of required hours of clinical experiences and field work in an approved clinical site. Weekly seminar. Prerequisites: Admission to the Department of Education and departmental approval.
EDUCATION

375. **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.

377. **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 per departmental guidelines and approval.

378. **Judaic Studies/Hebrew Teacher Student Teaching and Seminar.** 6 semester hours. Student teaching in an approved Hebrew Day School or equivalent placement, 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. Prerequisite: Advance application as per departmental guidelines and departmental approval.
101. Fundamentals of Composition. 3 semester hours. Specific instruction and intensive practice of written expression. Study of the composing process, thesis construction, paragraph development, and essay structure with special attention to grammar and mechanics. This course is designed for students who need additional preparation before enrolling in English 111. Enrollment by placement. Does not fulfill LAS core requirement for composition. Satisfactory completion requires a grade of “C” or better.


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. Prerequisite: ENGL 111.

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. Prerequisite: ENGL 111.

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. Prerequisite: ENGL 111.

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: ENGL 111.
ENGLISH

213. **Advanced Composition: Rhetoric: 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.

255. **Oral Interpretation of Literature.** 3 semester hours. Development of intellectual and emotional responsiveness to prose, poetry and drama, and the ability to communicate this responsiveness to others. Study of the elements of literary texts as well as various literary modes and genres. Readings in literature of various cultures, periods and regions. (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. Prerequisite: ENGL 111.

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. Prerequisite: ENGL 111.

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. Prerequisite: ENGL 111.

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. Prerequisite: ENGL 111. (EDUC 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: ENGL 111 and one 200-level literature course, either completed or concurrent.

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: ENGL 111. May not be taken for credit if ENGL 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: ENGL 111. May not be taken for credit if ENGL 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. Prerequisite: ENGL 111.

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: ENGL 211.

315. **Creative Writing Workshop.** 3 semester hours. In-depth study of and practice in the creative process and specialized techniques of writing publishable fiction and poetry. Extensive work in writing, revising, and editing. Prerequisites: ENGL 211 and one literature course (not including ENGL 255 or ENGL 295) or 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. Prerequisite: ENGL 111.

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. Prerequisite: ENGL 211.
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: ENGL 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. Course will focus on understanding cultural and historical contexts through critical and comparative analysis. Prerequisite: ENGL 111.

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, Thackery, 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: ENGL 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: ENGL 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: ENGL 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: ENGL 285 or departmental approval.

360. American Women Writers. 3 semester hours. Study of often forgotten authors of American literature, including Bradstreet, Stowe, Dickens, Chopin, Alcott, Jewett, Porter, and Parker. Historical and critical perspectives on themes and ideologies will be emphasized. Prerequisite: ENGL 285 or departmental approval.

365. British Women Writers. 3 semester hours. A critical and historical study of the women’s movement through works by Wolstonecraft, Austen, the Brontes, Eliot, Barret Browning, and Woolf among others. Prerequisite: ENGL 276 or departmental approval.
ENGLISH

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. Prerequisite: ENGL 111.

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: ENGL 275, 276 or 285 and one other 200-level literature course completed or concurrent.
HEBREW

101. Beginning Hebrew. 2 semester hours. Introduction to modern Hebrew language, conversation and reading with emphasis on everyday vocabulary. Geared for the novice, this course will focus on developing reading skill and comprehension in both print and script forms. Class size is limited to ensure individual attention and maximize student participation.

109. Elementary Hebrew I. 3 semester hours. An intensive course covering the reading, writing and speaking of Hebrew. Prerequisite: HEBR 101 or equivalent.


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: HEBR 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: HEBR 111.

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: HEBR 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: HEBR 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: HEBR 211.

242. **Biblical Hebrew II.** 3 semester hours. Continuation of HEBR 241. Special emphasis on the grammatical structure of both regular and irregular verbs.


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: HEBR 304.

311. **Introduction to Modern Hebrew Literature.** 2 semester hours. Development of skills in literary analysis and interpretation as well as skills in critical reading. Enhancement of proficiency in written and oral expression in Hebrew. Examination of various genres of classical selections of literature in the modern era.

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 12th century. Study of the moral fable, the parable, early religious and secular hymns and epics.

314. **Medieval Hebrew Poetry.** 3 semester hours. Medieval poetry; emphasis on the works of Solomon Ibn Gabirol, Moses ibn Ezra, and Judah HaLevi.

315. **Medieval Hebrew Prose.** 3 semester hours. Medieval prose; emphasis on literary analysis of selected essays from the writings of Nachmanides, Abraham ibn Ezra and Isaac Abravanel.

316. **Readings in Modern Hebrew Literature.** 3 semester hours. A survey course of modern Hebrew literature beginning with the middle nineteenth century writers.
HEBREW

317. Contemporary Hebrew Literature. 3 semester hours. Readings in various genres from writings that exemplify the renaissance of Hebrew literature. Development of skills in literary analysis, in oral and written expression, reading comprehension and appreciation of various literary devices.

322. Women in Hebrew Literature. 3 semester hours. Literature by or about women; includes writings by women, portrayal of female characters, attitudes toward women.

323. Churban and Shoah in Hebrew Literature. 3 semester hours. A seminar exploring the treatment of the Holocaust and antecedent national disasters in the history of Hebrew Literature. Selections from Lamentations to medieval piyut to modern poetry and prose such as Wiesel, Katzenelson, etc.

324. Jerusalem in Hebrew Literature. 3 semester hours. A seminar exploring the treatment of Jerusalem — the city and the symbol — in the history of Hebrew literature from the middle ages through contemporary times. Readings in various genres for the development of skills in literary analysis, in oral and written expression in Hebrew, comprehension and appreciation of various literary devices.

330. Topics in Hebrew Literature. 3 semester hours. A seminar exploring a select author, theme, era, or genre in Hebrew Literature. Discussion, readings in literary criticism, and extensive writing. May be repeated for credit.
101. **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.

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. (Fulfills non-western history requirement)

131. **History of Ancient Israel: The First Commonwealth.** 2 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 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.
HISTORY

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. (Fulfills non-western history requirement)

203. Topics in Contemporary Jewish History. 2 semester hours. A study of the historical perspective of contemporary Jewish history including assimilation, the Holocaust, Zionism, the modern State of Israel, Soviet Jewry, ecumenicism, 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. Main currents in the development of American institutions and values, with a focus on the Colonial and Revolutionary War periods. Major 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. Particular attention to 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. Jews in American History. 3 semester hours. Survey of major Jewish personalities and contributions made to the development of American economy, culture and government. From anti semitism and assimilation to cultural pluralism the development of American Jewish identity and political parity.

209. Third World Countries in the Twentieth Century. 3 semester hours. The emerging power of Asian, African, and South American nations and their impact on global economics, politics, and culture. Topics to be discussed include nationalism vs. colonialism; cultural diversity and conflict; impact of technology and multinational economics on third world societies. (Fulfills non-western history requirement).
213. **Ashkenazic Jewry in the Middle Ages.** 2 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 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.

220. **History of the Jews of Yemen.** 2 semester hours. This course will explore the history and culture of the Jews of Yemen. Through the use of original sources, that community’s level of influence and interaction with the Torah centers of Babylon/Iraq, Eretz Yisroel, and Europe will be delineated. Special attention will be paid to the relationship of the Rambam with the populace, and the various messianic campaigns that engulfed Jewry there. The course will also include the acculturation and assimilation of Yeminite Jewry into the modern State of Israel.

222. **National and Cultural Conflicts in the Mishnaic Era.** 2 semester hours. An examination of the political and theological factors that led to the insurrection against Rome, the ideological differences between the Conformist and the Rebel, the effects of this revolution on the development of nationalism in subsequent Jewish history. Comparison of effects in this revolution to insurrections against Assyrian and Greek invasions.

223. **The Mussar Movement.** 2 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 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 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.
HISTORY

232. **Women and Jewish History.** 2 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.

235. **Jews and the Renaissance.** 2 semester hours. An overview, from Jewish and secular sources, on Renaissance life. Historical readings supplemented by studies in the lives and writings of Jewish scholars reflecting 200 years of Italian Jewry. Explore the contrast of the particular Renaissance character to its predecessors in medieval times and to contemporary Jews in Poland, Turkey and Holland.

241. **History of the Oral Law.** 2 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.

251. **Tkufat HaTanaim: Analysis of the Hasmonean Era 300 BCE – 200 CE.** 3 semester hours. The transformation of ancient Israel at the end of the Second Commonwealth; the impact of Hellenism followed by Roman conquest on the governance and culture of Israel. Discussion of: the ascendancy and ultimate corruption of the Hasmonean dynasty; the rise of the Sanhedrin; the conflict between Perushim and Tzedokim; proliferation of sects and the causes. Analysis of the primary leaders of the Mishnaic Era and their role in religious, political and civic aspects of life.

299. **Independent Study in History.** 1 to 4 semester hours. Research and intensive study in selected subjects in history 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. (Fulfills non-western history requirement).

303. **The Holocaust.** 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, Alfas, Shlomo ibn Gabirol, Judah HaLevy, Abraham ibn Ezra, Maimonides, and others. Muslim Spain and Christian advance.

316. The Sephardic Diaspora. 3 semester hours. Rise of Ottoman Turkey. Jewish communities in North Africa, Holland, Israel and the Middle East from the time of the Expulsion until the 18th century. Their political, social and economic positions in Moslem society and the cultural development of Sephardic Jewry. The devastation of the Sephardic Communities in the aftermath of the Sabbatai Zevi debacle. (Fulfills non-western history requirement).

318. Leadership of Sephardic and Middle East Jewry in the Modern Era. 2 semester hours. Development of identity and community structures of Edot HaMizrach from the Renaissance to the end of the 19th century. Migratory patterns of Sephardic Jews, settlements across the Mediterranean coastline to the heart of the Saudi Peninsula. Great Torah personalities from Babylon to Italy, from Morocco to Turkey, their religious leadership and contributions to the body of the Hebraic/Judaic literature and learning.

323. Jewish Communities in Eastern Europe. 3 semester hours. Jewish settlement in Poland, Russia, and the Balkans, from the seventeenth century until World War II. 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.

325. Jewish Responses to the World of the Renaissance. 3 credit hours. The ideas and development of the Renaissance are explored in a broad European context, leading to a thorough examination of Jewish responses to and interactions with the Renaissance. Special focus on individual and communal reactions to this time of growing secularization, including the struggle inherent in attempting to acculturate the world while not yielding to assimilating forces; the resultant strengthening of religious conviction evolving from amplified efforts to view new concepts and ideas from a traditional Jewish perspective.
HISTORY

326. Tekufat HaHaskala: Emancipation and Enlightenment and the Counterforces. 2 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, emerging Arab nationalism on the formation of the current geographic, cultural, and political structure of the Middle East. (Fulfills non-western history requirement).

331. The State of Israel. 3 semester hours. Understanding the ideological, political, historical, and economic forces that shaped the early Zionist settlements through the establishment of the State, and its constant struggle to survive. The impact of nationalism, socialism, religion, ethnicity, and recurring war in the formation of the social and political institutions and character of a nation.

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. Restoration of the Biblical theocratic concept within the framework of a political nationalism movement.

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.

399. Senior Seminar in Jewish History. 3 semester hours. This course is required for all majors in Jewish History and should be taken during the semester preceding anticipated graduation. The seminar serves as a capstone experience to offer both a summative review and fresh consideration of various historical arguments, assumptions, methods, and sources. This course will also explore the possible applications of the study of history both within and outside of academia. Students will research and write an independent and original thesis that will serve as the final requirement for majors within the Department of History.
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 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 semester hours. Legal principles guiding the formulation of Sabbath laws. Philosophy and requirements of proper observance of the Sabbath laws. Focus on the Melakhot for which there are fundamental differences between Shabbat and Yom Tov.

129. **Festivals I.** 2 semester hours. The philosophy and requirements of proper observance of the High Holidays and Sukkot.

130. **Festivals II.** 2 semester hours. Philosophy and Halacha of Shalosh Regalim and minor festivals such as Chanuka. 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 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. **Death and Mourning.** 2 semester hours. The halacha regarding death and mourning practices, and the philosophic views and theological foundations underlying Jewish customs.

221. **Family Life in Halachic Literature.** 2 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.** 2 semester hours. In-depth study of dietary laws, halachic principles and responsa regarding Kashrut. Prerequisite: JLAW 125 or equivalent.
227. Shabbat Laws. 2 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: JLAW 127 or equivalent.

229. Women and the Halacha I. 2 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. 2 semester hours. Continuation of JLAW 229. 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. 2 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.

232. Halachic Differences: Ashkenazim and Sephardim. 2 semester hours. This course examines the major differences in the rulings on Jewish Law between Ashkenazic and Sephardic rabbinical authorities, with particular emphasis on issues surrounding Shabbat observance, Pesach, Kashruth, Tefillah, Niddah, Bar/Bat Mitzvah. Discussion will focus on the premises and rationales underlying those differences through a study of selected responsa culled from rabbinical sources in both schools.

233. Jewish Calendar. 2 semester hours. The underlying logic in the calculation of the Jewish Calendar, resolving the conflict between lunar/solar determinants and the authority of Beis Din in definition of time. Discussion will focus on issues such as the Halachic ramifications in Hilchot Rosh Chodesh, the leap year, and international time line.

234. The Land of Israel in the Halacha. 2 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.

236. The Haggadah. 2 semester hours. Halachic issues of Seder night as expressed in the Haggadah and the rationale behind its composition. Understanding the rich layers of interpretive literature of the various parts of the Haggadah. Discussion of exegetical, hermeneutical, and Halachic issues.

240. Ta’amei HaMinhagim: The Roots and Rationales for Judaic Customs. 2 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.
271: Topics in Choshen Mishpat. 2 semester hours. Examination, utilizing both primary and secondary sources, of the application of Halachic principles to contemporary civic and social problems arising from such issues as financial and other contractual transactions, relations between neighbors and partners, and workplace obligations.

273. Issues in Halacha: Bein Adam L’Chavero. 2 semester hours. Halakhic perspectives on interpersonal relations and obligations. Differentiation between acts of Chesed (beyond the letter of the law) and mandates of Jewish Law. Among the topics to be discussed are: Halakha impacting Employee/Employer relationships, Seller/Buyer transactions, familial obligations, social welfare.

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. 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. Placement by examination or MATH 100.

104. College Algebra. 3 semester hours. Rational expressions, equations and functions, radicals and complex numbers, quadratic equations, functions and inequalities, exponential and logarithmic functions, conic sections. Prerequisites: Placement by examination or MATH 101.

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.

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 or MATH 105.

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 or MATH 104.

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.

250. Mathematics and Computation for Business Majors. 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. (ACCT 250) Prerequisite MATH 104 or higher.
261. Calculus I. 5 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 or equivalent.


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.


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, 105, 110 or placement exam. (BUSN 272, PSYC 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.
103. **Survey of Life Sciences.** 3 semester hours. An overview of basic theories of biology, including theories of the cell, biogenesis, genetic continuity, adaptations of organisms to the environment, and biodiversity.

113. **Introduction to Biology** 4 semester hours. Concepts and processes fundamental to life science and the manner in which the scientific method is applied to its study in the laboratory and in the field. Topics include classifications, cell biology, genetics, biodiversity, human physiological systems, and ecosystems. Lecture, demonstration, and lab.

135. **Introduction to Physics.** 4 semester hours. Non-calculus introduction to physics, focusing on central concepts of physics; mechanics, magnetism, electricity, optics, and sound. Discussion of history and contemporary issues. Lecture, demonstration, and lab.

140. **Principles of General Chemistry.** 4 semester hours. Lecture, discussion, and laboratory covering the development of basic chemical principles, including molecular structures, states of matter, energetics, and stoichiometry of reactions.

152. **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 word combinations related to usage in pharmacology, oncology, radiology, nuclear medicine, and psychiatry.

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 digestion. Discussion of metabolism, energy management, health and their evolution across the life-cycle. The role of health professionals in resolving nutrition-related pathology.

160. **Physics I.** 4 semester hours. This course is the first semester of a two-semester course in physics designed to meet the needs of liberal arts, life science, and health science students. Algebra is used throughout the course. Topics include kinematics, 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 or equivalent or consent of instructor.

161. **Physics II.** 4 semester hours. This course is a continuation of NSCI 160. 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: NSCI 160 or equivalent.
170. General Chemistry I. 4 semester hours. This course is the first in a two semester sequence (NSCI 170 and NSCI 171) designed for students enrolled in science and/or certain pre-professional 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. The course includes weekly hands-on laboratory activities. Prerequisites: MATH 101 or equivalent or consent of instructor; and one year of high school chemistry or consent of instructor.

171. General Chemistry II. 4 semester hours. This course is a continuation of NSCI 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. The course includes hands-on weekly laboratory activities. Prerequisite: NSCI 170 or equivalent.

180. General Biology I. 4 semester hours. This course is the first semester of a two-semester course in the basic principles of biology. Emphasis is placed on cellular biochemistry, physiology and photosynthesis. The function of DNA and RNA in gene function and protein synthesis is also stressed. Lecture and lab. Prerequisite: NSCI 113 or one year of high school biology; high school chemistry or its equivalent.

181. General Biology II. 4 semester hours. As a continuation of NSCI 180, this course presents heredity, Mendelian genetics, evolution, reproduction and development, ecology, and the physiology of selected organ systems. Lecture and lab. Prerequisite: NSCI 180 or equivalent.


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. Emphasis on the use of proper terminology and the application of physical laws to the normal and pathophysiological processes. The interaction of all systems is introduced. Lecture, discussion, demonstration, and lab. Human cadaver observations are included in the course. Prerequisite: A college level biology course or adequate background as determined by the Biology Assessment test. Recommended: NSCI 140.
NATURAL SCIENCE

202. Human Anatomy and Physiology II. 4 semester hours. Continuation of NSCI 201. The normal anatomy and physiology of the circulatory, lymphatic (defense), respiratory, digestive, urinary, and reproductive systems including basic embryology. Control mechanisms and the General Adaptation Syndrome will illustrate the overall mechanisms of maintaining physiological homeostasis. Lecture, discussion, demonstration, and lab. Human cadaver observations are included in the course. Prerequisite: NSCI 201 or equivalent.

240. Principles of Organic Chemistry. 4 semester hours. Overview of the structure, nomenclature, properties, preparation, and reactions of the main organic functional groups. Introduction to biochemistry, including categories of biomolecules and pharmaceuticals. Lecture and Lab. Prerequisite: NSCI 140 or equivalent.

261. Microbiology and Health. 4 semester hours. A lecture, discussion and laboratory course on microorganisms and the human body, with a special emphasis on disease, infection protection, viral and microbial genetics, parasites and fungi, as well as the beneficial aspects of these life forms. Prerequisite: A college level biology course or adequate background as determined by the Biology Assessment test.

263. Human Heredity. 3 semester hours. Introduction to classic Mendelian and molecular genetic processes as they apply to the study of human inheritance. Application of modern biological theory to the study of genetics, the effect of genetic transmission on population change. Public policy and social issues related to recent advances in the study of human heredity.

270. Organic Chemistry I. 4 semester hours. This course is an introduction to the theories, structures, and reactions of organic chemistry, including the properties of various functional groups. Course 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. This course also includes weekly hands-on laboratory activities including preparations, separations, and identifications of organic compounds. Includes one three-hour laboratory per week. Prerequisite: NSCI 171 or equivalent.

271. Organic Chemistry II. 4 semester hours. This course is a continuation of NSCI 270. Course 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. Includes one three-hour laboratory per week. Prerequisite: NSCI 270 or equivalent.
278. **Anatomy and Physiology of the Vocal Mechanism.** 4 semester hours. Human anatomy, physiology and neurology of breathing, phonation and articulation. Laboratory includes three dimensional modeling of anatomic structures, and readings in current physiological research. (SPCH 278) Prerequisite: A college level biology course or adequate background as determined by the Biology Assessment test.

283. **Ecology.** 4 semester hours. Relationship of organisms to their physical environment and to each other at the organismic, species, population, and community levels. Biomes will be presented as well as the effect of man on the changing environment. Laboratory and field experiences are included.

299. **Independent Study in the Natural Sciences.** 1 to 3 semester hours.

322. **Brain and Behavior.** 4 semester hours. Introduction to neuroanatomy and physiology of the nervous system, and their relation to motor function, perception, memory, and learning. Exploration of biological bases of psychology and psychopathology. Lecture, demonstration, and laboratory. (PSYC 322). Prerequisite: PSYC 101 and a college level biology course or adequate background as determined by the Biology Assessment Test.
**PHILOSOPHY**

101. **Introduction to Medieval Jewish Philosophy.** 2 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.

103. **Introduction To Philosophy.** 3 semester hours. Introduction to some of the recurring problems in philosophy. Problems discussed may include our knowledge of the existence of G-d, the problems of induction and scientific laws, the source of moral obligation, rules of rhetoric and logic.


122. **Religion II.** 2 semester hours. Continuation of PHIL 121. Fundamentals of Judaism. Emphasis on religious truth, the individual approach to fundamental principles, and their expression in practice.

130. **Survey of Great Jewish Thinkers.** 2 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 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 semester hours. Continuation of PHIL 208. An in depth study of the weekday and festival prayers.

210. **Introduction to Jewish Ethics.** 2 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 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 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.** 2 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.** 2 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.** 2 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.** 2 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.** 2 semester hours. The classic works of Hilchot De'ot and Yesode HaTorah of the Rambam.

236. **The Eight Chapters.** 2 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.** 2 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.** 2 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.


263. **Medieval Jewish Philosophy III.** 2 semester hours. R’ Judah HaLevi's HaKuzari. His confrontation with the philosophy of his day as well as with Islam and Christianity. His emphasis on historical revelation.

264. **Medieval Jewish Philosophy IV.** 2 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.
PHILOSOPHY


274. Modern Jewish Philosophy II. 2 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. 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. 2 semester hours. Readings in contemporary Jewish business ethics. Discussion of ethical principles underlying Jewish law regarding property rights, commercial transactions, etc.


311. Readings in Maharal. 2 semester hours. The philosophy and mysticism of the Maharal as expounded in his various works.

312. The Maharal: Exegetical and Philosophical Writings. 2 semester hours. Selected readings on the historiosophy and philosophical interpretations of the Tanakh in seminal works such as Gur Aryeh.

315. Readings in Ramchal. 2 semester hours. Selected readings in the works of Rabbi Moses Chayyim Lutzato, focusing on ethics in Messilat Yesharim and Derekh Hashem.

316. Readings in Ramchal II. 2 semester hours. Selected readings in the works of Rabbi Moses Chayyim Lutzato, focusing on his cosmogony and mysticism.

317. Readings in Chassidic Writings. 2 semester hours. Analysis of select philosophical 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. Halakhic 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 halakhic 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

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.
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: PSYC 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. (SOCI 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. (EDUC 262). Prerequisite: PSYC 101 or departmental approval.

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: PSYC 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. (SOCI 267) Prerequisite: PSYC 217 or equivalent.

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, 105, 110 or placement exam. (BUSN 272, MATH 272)
286. Psychology and Biology of Visual and Auditory 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: PSYC 101 and a college level biology course or adequate background as determined by the Biology Assessment Test, or departmental approval.

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.

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 it relates to various psychopathology and treatment. Prerequisite: PSYC 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. (EDUC 305) Prerequisite: EDUC 262 or equivalent.

306. Normal Language Development. 3 semester hours. Theories explaining language development and its implications for educators and practitioners. Focus on the development of phonology, morphology, syntax, semantics and pragmatics in language. Review and critical analysis of the latest developments in research in America and Europe, particularly with regard to diverse populations. Manifestations of atypical language development and disabilities. Field experience required. Prerequisite: PSYC 101, 262, or equivalent. (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. (SOCI 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. (EDUC 313) Prerequisite: PSYC 101 or PSYC 262 or departmental approval.

315. **The Exceptional Child.** 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, learning disabilities, emotional disturbance, physical and sensory impairment, speech and language delay, gifted child. Clinical experience required. (EDUC 315) Prerequisite: PSYC 101 or PSYC 262.

316. **Tests and Measurements.** 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. (EDUC 316). Prerequisite: PSYC 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: PSYC 101 or PSYC 262 or departmental approval.

322. **Brain and Behavior.** 4 semester hours. Introduction to neuroanatomy and physiology of the nervous system, and their relation to motor function, perception, memory, and learning. Exploration of biological bases of psychology and psychopathology. Lecture, demonstration, and laboratory. (NSCI 322). Prerequisite: PSYC 101 and a college level biology course or adequate background as determined by the Biology Assessment Test.

350. **Problems in Language Development.** 3 semester hours. Etiological theories, definitions, and characteristics of various language difficulties and impairments are presented. Treatment and intervention, including technological advances, are explored. Field experience required. (EDUC 350/SPCH 350)

372. **Research Methods in Psychology.** 4 semester hours. Laboratory and lecture course focusing on the logic, theory and methods of psychological research. Application of experimental techniques and statistical analysis to a wide range of psychological hypotheses. Use of computer retrieval and various Internet search engines along with traditional literature research will be explored. Prerequisite: PSYC 272 or departmental approval.
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.

201. Individuals, Groups and Society. 3 semester hours. Individual and group relationships in society in terms of primary and secondary groups, crowds and publics, collective behavior and social movement.

214. Ethnic Groups in America. 3 semester hours. Nature of ethnic and minority groups. Acculturation and assimilation, relations to dominant groups and institutions, nature and causes of prejudice, cultural particularity and contributions.

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. (PSYC 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. (PSYC 267) Prerequisite: PSYC 217 or equivalent.

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. (PSYC 309)
SPEECH

101. Foundations of Communication. 3 semester hours. Principles and applications of speech composition, attitudes and techniques essential to verbal and non-verbal communication, organization, delivery, group dynamics, conflict management, sources of material and language usage. Extensive practice and observation of various modalities of communication.


255. Oral Interpretation of Literature. 3 semester hours. Development of intellectual and emotional responsiveness to prose, poetry and drama, and the ability to communicate this responsiveness to others. Study of the elements of literary texts as well as various literary modes and genres. Readings in literature of various cultures, periods and regions. (ENGL 255)

272. Speech and Hearing Science. 3 semester hours. Study of sound generation and transmission, measurement and analysis of sound, and psychophysical methods. Topics include psychoacoustics and speech production, acoustics and perception.

275. Phonetics. 3 semester hours. Study of the international phonetic alphabet, with a focus on phonetic transcription. Articulatory phonetics, disorders of speech and dialects will be explored in addition to motoric description of variations in speech. Training in transcription of English and Hebrew speech sounds, introduction to phonological analysis and articulation processes. Field experience required.

278. Anatomy and Physiology of the Vocal Mechanism. 4 semester hours. Human anatomy, physiology and neurology of breathing, phonation and articulation. Laboratory includes three dimensional modeling of anatomic structures, and readings in current physiological research. (NSCI 278) Prerequisite: A college level biology course or adequate background as determined by the Biology Assessment Test.

306. Normal Language Development. 3 semester hours. Theories explaining language development and its implications for educators and practitioners. Focus on the development of phonology, morphology, syntax, semantics and pragmatics in language. Review and critical analysis of the latest developments in research in America and Europe, particularly with regard to diverse populations. Manifestations of atypical language development and disabilities. Field experience required. Prerequisite: PSYC 101, 262, or equivalent. (PSYC 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.
SPEECH

350. Problems in Language Development. 3 semester hours. Etiological theories, definitions, and characteristics of various language difficulties and impairments are presented. Treatment and intervention, including technological advances, are explored. Field experience required. (EDUC 350/PSYC 350).
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 Beitzah**
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.
TALMUD AND RABBINICS

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.
TALMUD AND RABBINICS

TALMUD TRACTATE SERIES I

In these series of courses the focus is on an in-depth analysis of the particular tractate covered. 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.

Talmud 151-182. 6 semester hours

| 155. Pesachim I       | 166. Nedarim II       | 177. Sanhedrin I      |
| 156. Pesachim II      | 167. Gittin I         | 178. Sanhedrin II     |
| 158. Sukka II         | 169. Kiddushin I      | 180. Makkot II        |
| 161. Yevamot I        | 172. Bava Kamma II    |                         |

188-189. 3 semester hours

188. Tractate Seminar I
189. Tractate Seminar II

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.

TALMUD AND RABBINICS

TALMUD TRACTATE SERIES II

Tractate Series II 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.

Talmud 201-232. 6 semester hours

201. Berachot I  
202. Berachot II  
203. Shabbat I  
204. Shabbat II  
205. Pesachim I  
206. Pesachim II  
207. Sukka I  
208. Sukka II  
209. Beitza I  
210. Beitza II  
211. Yevamot I

212. Yevamot II  
213. Ketuvot I  
214. Ketuvot II  
215. Nedarim I  
216. Nedarim II  
217. Gittin I  
218. Gittin II  
219. Kiddushin I  
220. Kiddushin II  
221. Bava Kamma I  
222. Bava Kamma II

223. Bava Metzi’a I  
224. Bava Metzi’a II  
225. Bava Batra I  
226. Bava Batra II  
227. Sanhedrin I  
228. Sanhedrin II  
229. Makkot I  
230. Makkot II  
231. Chulin I  
232. Chulin II

238-239. 3 semester hours

238. Tractate Seminar I  
239. Tractate Seminar II

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.

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TALMUD TRACTATE SERIES III

Tractate Series III 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 Halakhic conclusions. The course will cover different aspects of the analysis of the Rishonim and Achronim covering the material in question.

Talmud 251-282. 6 semester hours

252. Berachot II  263. Ketuvot I  274. Bava Metzi’a II  
255. Pesachim I  266. Nedarim II  277. Sanhedrin I  
256. Pesachim II  267. Gittin I  278. Sanhedrin II  
257. Sukka I  268. Gittin II  279. Makkot I  
258. Sukka II  269. Kiddushin I  280. Makkot II  
261. Yevamot I  272. Bava Kamma II  

288-289. 3 semester hours

288. Tractate Seminar I  
289. Tractate Seminar II  

TALMUD AND RABBINICS

TALMUD TRACTATE SERIES IV

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.

Talmud 301-332. 6 semester hours

301. Berachot I 312. Yevamot II 323. Bava Metzi’a I
302. Berachot II 313. Ketuvot I 324. Bava Metzi’a II
304. Shabbat II 315. Nedarim I 326. Bava Batra II
305. Pesachim I 316. Nedarim II 327. Sanhedrin I
306. Pesachim II 317. Gittin I 328. Sanhedrin II
311. Yevamot I 322. Bava Kamma II
323-339. 3 semester hours

338. Tractate Seminar I
339. Tractate Seminar II


399. Advanced Talmudic Research Project. 2-4 semester hours. Research and intensive study in selected subjects in Talmud under faculty supervision.
321. **Shulchan Arukh: Orach Chayim: Hilchos Shabbos I.** 6 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 Arukh: Orach Chayim: Hilchos Shabbos II.** 6 semester hours. Continuation of RABB 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 Arukh: Orach Chayim: Hilchos Shabbos III.** 3 semester hours. Continuation of RABB 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 Arukh: Orach Chayim: Hilchos Eruvin.** 6 semester hours. Laws regarding the construction of an Eruv for connecting neighbors, neighborhoods and cities.

327. **Shulchan Arukh: Orach Chayim: Hilchos Pesach.** 6 semester hours. Laws of chametz regarding mixtures and ownership.

331. **Shulchan Arukh: Yoreh De'ah: Hilchos Melicha.** 6 semester hours. Laws concerning the blood removal process in the kosher preparation of meat.

333. **Shulchan Arukh: Yoreh De'ah: Hilchos Basar BeChalav I.** 6 semester hours. Laws concerning prohibited mixtures of meat and milk.

334. **Shulchan Arukh: Yoreh De'ah: Hilchos Basar BeChalav II.** 6 semester hours. Continuation of RABB 333. Laws concerning prohibited mixtures of meat and milk.

335. **Shulchan Arukh: Yoreh De'ah: Hilchos Ta'aruvos I.** 6 semester hours. Laws concerning mixtures of permitted and forbidden foods.

336. **Shulchan Arukh: Yoreh De'ah: Hilchos Ta'aruvos II.** 6 semester hours. Continuation of RABB 335. Laws concerning mixtures of permitted and forbidden foods.

337. **Shulchan Arukh: 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 Arukh: Yoreh De'ah: Hilchos Taharas HaMishpacha I.** 6 semester hours. Jewish Family life. The laws of Niddah and questions dealing with contemporary problems.


351. Shulchan Arukh: Yoreh De'ah: Hilchos Aveilus. 3 semester hours. Laws concerning mourning, burial, grief, shiva and kaddish.

371. Shulchan Arukh: Yoreh De'ah: Hilchos Safrus. 3 semester hours. Laws concerning the writing of Torah Scrolls and mitzvos related to mezuzah and tefilin.

Semicha Program Seminar Courses
Seminar courses are offered during the five-six week spring and summer terms and are presented at the level of study corresponding to the level in the fall and winter terms. Specific course content of seminar courses depends on the point in the Semicha program cycle of the class and will vary from semester to semester. Topics may be chosen from the subject studied during the previous semester or from the areas to be covered as independent study.

361. Semicha Seminar I. 3 semester hours
362. Semicha Seminar II. 3 semester hours
363. Semicha Seminar III. 3 semester hours
ADMINISTRATIVE OFFICERS

Rabbi Dr. Jerold Isenberg
Chancellor — Chief Executive Officer

Rabbi Avraham Friedman
Rosh HaYeshiva — Chief Academic Officer

Rabbi Sender Kutner
Vice President for Administration — Chief Financial Officer

Dr. Esther Shkop
Dean, Blitstein Institute for Women

Rabbi Michael A. Myers
Dean, Max Bressler School of Advanced Hebrew Studies, Men’s Division
Dean, William and Lillian Kanter School of Liberal Arts and Sciences, Men’s Division

Rabbi Binyomin Olstein
Menahel Ruchani, Blitstein Institute

Rabbi Zvi Zimmerman
Mashgiach Ruchani

Mrs. Rita Lipshitz
Assistant Dean of Blitstein Institute

Rabbi Shmuel Leib Schuman
Registrar and Financial Aid Officer

Rabbi Yaakov Friedman
Development Coordinator

Rabbi Joshua Zisook
Director of Admissions, Beis Midrash

Rabbi Joshua Kanter
Mrs. Naomi Pollack
Israel Experience Program Liaisons
<table>
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<tr>
<th>Name</th>
<th>Degrees held</th>
<th>Educated at</th>
<th>HTC Academic Discipline</th>
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<tbody>
<tr>
<td>Dr. Richard Aronoff</td>
<td>EdD MA BS</td>
<td>University of N. Colorado Roosevelt University University of Illinois</td>
<td>Psychology Education</td>
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<tr>
<td>Mrs. Malkie Eisenberg</td>
<td>MA BA</td>
<td>Northeastern IL University Pace University</td>
<td>English</td>
</tr>
<tr>
<td>Dr. Shana Erenberg</td>
<td>PhD MA BA</td>
<td>Northwestern University Northeastern IL University Northeastern IL University</td>
<td>Education</td>
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<tr>
<td>Rabbi Azriel Feifel</td>
<td>MBA BPS Rabbinic Ordination</td>
<td>Lake Forest Graduate School of Management State University - New York</td>
<td>Accounting, Business</td>
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<tr>
<td>Rabbi Avraham Friedman</td>
<td>BA Rabbinic Ordination</td>
<td>Roosevelt University Mir Yeshiva, Israel</td>
<td>Talmud</td>
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<tr>
<td>Rabbi Elie Ginsparg</td>
<td>Med BA</td>
<td>Loyola University Hebrew Theological College</td>
<td>Judaica Librarian</td>
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<tr>
<td>Rabbi Dr. Jerold Isenberg</td>
<td>DHL MBA MS MHL BS BHL Rabbinic Ordination</td>
<td>Jewish Univ. of America Roosevelt University Northeastern IL University Jewish Univ. of America Roosevelt University Hebrew Theological College Hebrew Theological College</td>
<td>Business, Math</td>
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<tr>
<td>Mrs. Cheryl Karp</td>
<td>MBA BA</td>
<td>University of Bath, England University of Colorado</td>
<td>Coordinator, Institutional Research</td>
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<tr>
<td>Rabbi Sender Kutner</td>
<td>BA Rabbinic Ordination</td>
<td>Brooklyn College Yeshivat Torah Vodaath,</td>
<td>Bible</td>
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<tr>
<td>Rabbi Dr. Abe Lipshitz</td>
<td>PhD DHL Rabbinic Ordination</td>
<td>University of Chicago Jewish Univ. of America Seminary, Lodz, Poland</td>
<td>Bible Hebrew</td>
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<tr>
<td>Mrs. Rita Lipshitz</td>
<td>MA BA</td>
<td>University of Illinois Northwestern University</td>
<td>Philosophy English</td>
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<tr>
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<tr>
<td>Rabbi Michael A. Myers</td>
<td>MA BA Rabbinic Ordination</td>
<td>University of Illinois Loyola Univ. of Chicago Hebrew Theological College</td>
<td>Education History</td>
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<tr>
<td>Rabbi Yirmiyahu Neuman</td>
<td>MA BTL Rabbinic Ordination</td>
<td>Loyola University Bais Yisroel, Israel Bais Yisroel, Israel</td>
<td>Talmud Philosophy</td>
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<tr>
<td>Rabbi Binyamin Olstein</td>
<td>MA BEd Rabbinic Ordination</td>
<td>Michlelet Yerushalayim, Israel Mishlelet Yerushalayim Israel Kollel Dayanu Shevet U’Mechokek, Israel</td>
<td>Bible Hebrew Talmud</td>
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<td>Hebrew Theological College</td>
<td>Philosophy Bible</td>
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<td>Dr. Esther Shkop</td>
<td>PhD MHL BA</td>
<td>University of Illinois Shapell College, Israel University of Denver</td>
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<td>Rabbi Yaakov Sussman</td>
<td>Rabbinic Ordination</td>
<td>Mir Yeshiva, Israel</td>
<td>Talmud</td>
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<td>Rabbi Chaim Twerski</td>
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## Adjunct Faculty

The following individuals represent a permanent adjunct faculty resource pool.

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