**GENERAL INFORMATION**

The Gratz College campus is situated in Melrose Park, Pennsylvania, ten miles north of Philadelphia’s Center City. The post office address is 7605 Old York Road Melrose Park, PA 19027. Gratz College is open Monday through Thursday from 9:00 am to 5:30 pm and 9:00 am to 3:00 pm on Fridays. The telephone number is (215) 635-7300. The web address is www.gratz.edu.

Prospective students may obtain additional information by contacting the Office of Enrollment Management, 7605 Old York Road Melrose Park, PA 19027; (215) 635-7300, x140.
Email: admissions@gratz.edu

**STATEMENT OF NON-DISCRIMINATION**

Gratz College does not discriminate on the basis of race, color, gender, religion, national and ethnic origin, creed, age, veteran status, disability, sexual orientation or gender identity, or any other basis prohibited by law.

**ACCREDITATION AND RECOGNITION**

Gratz College is approved by the Pennsylvania Department of Education and accredited by the Middle States Commission on Higher Education, 3264 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

In compliance with federal Title IV regulations, schools that offer programs which prepare students for gainful employment must disclose certain information about these programs. Please visit our website at www.gratz.edu/gainful-employment-disclosure-information/default.aspx to obtain information about occupations, program costs, graduation rates, and program placement/employment rates for applicable programs.

*Gratz College reserves the right to change, add, or delete any information contained herein without prior notice. Students are advised to check the website and their advisors regarding changes that may affect them.*
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**Academic Calendar 2012 - 2013**

**Fall 2012**

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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday, August 8</td>
<td>Late registration begins for Fall semester</td>
</tr>
<tr>
<td>Wednesday, August 22</td>
<td>Online student orientation</td>
</tr>
<tr>
<td>Friday, August 24</td>
<td>Fall semester begins</td>
</tr>
<tr>
<td>Wednesday, August 29</td>
<td>On-campus new student orientation &amp; luncheon for new and returning students</td>
</tr>
<tr>
<td>Wednesday, August 29</td>
<td>First day of on-campus and online classes</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>Labor Day CLOSED</td>
</tr>
<tr>
<td>Wednesday, September 12</td>
<td>Drop/add deadline</td>
</tr>
<tr>
<td>Sunday, September 16</td>
<td>Online break NO CLASSES</td>
</tr>
<tr>
<td>to Tuesday, October 2</td>
<td></td>
</tr>
<tr>
<td>Monday, September 17 and</td>
<td>Rosh Hashanah CLOSED</td>
</tr>
<tr>
<td>Tuesday, September 18</td>
<td></td>
</tr>
<tr>
<td>Tuesday, September 25</td>
<td>Erev Yom Kippur 3:00 pm CLOSE</td>
</tr>
<tr>
<td>Wednesday, September 26</td>
<td>Yom Kippur CLOSED</td>
</tr>
<tr>
<td>Monday, October 1 and</td>
<td>Sukkot CLOSED</td>
</tr>
<tr>
<td>Tuesday, October 2</td>
<td></td>
</tr>
<tr>
<td>Monday, October 8</td>
<td>Shemini Atzeret CLOSED</td>
</tr>
<tr>
<td>Tuesday, October 9</td>
<td>Simchat Torah CLOSED</td>
</tr>
<tr>
<td>Wednesday, October 24</td>
<td>Registration Deadline/Winter Study Travel</td>
</tr>
<tr>
<td>Friday, November 9</td>
<td>Final withdrawal date</td>
</tr>
<tr>
<td>Wednesday, November 21</td>
<td>Pre-Thanksgiving 3:00 pm CLOSE</td>
</tr>
<tr>
<td>Thursday, November 22</td>
<td>Thanksgiving CLOSED</td>
</tr>
<tr>
<td>Friday, November 23</td>
<td>Thanksgiving CLOSED</td>
</tr>
<tr>
<td>Monday, December 17 to</td>
<td>Study Week – classes meet for exams only</td>
</tr>
<tr>
<td>Friday, December 21</td>
<td></td>
</tr>
<tr>
<td>Monday, December 24</td>
<td>Last day of online classes</td>
</tr>
<tr>
<td>Monday, December 24</td>
<td>Fall Semester Ends</td>
</tr>
<tr>
<td>Tuesday, December 25</td>
<td>Christmas Day CLOSED</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Monday, December 31</td>
<td>Late registration begins for Spring semester</td>
</tr>
<tr>
<td>Thursday, January 3</td>
<td>Spring semester begins</td>
</tr>
<tr>
<td>Thursday, January 3 to Wednesday, January 11</td>
<td>Winter Study Travel Trip</td>
</tr>
<tr>
<td>Wednesday, January 9</td>
<td>Online student orientation</td>
</tr>
<tr>
<td>Monday, January 14</td>
<td>First day of on-campus classes</td>
</tr>
<tr>
<td>Wednesday, January 16</td>
<td>First day of online classes</td>
</tr>
<tr>
<td>Wednesday, January 30</td>
<td>Drop/add deadline</td>
</tr>
<tr>
<td>Friday, February 15</td>
<td>Deadline to Declare Intent to Graduate</td>
</tr>
<tr>
<td>Monday, February 18</td>
<td>President’s Day CLOSED</td>
</tr>
<tr>
<td>Friday, March 22</td>
<td>Final withdrawal date</td>
</tr>
<tr>
<td>Monday, March 25 to Wednesday, March 27</td>
<td>Passover CLOSED</td>
</tr>
<tr>
<td>Monday, March 25 to Tuesday, April 2</td>
<td>Passover break NO CLASSES</td>
</tr>
<tr>
<td>Monday, April 1 to Tuesday, April 2</td>
<td>Passover CLOSED</td>
</tr>
<tr>
<td>Friday, April 26</td>
<td>Work submission deadline for graduating students</td>
</tr>
<tr>
<td>Monday, May 6</td>
<td>Grades due for graduating students</td>
</tr>
<tr>
<td>Tuesday, May 7</td>
<td>Last day of online classes</td>
</tr>
<tr>
<td>Monday, May 6 to Friday, May 10</td>
<td>Study Week - classes meet for exams only</td>
</tr>
<tr>
<td>Monday, May 12</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>Tuesday, May 14</td>
<td>Erev Shavuot 3:00 pm CLOSE</td>
</tr>
<tr>
<td>Wednesday, May 15 to Thursday, May 16</td>
<td>Shavuot CLOSED</td>
</tr>
<tr>
<td>Sunday, May 19</td>
<td>Graduation</td>
</tr>
</tbody>
</table>
**Summer 2013 (Online)**

Wednesday, May 15  
Late registration begins for Summer term

Friday, May 17  
Summer semester begins

Monday, May 27  
Memorial Day CLOSED

Wednesday, May 22  
Online student orientation

Wednesday, May 29  
First day of online classes

Wednesday, June 5  
Drop/add deadline for online classes

Thursday, July 4  
Independence Day CLOSED

Wednesday, July 17  
Final Withdrawal date

Tuesday, July 30  
Last day of online classes

Friday, August 16  
Summer semester ends

**Summer Institute 2013 (On Campus)**

Week I:  
Sunday, July 21-Friday, July 26

Monday, July 22, AM  
Drop/Add deadline for Week 1

Week II:  
Sunday, July 28-Friday, August 2

Monday, July 29 AM  
Drop/Add deadline for Week 2
GRATZ COLLEGE MISSION

Gratz College provides a pluralistic education grounded in Jewish values and engages students in active study for personal and professional enrichment. Through degree and non-degree offerings and cultural programs, Gratz enables students everywhere to become leaders in their professions and communities.

VALUES

Respect for knowledge:
Knowledge is the basis for individual choice and collective action.

Inspiring study:
Education engages the heart as well as the mind.

Academic excellence:
Faculty and students reach for the highest standards of teaching and learning.

Respect for the individual:
Every person is valued, encouraged to move beyond stereotypes, and to recognize the importance of different views and backgrounds.

VISION

Gratz College will be known in the Philadelphia region, across the nation, and around the world as a vital force for Jewish education and thought. Its values and programs will inform, engage, and benefit the larger community. It will be a welcoming and respectful environment where people learn and share ideas that will nourish them, as citizens of the 21st century world.

Gratz College’s legacy of training teachers and leaders will be realized in its degree, certificate, and continuing professional education offerings. Building on its unique strengths, Gratz College will collaborate with academic institutions, educational organizations, and a variety of others to offer sustainable programs for mutual benefit.

Gratz College will use 21st century technology to reach and connect students of all ages in far-flung locations. It will also facilitate access to its programs by taking them to places where there is a demand or need. By leveraging its programs and building bridges among them, it will encourage students to stay engaged at different stages of their intellectual and personal development. To accomplish this, Gratz College will foster an institutional culture that celebrates cross-fertilization and collaboration. Its leaders will be deeply committed to the institution and inspired to communicate a compelling vision that will attract broad support.
**History**

Gratz College traces its origins back to 1856 when banker, philanthropist, and communal leader, Hyman Gratz and the Hebrew Education Society of Philadelphia joined together to establish a trust to create a Hebrew teacher’s college. Founded in 1895, Gratz College began as such a college and has emerged as a general college of Jewish studies and professional education, offering a broad array of credentials and programs in virtually every area of higher Judaic learning and general education. In this way, Gratz College serves aspiring Jewish and general educators, communal professionals, lay people and others in the pursuit of advanced scholarship.

The College awards bachelor’s degrees, professionally and non-professionally oriented master’s degrees, and specialized certificates including Holocaust and Genocide Studies, Jewish Studies, Jewish Education, Jewish-Christian Studies, Educational Technology, Jewish Non-Profit Management, and Jewish Communal Studies. An extensive array of continuing education courses is also offered through the Division of Continuing Education.

Gratz College’s highly qualified faculty of full and part-time professors shares a primary commitment to teaching. The atmosphere at Gratz College is distinctively warm and supportive. Seminar style courses and opportunities to both practice and fine-tune knowledge, skills, and goals characterize the educational experience. Students of a wide range of ages and personal and professional backgrounds are drawn to Gratz College from all parts of the United States, Israel, and other foreign countries. These diverse backgrounds, religious practices and beliefs provide an unparalleled learning environment.

Alumni of Gratz College have gone on to occupy senior professional positions in the Jewish community of North America, Israel, and other countries in Jewish education, Jewish communal service, academia, the rabbinate and the cantorate. Other alumni have achieved professional distinction in such areas as general education, law, medicine, and business, often while holding lay leadership positions in local and national Jewish life.

Thanks to the generosity of many donors, Gratz College moved to its home on the Mandell Education Campus in suburban Melrose Park, Pennsylvania, in 1989. Students, faculty, and administrators now enjoy the 60,000 square foot Ann Newman Building that graces the 28-acre campus. Occupying the entire second floor, the Tuttleman Library features a large reading room, a rare book room and renowned Schreiber Jewish Music Collection and Holocaust Oral History Archive.

The Jewish Community High School of Gratz College, which operates branches throughout the Greater Philadelphia area and beyond, is also headquartered in the Ann Newman Building. Amenities include a student lounge and art gallery. The facility is accessible to the handicapped and provides adjacent free parking. Also located on the Mandell Education Campus are the Raymond and Ruth Perelman Jewish Day School, the Mary Bert Gutman Early Learning Center, the Jewish Learning Venture, United Synagogue of Conservative Judaism, and a branch of the Jewish Family and Children’s Service of Philadelphia.
Administration

Joy W. Goldstein, M.B.A., President
Debbie Aron, M.S.W., L.C.S.W., Director of Online and Distance Learning
Mindy Blechman, M.A.J.S.; Coordinator of Adult Jewish Learning Program/Holocaust and Genocide Studies
Joseph Davis, Ph.D., Program Coordinator of Jewish Studies/Academic Coordinator Online and Distance Learning
Joshua Gutoff, M.A., Coordinator of the Ed.D. in Jewish Education Program
Joseph Henderson, M.S., Director of Financial Aid
Suzette Martinez-Quiles, M.B.A., Director of Information Technology
Hope Matles, Administrative Assistant, Office of Academic Affairs
Joyce E. Ness, M.Ed., Director of Master of Arts in Education Program
Andi Oxman, B.S.W., Director of Disability Services
Chris Porucznik, Webmaster
Ruth Sandberg, Ph.D., Program Coordinator of Graduate Certificate in Jewish-Christian Studies
Richard Scaldini, Ph.D., Interim Dean for Academic Affairs
Ruth Schapira, M.A., Acting Director of Gratz College Jewish Community High School
Beth Schonberger, B.S., Director of Institutional Advancement
Maria Silvester, Director of Admissions
Michael Steinlauf, Ph.D., Director of Programs in Holocaust and Genocide Studies
Saul P. Wachs, Ph.D., Director of the Ed.D. in Jewish Education Program
Sheila Weeks-Brown, B.A., Director of Finance and Administration
Eli Wise, M.L.S., Director of the Tuttleman Library
Undergraduate Programs

Students aspiring to professional credentials in an area of Jewish communal service or to graduate work in the Judaic humanities who have not completed an undergraduate degree may pursue coursework necessary to complete a Bachelor of Arts in Jewish Studies and/or one of several undergraduate certificates at Gratz College.

Goals for Undergraduate Degrees and Certificates

- Recognize and respect diversity and multiple points of view
- Demonstrate knowledge of the scope and development of Jewish texts
- Demonstrate knowledge of the scope, context, and development of Jewish history and culture
- Demonstrate competence in using technology for the purposes of communication and academic research
- Demonstrate competence in library skills and general information literacy
- Demonstrate competence in critical thinking and oral and written communication in the English language
- Demonstrate basic proficiency in Hebrew language
- Reflect intelligently on his/her personal characteristics and to integrate that self-reflection into personal, intellectual, and social development

Requirements for the Bachelor of Arts in Jewish Studies

The Bachelor of Arts in Jewish Studies consists of a total of 120 credits distributed as follows:
- 42-60 credits in Liberal Arts, specifically including an English Writing course and an American or European History/Civilization course (to be taken at another academic institution.)
- 60-78 credits in Jewish Studies, with the following distribution requirements:
  - 3 courses in Classical Jewish Studies (a combination of courses in Bible, Rabbinics, and Medieval Studies) – 9 credits
  - 3 courses in Modern Jewish Studies (a combination of courses in Modern History, Modern Thought, Modern Literature, Music, Contemporary Jewish Studies, and Medieval Studies) – 9 credits
  - 4 courses in Hebrew language (15 credits)
  - 9-15 courses in Jewish Studies electives (27-45 credits)

Majors

Students have the option of majoring in one particular subject area by taking 18 credits of electives in the fields of Bible, History, Literature, Rabbinics, Modern Thought, or Contemporary Jewish Studies. Students who choose to major in a specific field must also take courses that are outside their major (e.g., Bible majors must take courses in Rabbinics and Medieval Studies to fulfill the 9-credit requirement in the Classical Period.)

For specific course descriptions see Course Listings at the end of this catalog.
Undergraduate Certificate Programs

Individuals who do not have a B.A. or its equivalent but would like to pursue study and earn credit that may boost their current or future plans for employment may enter one of our undergraduate certificate programs. These programs are also open to students who are in the B.A. program and are also seeking further specific certification.

Currently the following certificates are offered at the undergraduate level:

- Certificate in Jewish Studies
- Certificate in Jewish Education
- Certificate in Jewish Early Childhood Education (currently not accepting new students)
- Certificate in Jewish Music (currently not accepting new students)

Undergraduate Certificate in Jewish Studies

24 credits (8 courses) in Jewish Studies:
- 3 courses in Classical Jewish Studies (including *Introduction to Classical Judaism*)
- 3 courses in Modern Jewish Studies (including *Judaism’s Encounter with Modernity*)
- 2 courses in Jewish Studies electives

Undergraduate Certificate in Jewish Education

24 credits (8 courses) distributed as follows:
- 3 courses in Methods in Jewish Education (9 credits)
- 1 elective course in Jewish Education (3 credits)
- 4 courses in Jewish Studies:
  - 1 course in Classical Jewish Studies (*Introduction to Classical Judaism*)
  - 1 course in Modern Jewish Studies (*Judaism’s Encounter with Modernity*)
  - 2 courses in Jewish Studies electives

Undergraduate Admissions

Applicants to the B.A. in Jewish Studies program or an undergraduate certificate are required to submit the following in order to be considered for admission:

- Completed application, including a personal statement
- An official sealed high school transcript
- Graduates of an Israeli high school should also present an official teudat bagrut or teudat g’mar.
- $50 application fee
- Two recommendations, one academic and one personal

Applicants must be graduates of an accredited high school or have earned a GED.
Transfer Students

Candidates for admission who have attended other colleges and universities should submit applications for transfer to the Office of Enrollment Management. Students are accepted on a rolling admissions basis.

In addition to the requirements above, the transfer applicant must submit seal-bearing transcripts from all colleges and universities attended and a list of courses in progress.

Transfer credit towards undergraduate degrees will, in general, be granted for appropriate academic work completed with a grade "C" (2.0) or better at an accredited institution. A maximum of 60 liberal arts credits plus an additional 21 credits in Jewish Studies may be transferred in.

International Students

In addition to the admissions requirements above, international applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English unless they have studied in an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained at http://www.toefl.org.

Students wishing to obtain a student visa from Gratz College must do the following:

- Present proof that they have the funds to pay for tuition, fees and living expenses for the first year of study at Gratz College
- Pass the TOEFL exam if they are non-native speakers of English
- Enroll full-time while at Gratz College
- Remain in satisfactory academic standing
- Pay a processing and service fee of $125 each academic year
Graduate Programs

Goals for Graduate Degrees and Certificates

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

- Recognize and respect diversity and multiple points of view
- Demonstrate commitment to their discipline’s scholarship and to lifelong learning
- Demonstrate competencies in critical thinking, communication, problem solving, and the use of technology
- Utilize self-reflection as a means for developing personal values and goals
- Demonstrate mastery of core knowledge and skills as well as an understanding of contemporary issues in their respective fields of study
- Demonstrate an understanding of the relationship of their knowledge to service in the community

Graduate Programs of Study

Gratz College the following Master of Arts Programs leading to the degrees of:

- M.A. in Jewish Communal Service
- M.A. in Jewish Education
- M.A. in Jewish Studies
- M.A. in Education
- M.A. in Holocaust and Genocide Studies

Gratz College offers one doctoral program, an Ed.D. in Jewish Education.

In addition, Gratz College also offers a number of graduate-level certificate programs that may be earned while completing a master’s degree or simply as a freestanding certificate. Students interested in pursuing any of these certificates should see the full program descriptions in this catalog and should consult the appropriate program coordinator for advisement. Graduate level certificates are available in:

- Jewish Communal Service
- Jewish Non-Profit Management
- Jewish Education
- Jewish Studies
- Holocaust and Genocide Studies
- Educational Technology (currently not accepting new students)
- Jewish – Christian Studies
- Jewish Early Childhood Education (currently not accepting new students)
- Jewish Music (currently not accepting new students)
Graduate Admission

Applicants to all graduate programs are required to submit the following in order to be considered for admission:

- Completed application, including a personal statement
- Official sealed transcripts from all colleges and universities attended
- $50 application fee
- Two recommendations, one academic and one personal
- For the M.A. Ed. program only, documentation of a teaching certificate

Some degree programs have additional prerequisite requirements that are detailed in the individual program descriptions in this bulletin. Applications are considered on a rolling basis.

Applicants to the Doctoral Program are also required to submit two writing samples, an additional recommendation, and schedule an interview. For more detailed information see specific program areas listed below. Note that most Gratz College programs do not require that students take the Graduate Records Examination (GRE).

International Students

In addition to the admissions requirements above, international applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English unless they have studied in an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained at http://www.toefl.org.

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- Pass the TOEFL exam if they are non-native speakers of English
- Enroll full-time while at Gratz College
- Remain in satisfactory academic standing
- Pay a processing and service fee of $125 each academic year
GRADUATE MASTERS AND CERTIFICATE PROGRAMS

Master of Arts in Education

Joyce Ness, Director of Master of Arts in Education Program
Denise Dauber, Administrative Assistant, Master of Arts in Education
Clare M. Kunz, Administrative Assistant, Master of Arts in Education Program

Full-time Faculty and Members of Instructional Team:

James R. Gilbert, M.S.
Michael Kuczala, M.M.E.
Dale Miller, Ph.D.

Adjunct Faculty

Michael Ahern, M.A.
Jennifer Ainge, M.Ed.
Linda Albert, Ph. D.
Sandra Albright, M.A.
Susan Alfano, M.Ed.
Barbara Allen, M.L.S.
Sabrina L. Andieux, M.Ed.
Marilyn Anthony, M.A.
Alicia Argento, M.S.
Belinda Bair, M.A.
Jean Barksdale, M.A.
Mary Beans, M.A.
Pamela J. Bernardo, M.S.
Toby Binder, M.S.
Sydelle Blatt, M.S.
Lauren Bold, M.S.
Hope K. Bonanno, M.A.
Edward R. Bradley, M.S.
James Burns, M.A.
Gabrielle Campana, Ed.D.
Nina Capalbo, M.A.
Jennifer Caputo, M.A.
Kathy Carroll, M.Ed.
Marilyn Carter, M.S.
Michael Chimento, M.A.
Christine Christensen, Ed.D.

Susan Clark, M.A.
Peter Colletto, M.A.
Leslie J. Collins, M.Ed.
Jason Conway, M.Ed.
S. Joseph Corral, M.Ed.
Victoria Croul, M.B.A.
Neil Davidson, Ph.D.
Thomas R. Davidson, Ed.D.
Michael Dillon, M.S.
Rosemary Dolinsky, M.A.
Donna L. Dougherty, M.A.
Debra Euker, M.A.
Beverly A. Faunce, M.Ed.
Carmen R. Ferrarello, M.A.
Jacquelynn Fife, M.S.
Danielle Foster, M.Ed.
Amy Brown Gamarello, M.Ed.
Cherie Garrett, M.A.
Todd M. Gensemer, M.A.
Diane Guess, Ed.D.
Deborah T. Haggett, Ed.D.
Margaret Halupka, M.A.
Christopher Hamsher, M.A.
Maryellen Harner, M.A.
Suzanne Harro, M.A. M.Ed.
John Hautzinger, M.A.
Garreth Jonathon Heidt, M.A.
Marianne Henry, M.S.
Gail Hooker, M.Ed.
Margaret Barone Huber, M.Ed.
Michelle Jacobs, M.A.
Effie Jenkins-Smith, M.S.
Susan Kameno, M.A.
Toby Karten, M.S.
Shauna Kauffman, M.S.
Daniel F. Kuzma, M.S.
John Lallis, M.A.T.
Jaime Lemon, M.A.Ed.
Traci Lengel, M.E.
Charles Lentz, M.A. Ed.
Jodi Levine, M.A.
Amy D. Lewis, M.Ed.
Letitia Lladoc, Ph.D.
Julia Lynch, M.A.
Mary Ellen Lynott, M.Ed.
Twila Kay Lyons, M.A.
Grace Mannery, Ph.D.
Jan Mele, M.S.
Alfred J. Michalec, M.A.
The Gratz College Master of Arts in Education Program is designed to provide teachers with knowledge and practical skills they can actually utilize in the classroom. In order to provide this degree, Gratz College is partnered with the Regional Training Center (RTC). The goal of the Master of Arts in Education is to enhance classroom instruction and to empower teachers to reach their full potential as educators. All courses, and the program, focus on helping teachers enhance instruction and learning in public and private school classrooms, kindergarten through high school.

Courses are taught using a variety of interactive instructional techniques, including cooperative learning, projects, small group participation, classroom strategies application and lots of discussion. Courses are taught by master classroom teachers with years of experience of working in public elementary, middle school, and secondary settings.

Courses are offered on convenient weekend and week-long intensive time schedules, which research has proven the best for “immersion learning” and transfer of skills training. Tuition is reasonable for a 3-credit graduate course and it includes all fees and materials. Coursework for this 30-credit M.A. in Education Program is offered on-campus and at many off-campus sites in Pennsylvania and Maryland. Courses are conducted in the traditional teacher/student classroom setting and are not video, internet, or distance learning courses.

The Master of Arts in Education Program is designed to expand the candidate’s understanding and application of research-based instructional strategies thoroughly highly engaging graduate courses that empower teachers with knowledge and skills to enhance effective practice.

Candidates in this 30-credit program have the option of concentrating their studies in one of four areas:

- Classroom Climate and Management
- Teacher Action Research
- The Differentiated Classroom
- The Diverse Classroom
**Classroom Climate and Management Concentration**

CORE (12 CREDITS) – REQUIRED

45225  Assessment Techniques: Asssessing for Student Learning  
45726  Brain-Based Teaching and Learning  
45289  Styles of Teaching: Personality Type in the Classroom  
45226  Increasing Student Responsibility and Self-Discipline in Learning Communities  

OR

45296  Cooperative Discipline

CONCENTRATION CHOICES (12 CREDITS) ~ SELECT 4 OF THE FOLLOWING COURSES:

45146  Differentiated Instruction  
45220  Encouraging Skillful, Critical and Creative Thinking  
45210  The Bully Proof Classroom  
45120  Motivation: The Art and the Science of Inspiring Classroom Success  
45291  The Cooperative Classroom: Kagan’s Instructional Practices  
45105  The Kinesthetic Classroom: Teaching and Learning Through Movement

ELECTIVES (6 CREDITS): Other courses, approved electives, Teacher Action Research Capstone: 45196 & 45199

**Teacher Action Research Concentration**

CORE (18 CREDITS) – REQUIRED

45120  Motivation: The Art and the Science of Inspiring Classroom Success  
45225  Assessment Techniques: Assessing for Student Learning  
45726  Brain-Based Teaching and Learning  
45146  Differentiated Instruction  
45289  Styles of Teaching: Personality Type in the Classroom  
45226  Increasing Student Responsibility and Self-Discipline in Learning Communities  

OR

45296  Cooperative Discipline

TEACHER ACTION RESEARCH CAPSTONE (6 CREDITS) – REQUIRED

45196  Educational Research: Practice & Theory  
45199  Teacher Action Research

ELECTIVES (6 CREDITS)

- Approved electives
The Differentiated Classroom Concentration

CORE (12 CREDITS) – REQUIRED
45726  Brain-Based Teaching and Learning
45146  Differentiated Instruction
45289  Styles of Teaching: Personality Type in the Classroom
45226  Increasing Student Responsibility and Self-Discipline in Learning Communities
OR
45296  Cooperative Discipline

CONCENTRATION CHOICES (12 CREDITS) ~ SELECT 4 OF THE FOLLOWING COURSES:
45225  Assessment Techniques: Assessing for Student Learning
45120  Motivation: The Art and the Science of Inspiring Classroom Success
45220  Encouraging Skillful, Critical & Creative Thinking
45101  The Gendered Brain
45229  The Kinesthetic Classroom: Teaching and Learning Through Movement
45102  Universal Design for Learning: Reaching All Learners in the Digital Age

ELECTIVES (6 CREDITS)
•  Approved electives
•  Teacher Action Research Capstone: 45196 & 45199

The Diverse Classroom Concentration

CORE (12 CREDITS) – REQUIRED
45225  Assessment Techniques: Assessing for Student Learning
45726  Brain-Based Teaching and Learning
45146  Differentiated Instruction
45226  Increasing Student Responsibility and Self-Discipline in Learning Communities
OR
45296  Cooperative Discipline

CONCENTRATION CHOICES (12 CREDITS) ~ SELECT 4 OF THE FOLLOWING COURSES:
45728  Dealing with AD/HD-Type Behavior in the Classroom
45210  The Bully Proof Classroom
45727  Skills and Strategies of Inclusion and DisABILITY Awareness
45289  Styles of Teaching: Personality Type in the Classroom
45101  The Gendered Brain
45102  Universal Design for Learning: Reaching All Learners in the Digital Age

ELECTIVES (6 CREDITS)
•  Approved electives
Teacher Action Research Capstone: 45196 & 45199

Overview of Partnership between Gratz College and Regional Training Center
This partnership between Gratz College and RTC merges Gratz College’s excellent reputation in higher education with the Regional Training Center’s comprehensive relevant course work. All courses carry graduate credit in teacher education from Gratz College. Students who apply for matriculation into one of Gratz College’s other programs may also enroll in RTC courses with the approval of their academic advisor.

For specific course descriptions see Course Listings at the end of this catalog.
Educational Technology

**Director:** Deborah Nagler, M.A.J.E., EMDTMS

**Adjunct Faculty:**
Virginia Glatzer  
Caren Levine, M.A.  
Daniel Siegel, Ph.D.

**Graduate Certificate in Educational Technology**

This certificate is a six course, 18-credit program designed for teachers, principals, curriculum developers, informal educators, college professors, and others who wish to enhance their understanding and skills in the field of educational technology. It may be used as either a standalone program or as a gateway for the pursuit of a masters or doctoral degree in education or educational technology.

**Requirements for Graduate Certificate in Educational Technology: 18 Credits**

- Technology & the 21st Century Learner (*required first course*)
- Learning Communities in the 21st Century
- Digital Media for Education
- Problem Exploration through Educational Technology
- The Digital Classroom
- Capstone Project: Student research, design and evaluation of technology applications in an educational setting of choice

Holocaust and Genocide Studies

**Director:** Michael Steinlauf, Ph.D.
**Coordinator:** Mindy Blechman, M.A.J.S.

**Faculty**
Joseph Davis, Ph.D.  
Ruth Sandberg, Ph.D.

**Adjunct Faculty**
Josey Fisher, M.A.J.S., M.S.W.  
Katherine Aron-Beller, Ph.D.  
Michael Dickerman, M.A.  
Sean Martin, Ph.D.  
Christine Schmidt, Ph.D.  
Moshe Shner, Ph.D.  
Lance Sussman, Ph.D.  
Judd Kruger Levingston, Ph.D.
The Gratz College Holocaust and Genocide Studies programs focus on the Holocaust, its contemporary significance, and the broader phenomenon of genocide in modern times. It is designed for educators in public and private schools, community professionals, religious and lay leaders, those involved in interfaith dialogue, and adult learners taking classes for personal enrichment or credit. For educators, these programs offer methods courses with specific ideas for the classroom. The many electives provide background and build a knowledge base on topics such as anti-Semitism and racism, moral education, Jewish-Christian-Moslem relations and Europe before and after the Holocaust.

**Master of Arts in Holocaust and Genocide Studies**

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

**Graduate Certificate in Holocaust and Genocide Studies**

The Graduate Certificate in Holocaust and Genocide Studies consists of 18 credits (6 courses), including two required courses and four electives, all of which may be taken online.

**Requirements for the Graduate Certificate**

The Graduate Certificate in Holocaust and Genocide Studies consists of 18 credits (6 courses), all of which may be taken online.

**Required courses**

- The Holocaust and European Mass Murder
- Comparative Genocide

**Electives include**

- Teaching the Holocaust
- Armenia to Auschwitz: An Examination of the First Modern Genocides
- History of Anti-Semitism
- Popes, Jews and Blood from Medieval to Modern Times
- Children of the Nazi Era
- Jewish Life in Europe Before the Holocaust
- Literature of the Holocaust
- The Holocaust and Genocide in Film
- Resistance in the Holocaust
- Holocaust and Memory
- Post-Holocaust Theology
• The Warsaw Ghetto  
• Modern German Jewish History  
• Jews of Western Europe  
• The Problem of Evil: The Jewish Response  
• Judaism and Christianity  
• How to Understand the Jewish Past

Jewish-Christian Studies

Director: Ruth Sandberg, Ph.D.

Graduate Certificate in Jewish-Christian Studies

This unique program offers an in-depth comparative approach to Judaism's relationship with Orthodox Christianity, Roman Catholicism, and Protestant Christianity from ancient times to today. It is designed for individuals interested in interfaith relations and interfaith dialogue, as well as chaplains, seminarians, clergy, teachers, and academics. The program consists of six courses (18 credits), including 3 required courses and 3 electives.

Requirements for the Graduate Certificate in Jewish-Christian Studies

Required courses

• Comparative Theology of Judaism and Christianity  
• Jewish and Christian Interpretations of the Bible  
• Comparative Liturgy of Judaism and Christianity

Electives include

• Jewish and Christian Mysticism  
• Jewish and Christian Holy Days  
• Jewish and Christian History

Jewish Communal Service and Jewish Non-Profit Management

Advisor: Deborah Aron, M.S.W., L.C.S.W.

Adjunct Faculty:
Sydney Engelberg, Ph.D.
Marsha Friedman, PhD.
Rela Mintz Geffen, Ph.D.
Allan H. Glazerman, M.A., M.B.A.
David Green, D.Min., M.S.W., M.A.J.Ed.
Master of Arts in Jewish Communal Service

The Master of Arts in Jewish Communal Service is a 37-credit graduate program principally intended to prepare future Jewish communal service workers. Career options for graduates include positions such as program directors, youth directors, family life coordinators, and human resource workers in settings such as Jewish federations, Jewish community centers, synagogues, Hillels, and Jewish summer camps.

The Gratz Master of Arts in Jewish Communal Service includes a 600 hour internship with Jewish organizations. Internships are available in such organizations as the Jewish Federation of Greater Philadelphia, the Jewish Family and Children’s Service of Greater Philadelphia, the Betty and Milton Katz Jewish Community Center of Southern New Jersey, the National Museum of American Jewish History, the Interfaith Center of Greater Philadelphia, and the American Friends of the Weitzmann Institute.

Gratz College also offers a 46-credit MA in Jewish Communal Service with a specialization in Jewish nonprofit management. These programs can be taken full-time or part-time. The M.A. degree is offered through a blended format, with some courses on campus and some online.

Graduate certificates are available in Jewish communal service and Jewish non-profit management. All courses taken for these certificates can be applied to an MAJCS degree.

Requirements for Master of Arts in Jewish Communal Service
Standard Track – blended or on campus

Jewish Communal Service Professional Courses – 19 credits

- New Directions in the American Jewish Community (Sociology 40901) 3
- The Jewish Family: Institution in Transition (Sociology 40904) 3
- 2 courses in Non-Profit Management (Online only) 6
- Seminar in Jewish Communal Service (Communal Service 41002) 4
- Jewish Studies Course in Political Science* 3

Jewish Studies Courses - 15 credits

- Introduction to Classical Judaism 3
- Judaism’s Encounter with Modernity 3
- Jewish History Elective 3
- 2 Jewish Studies Electives* 6

*Note: one course must be about Israel. This can be either a political science course or an elective.

23
Fieldwork (600 hours of an Internship in an approved Jewish Communal agency) 3

Total 37

Hebrew Prerequisite Requirement

Candidates for the M.A. in Jewish Communal Service must also demonstrate competency in Hebrew language equivalent to the level ordinarily attained following the completion of six credits of undergraduate academic study. Students who do not already possess this level of competency may satisfy this requirement through study in the College’s regular academic Hebrew program or in the Ulpan courses offered by the Division of Continuing Education at Gratz College. Students may also place out of the Hebrew requirement by passing a Hebrew proficiency exam.

Master of Arts in Jewish Communal Service
Non-Profit Management Track (on campus and online combination)

The Master’s Degree in Jewish Communal Service Non-Profit Management Track is a dual credential program, (46 credits) offering a Master of Arts in Jewish Communal Service with a Specialization in Jewish Non-Profit Management.

Requirements for the Degree:
JCS Professional Core Courses: 28

New Directions in the American Jewish Community (Sociology 40901) 3
The Jewish Family (Sociology 40904) 3
Seminar in Communal Service (Communal Service 41002) 4

5 Courses in Jewish Non-Profit Management such as: 15
- Marketing and Promoting the Jewish Organization (CS 41010)
- Organizational Behavior (CS 40911)
- Financial Management (CS 40912)
- Fundraising (CS 40914)
- Administrative Management (CS 40915)
- Strategic Planning (CS 40917A)

Fieldwork* 3

Jewish Studies Courses: 12
- Introduction to Classical Judaism (Thought 30750) 3
- Judaism’s Encounter with Modernity (Thought 30751) 3
- Jewish history elective 3
- 1 course in Jewish Political Science** 3
- 2 Jewish Studies electives** 6

Total 46
*A student completing the internship requirements (600 hours) will receive 3 elective credits.

** Students must complete one course about Israel, either a political science course or an elective.

### M.A. in Jewish Communal Service/M.A. in Jewish Education: Dual Degree Program Requirements

Students must complete all Judaica and education prerequisites for the M.A. in Jewish Education, all core requirements for the MAJCS, 18 graduate credits in Jewish Studies, 21 graduate credits in Jewish Education, and a 3 credit joint Internship/Seminar in Jewish Education.

### Graduate Certificate in Jewish Communal Service – blended or online

The graduate level certificate program in Jewish Communal Service prepares future Jewish communal professionals in other disciplines or enhances the Jewish studies background of those already employed within the Jewish community. It may also be taken by students pursuing full master’s degree programs to broaden their career options. This is the certificate completed in conjunction with The University of Pennsylvania MSW program. The graduate certificate consists of six three-credit courses for a total of 18 credits.

#### Requirements for Certificate in Jewish Communal Service:

3 Jewish Communal Professional Courses (9 Credits)
- New Directions in the American Jewish Community (Sociology 40901) 3
- Jewish Political Science course 3
- Elective (Chosen in consultation with the advisor) 3

3 Jewish Studies Courses (9 Credits)
- One course in classical Jewish studies 3
- One course in modern Jewish studies 3
- Jewish studies elective 3

Courses taken in the certificate program may subsequently be applied toward the fulfillment of requirements for master’s degree programs at Gratz College. Students are encouraged to apply these credits toward the Master of Arts in Jewish Communal Service degree. The Certificate in Jewish Communal Service may be completed online or on campus.

#### Advanced Standing

Students who have previously taken graduate-level course work that has not already been applied toward a credential may transfer one course in each area, and thus receive a maximum of six credits in advanced standing.
It is possible to obtain this certificate either on campus or online.

**Graduate Certificate in Jewish Non-Profit Management – online only**

The Jewish Communal Service department has integrated Jewish Non-Profit Management into its certificate offerings. The study of non-profit management is essential training for Jewish communal professionals to be able to do their work with expertise and efficiency. Our instructors bring their invaluable knowledge of the organized Jewish community into the classroom.

Students may take three non-profit management courses and three Jewish studies courses to complete a graduate Certificate in Jewish Non-Profit Management. (They may also take a Jewish Non-Profit Management Track in the Master’s Degree of Jewish Communal Service by replacing two general administration course requirements with five specialized courses in non-profit management.) Course offerings include Fundraising, Marketing, Fiscal Management, Administrative Management and Organizational Behavior.

**Program Requirements:**

The Certificate in Jewish Non-Profit Management consists of six three-credit courses (18 credits total) including:

- Three 3-credit courses in Jewish Non-Profit Management, by advisement
  - Essentials of Jewish Non-Profit Management (Jewish Communal Service 30910)
  - Marketing and Promoting the Jewish Organization (Jewish Communal Service 41010)
  - Fundraising in the Organized Jewish Community (Jewish Communal Service 40914)
  - Strategic Planning for the Jewish Communal Professional (Jewish Communal Service 40917)
  - Organizational Behavior in Jewish Life (Jewish Communal Service 40911)
  - Synagogue Management (Jewish Communal Service 40921)
  - Leadership in Jewish Communal Organizations (Jewish Communal Service 40913)

- Two 3-credit courses in Jewish Studies
  - New Directions in the American Jewish Community (Jewish Communal Service 40901)
  - One Jewish Studies elective, by advisement

- One 3-credit elective in either Jewish Studies or Jewish Non-Profit Management
Joint Degree Programs

Joint Graduate Program in Jewish Communal Service with the University of Pennsylvania

Students interested in pursuing careers in Jewish Communal Service have the opportunity to earn a Master of Social Work (M.S.W.) degree from the School of Social Policy and Practice of the University of Pennsylvania simultaneously with the M.A. Certificate in Jewish Communal Service from Gratz College. These programs include courses specifically designed for those who wish to work in the institutions of the American Jewish community.

Application Procedures

Applications for these cooperative graduate programs must be submitted both to Gratz College and to the M.S.W. program at the University of Pennsylvania. For more information, contact the Enrollment Management at Gratz College and the Office of Enrollment Management, School of Social Policy and Practice, University of Pennsylvania, 3701 Locust Walk, Philadelphia, PA 19104.

You may obtain an application from the University of Pennsylvania by calling (215) 898-5511 or via email at admissions@sp2.upenn.edu.

Requirements for the M.S.W./M.A.J.C.S. Program

This cooperative program enables students to take 2 courses at Gratz College that will count towards the Master of Arts in Jewish Communal Service and towards the electives needed in the M.S.W. program at the University of Pennsylvania. The M.A. in Jewish Communal Service requirements are listed above. M.S.W. students are exempt from the fieldwork requirement based on their field placements in Jewish agencies while at the University of Pennsylvania.

Requirements for the M.S.W./Certificate in Jewish Communal Service

This cooperative program enables students to take 2 courses at Gratz College that will count towards the Certificate in Jewish Communal Service and towards the electives needed in the M.S.W. program at the University of Pennsylvania. For requirements for the Certificate see above.

Joint Programs in Jewish Communal Service with Temple University

Requirements for the Joint M.A. in Jewish Communal Service (Gratz College) and Ph.D. in American Jewish History (Temple University)

This joint M.A./Ph.D. Program with Temple University enables students to complete one content area for the Temple Ph.D. by completing the M.A. Program in Jewish Communal Service at Gratz College. Applications for this joint graduate program must be submitted for both the M.A.JCS and the Ph.D. program at Temple University.
Requirements for the Joint Graduate Program with the Fox School of Business of Temple University
Interested students may contact the Jewish Communal Service Program Coordinator at Gratz College.

Requirements for the Accelerated B.A./M.A. with Temple University
Temple University’s Jewish Studies Program and Gratz College’s joint BA/MA program provides students with a unique opportunity to earn both an undergraduate degree in Jewish Studies and a graduate degree in Jewish Communal Service in as few as five years.
Students must be enrolled in Temple’s Jewish Studies major and will be selected for the program by the decision of the Temple and Gratz faculty. For more information, contact the Program Coordinator.
Masters of Arts in Jewish Education

Advisor: Ruth Sandberg, Ph.D.

Faculty:
Saul P. Wachs, Ph.D.
Joseph Davis, Ph.D.

Adjunct Faculty:
Gloria Becker, M.A.
Michael Schatz, M.A.J.Ed.
Mimi Ferraro, M.A.
Uziel Adini, Ph.D.
Lyndall Miller, M.A.
Saundra Sterling Epstein, Ph.D.
Laurence Miller, Ph.D.

The M.A. in Jewish Education prepares individuals for a variety of careers in Jewish educational institutions, both formal and informal. Students elect to concentrate their studies in teaching or administration. Tracks leading to positions in day schools, in early childhood education, and/or serving special needs students are also available. All programs combine thorough clinical knowledge of educational methodology and theory with grounding in Jewish studies.

Master of Arts in Jewish Education (36 credits)

This 36-credit graduate program can be completed on a part-time or full-time basis, on campus, online or a combination of both. Online students may elect to take courses during the 2 week on campus Summer Institute or the 1 week on campus Winter Institute. In addition to traditional classroom instruction, students complete a 3-credit individualized internship, which is considered part of the 36-credit requirement. The three-credit individualized internship conducted under close supervision also provides an important educational experience. This unpaid internship involves a minimum of 200 hours of observation and practice, and may, through advisement, be expanded as needed.

A graduate of the M.A. in Jewish Education should be able to:

- Understand one’s own orientation to Judaism.
- Understand and respect diverse orientations to Judaism that may be different from one’s own.
- Understand the diversity of learner needs in a learner-centered classroom.
- Identify and analyze major issues and trends that inform the theory and practice of Jewish education today.
- Analyze a curriculum from the point of view of different stakeholders and contexts, including: pupil, family, teacher, administration, community, subject matter.
• Demonstrate a core knowledge of Jewish studies as well as more advanced knowledge in areas of specialization.
• Develop and articulate a Jewish educational credo that includes core beliefs about the role of education and the process of learning.
• Address the role of the Jewish professional and the issue of the balance between personal (including familial) and professional commitments.
• Demonstrate a realistic sense of self and the ability to cooperate with others in order to meet collaborative educational and other human goals.

**Hebrew Language Prerequisite**

Candidates for the M.A. in Jewish Education must demonstrate Hebrew proficiency equivalent to that obtained through the completion of Hebrew Level III. In order to do this students may take Hebrew I (6 credits) and Hebrew II (3 credits) at the undergraduate level at Gratz College, transfer these credits from an approved institution of higher learning, or pass a placement test. All students then take Hebrew III (3 credits) at the graduate level, and may elect to take Hebrew IV (3 credits) as well.

**Requirements for the Degree**

**Administration Track**

This track is designed for students interested in careers in administration in Jewish education. Its unique Executive Skills Program (developed under grants from the Wexner Foundation of Columbus, Ohio) consists of two specially designed courses in executive skills: one focusing on the management of human resources and the other on material resources. These courses utilize a casebook developed specifically for this program. Participants in the program also work under the supervision of a senior executive currently in the field.

Students in the administration track complete a total of 36 graduate credits as follows:

• Understanding the Learner: Introduction to Education (Education 30201) - 3 credits
• Curriculum (Education 40227) 3 credits
• Supervision (Education 40222) 3 credits
• Administration (Education 40236 and 40237) 6 credits
• Hebrew III – 3 credits
• Hebrew IV or Jewish Studies - 3 credits
• Jewish Studies- 6 credits (3 credits must be in liturgy)
• Electives in Education or Jewish Studies- 6 credits
• Internship/ Seminar- 3 credits
Teaching Track

This track is designed for students interested in a teaching career in Jewish settings. Students will complete 36 graduate credits as follows:

- Understanding the Learner: Introduction to Education (Education 30201) - 3 credits
- Curriculum (Education 40227) 3 credits
- Methods - 9 credits (3 must be in liturgy)
- Instructional Design (Education 40226)
- Hebrew III – 3 credits
- Hebrew IV or Jewish Studies - 3 credits
- Jewish Studies - 3 credits
- Electives in Education or Jewish Studies - 6 credits
- Internship/ Seminar - 3 credits

Students interested in teaching in Day Schools are advised to also take a Graduate Certificate in Jewish Studies by taking an additional 6 credits in Jewish Studies, or a second Master’s degree in Jewish Studies (MAJS), for an additional 18 credits.

Introduction to General Education Course
This course is taught in 3 distinct modules:

- Developmental Psychology (5 weeks, 1 graduate credit)
- Atypical Development (5 weeks, 1 graduate credit)
- The Teacher and the Classroom (5 weeks, 1 graduate credit)

Transfer of Credits
Students who enter Gratz College with a background in general education may transfer credits as follows and be exempt from all or part of the Introduction of General Education course:

- A student who enters Gratz with graduate credits in all three modules will be exempt from taking Intro to General Education, and 3 graduate credits will be transferred to Gratz.
- A student who enters Gratz with graduate credits in one of the modules will transfer in 1 graduate credit and will need to take the additional 2 modules.
- A student who enters Gratz with graduate credits in two of the modules will transfer in 2 graduate credits and will take the remaining 1-credit module.

Day School Track
Students planning to teach in or pursue supervisory or administrative responsibilities in a Jewish day school will choose one of the programs of study described above. In addition, these students should develop fluency in the Hebrew language and a significant level of knowledge of Hebrew literature (Biblical, Rabbinic, Medieval, and Modern). To help accomplish these goals, students preparing for careers in Jewish day schools are advised to also take a Graduate Certificate in Jewish Studies by taking an additional 6 credits in Jewish Studies, or a second Master’s degree in Jewish Studies (MAJS), for an additional 18 credits. Students are also encouraged to spend substantial periods of time living and
studying in Israel. Limited stipends to support such Israel experiences are available through Gratz College’s Gertrude Levy Scholarship Fund, the Leon and Diane King Fund, and the Saul and Barbara Wachs Fund. Additional money may be available to students who are also teachers in the Philadelphia-area supplementary schools through the Auerbach Central Agency for Jewish Education Jewish Outreach Partnership.

**Special Needs Education Track**
This track (developed with the aid of a grant from the Covenant Foundation of New York) is designed for those interested in serving special needs children, teenagers, and adults. Students in this track will complement their Jewish studies and Jewish education coursework with classes geared toward familiarizing them with aspects of human exceptionality. This program is taught in association with LaSalle College, which offers programs leading to Pennsylvania State Certification in Special Education. Students who seek this certification will be awarded credit for certain course work completed as part of Gratz College’s M.A. in Jewish Education program. Interested candidates should contact their advisors for additional information.

**Dual Degree Program Requirements**

**M.A. in Jewish Education/Jewish Studies:** Students must complete 21 graduate credits in Jewish education, 30 graduate credits in Jewish studies and the 3-credit Internship/Seminar in Jewish education.

**M.A. in Jewish Education/Jewish Communal Service**
Students must complete 18 graduate credits in Jewish education, all core requirements (18 credits) for the M.A. in Jewish Communal Service, 18 graduate credits in Jewish studies, and the 3-credit Internship/Seminar in Jewish education.
Master of Arts in Jewish Studies

Coordinator: Joseph Davis, Ph.D.

Faculty:
Jerry Kutnick, Ph.D.
Ruth Sandberg, Ph.D.
Michael Steinlauf, Ph.D.
Saul P. Wachs, Ph.D.

Adjunct Instructors:
Katherine Aron-Beller, Ph.D.
Joshua Berman, Ph.D.
Marsha Bryan Edelman, Ed.D.
Michael Dickerman, M.A.
Marsha Friedman, Ph.D.
Sandra Lilienthal, M.A.J.S.
Rivka Markovitz, M.Ed.
Sean Martin, Ph.D.
Rela Mintz Geffen, Ph.D.
Christine Schmidt, Ph.D.
Moshe Shner, Ph.D.
Avraham Walfish, Ph.D.

The M.A. in Jewish Studies program is open to any college graduate and offers the means to further their knowledge of Jewish studies generally, or to specialize in specific areas of advanced Jewish learning. The program is appropriate both for those who are directed towards careers in the Jewish community or in Jewish education, and those whose interest in Jews and Judaism is not career-oriented but stems from personal experience or from involvement in the Jewish community. The degree can provide a firm foundation for doctoral work in Jewish studies and/or Jewish education, or for advanced work in preparation to teach in Jewish secondary schools through a double master’s degree program in Jewish studies and Jewish education.

Master of Arts in Jewish Studies (36 credits)

- Introduction to Classical Judaism (3 credits)*
- Judaism’s Encounter with Modernity (3 credits)*
- 3 elective courses in Modern Jewish Studies (9 credits)
- 3 elective courses in Classical Jewish Texts (9 credits)
- 2-3 Jewish Studies electives (6-9 credits) (depends on final project)
- Final Project (3 credits) or Master’s Thesis (6 credits)
- Co-requisite to be completed before graduation: 6 credits of undergraduate Hebrew or equivalent may be transferred into the program
*Students who have done equivalent introductory work as an undergraduate or elsewhere may place out of the introductory series, and take two additional elective courses in Jewish studies instead.

**M.A. in Jewish Studies with Advanced Certificate in Jewish Education (36 – 45 credits)**

- Introduction to Classical Judaism (3 credits)
- Judaism’s Encounter with Modernity (3 credits)
- 6 Methods courses (18 credits)
- 2-3 Jewish Studies electives (6-9 credits)
- Final Project (3 credits) or Master’s Thesis (6 credits)
- Co-requisite to be completed before graduation: 6 credits of undergraduate Hebrew or equivalent may be transferred into the program; online option available

**Hebrew Proficiency**

Candidates for the Masters in Jewish Studies must demonstrate competency in Hebrew language at the level ordinarily attained following the completion of six credits of academic study. Students who have not attained this level of proficiency may satisfy the requirement through study in the College's academic Hebrew program or elsewhere.

**Master of Arts in Jewish Studies with a Major**

Students wishing to major in a specific area within Jewish Studies may do so by pursuing a graduate certificate in that area (Jewish Education, Music, Jewish Communal Service, Holocaust and Genocide Studies). For students wishing to choose a major in Bible, Rabbinics, or Literature, the requirements are as follows:

- 18 prerequisite credits in Hebrew
- 18 graduate credits in a Major (Bible, Rabbinics, or Literature)
- 9 credits in the Classical Period (Bible, Rabbinics, Medieval Studies)
- 9 credits in the Modern Period (Medieval Studies, Modern History, Modern Thought, Modern Literature, Music, Contemporary Jewish Studies)

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

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

The distribution requirements necessitate taking courses that are outside a student's major field (e.g., Bible majors must take courses in Rabbinics and Medieval Studies to fulfill the 9-credit requirement in the Classical Period).

**MAJS with a Major in History and/or Jewish Thought or Contemporary Jewish Studies:**
- 6 prerequisite credits in Hebrew
- 18 graduate credits in a major (History and/or Jewish Thought; Contemporary Jewish Studies)
- 9 credits in the Classical Period (Bible, Rabbinics, Medieval Studies)
- 9 credits in the Modern Period (Medieval Studies, Modern History, Modern Thought, Modern Literature, Music, Contemporary Jewish Studies)

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

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

The distribution requirements necessitate taking courses that are outside a student’s major field (e.g., Bible majors must take courses in Rabbinics and Medieval Studies to fulfill the 9-credit requirement in the Classical Period).

If a student chooses to write a master’s thesis (worth 6 credits), the 18-credit requirement in the major is reduced to 12 credits.

**Graduate Certificate in Jewish Studies**

The Graduate Certificate in Jewish Studies is designed for those students who are ready to make a serious commitment to Jewish learning but are not ready or interested in matriculating into the Master of Arts in Jewish Studies. These courses may be completed either in the classroom or online.

Requirements:

- 6 Jewish Studies electives

Courses taken for a graduate certificate in Jewish Studies can be retroactively applied towards a master’s degree, should the student wish to continue studying once the requirements for the Certificate program are met.

**Jewish Music**

**Advisor**: Ruth Sandberg, Ph.D.

**Adjunct Faculty**: Marsha Bryan Edelman, Ed.D.

The graduate-level Certificate in Jewish Music is a beginning credential in the field of Jewish music. It is designed for:
- Music teachers in Jewish schools
- General classroom teachers who want to incorporate music into their lessons on a regular basis
- Cantorial soloists and others who would like to formalize their knowledge of Jewish music

**Requirements for the Certificate:**

The 18-credit certificate requires students to take three courses in Jewish music and three courses in Jewish studies. Candidates for the Certificate must also demonstrate rudimentary proficiency in the fields of Hebrew language and general music.

Required courses include:

**Jewish Music:**
- Discovering Jewish Music (Music 30839)
- Music in Jewish Education (Music 40833)

_and one of the following:
- Unlocking the Seventh Heaven: An Introduction to Traditional Jewish Music (Music 30842)
- Synagogue Music Literature (Music 40818)

**Jewish Studies:**
- Introduction to Liturgy (Rabbinics 40608)
- One course in Cycle of the Jewish Year and/or Jewish Life Cycle
- Jewish Studies Elective

Courses taken in the certificate program may subsequently be applied toward the fulfillment of requirements for master’s degree programs at Gratz College.
Doctor of Education in Jewish Education (Ed.D.)

**Director:** Saul P. Wachs, Ph.D.
**Coordinator:** Joshua Gutoff, M.A.

**Faculty:**
Joseph Davis, Ph.D.

**Adjunct Faculty:**
Brian Greene, M.A.Ed.
Sharon Schanzer, Ph.D.
Adina Newberg, Ph.D.

The Doctoral Program in Jewish Education is intended to provide an integrated program of general education, Jewish education, and Jewish studies directed at preparing senior personnel for clinical and academic posts in Jewish education. Candidates for the degree come from a variety of Jewish educational backgrounds, and will be interested in pursuing a range of career options.

The Ed.D. program in Jewish Education is designed for the busy working professional. Students ordinarily enroll for one or two courses per semester; degree candidates with the requisite prior educational background will complete their coursework in just three years. Students then demonstrate mastery of their individualized areas of expertise through completion of comprehensive examinations and the writing of a doctoral dissertation or capstone project.

**Admissions**
Students seeking admission to the doctoral program need to demonstrate strong academic records, preferably in education as well as Jewish studies. Students interested in pursuing the Ed.D. should ordinarily also have well-documented experiences in the classroom and/or administration. After submitting application materials and fee, applicants will be interviewed on campus or through Skype.

**Ed.D. in Jewish Education**

The requirements for the Ed.D. degree are as follows:

**36 graduate credits (beyond work done at the master's level):**

3 Foundational courses:
- History and Philosophy of Jewish Education
- Introduction to Research
- Educational Technology

3 courses in one of the following areas:

**Teaching**
Models of Teaching
Differentiated Instruction
Curriculum
Administration
Group Theory and Experience
Organizational Systems
Classroom Assessment Techniques or Evaluation

Supervision
Group Theory and Experience
Curriculum
Supervision

3 courses in one of the following specializations:

Special Needs Education
Adapting Curriculum for Students with Special Needs
The Teaching & Administration of Special Needs Programs in the Jewish School
Developmental Reading

Early Childhood Education
Infant, Toddler, Child Development
Curriculum Design in Jewish Early Childhood Education
Spirituality in Jewish Early Childhood Education
Issues in Administration and Supervision in Jewish Schools for Young Children

Informal Education
Adolescent Psychology
Theory and Practice of Informal Jewish Education
Topics in Jewish Family Education
Jewish Camping

3 courses in Jewish Studies

Additional course work may be required (at the discretion of the faculty), to fill lacunae or provide other necessary support to the student’s chosen field(s) of study. Students who have not met the minimum pre-requisite requirements will be directed to course work necessary to satisfy those requirements, and will be encouraged to complete such course work as early in their doctoral career as possible.

Comprehensive Exams

Upon successful completion of thirty six credits of course work, a student may apply to take three comprehensive examinations. The purpose of the examinations is to determine if the student is prepared to write a capstone project (dissertation or applied research). Each student will take three examinations. One will deal with general questions of philosophy and history. One will be based on track and specialization choices. One will be in an area of Jewish studies chosen by the student.

The comprehensive examinations are designed to assess the following:
1. the candidate’s familiarity with both a common body of professional knowledge and knowledge specific to areas of specialization

2. the candidate’s ability to analyze and synthesize philosophical and theoretical information and apply the results to issues and problems of educational practice

3. the candidate’s knowledge of one or more areas of Judaic studies

4. the candidate’s ability to express, defend or critique ideas and/or positions in writing

Examinations in Jewish studies will be based in the subject matter area chosen by the student.

The Examination Committee consists of two faculty members who are likely to become members of the capstone research project. At least one of these must be a member of the Education Department. The examination may be either a take-home examination or an open book examination. It is to be returned to the Committee within one week. The student may choose to take two examinations in education and one in Jewish studies or the reverse. In general, these examinations will consist of questions that call for the synthesis of knowledge gained in the courses of the program as well as from other readings. Where readings not previously assigned are included, a bibliography will be provided. The content of the examinations in education will include broad issues of theory and practice as well as the opportunity to apply knowledge to concrete problems. The content will be drawn from the track and specialization chosen by the student while pursuing course work. The members of the Examination Committee will provide a list of topics to be covered in the examinations. The list will be specific enough to guide student preparation but broad enough to allow some latitude in the construction of the examinations. Discussing relevant issues with fellow students can be helpful in preparing for the examinations. Some people find it useful to write a practice examination.

Examinations are graded by faculty with expertise in the areas being examined.

Comprehensive examinations will be graded “Pass,” “Partial Pass,” and “Fail.” “Pass” indicates that all questions have been answered correctly. Students who receive this grade are eligible to participate in the Dissertation Seminar.

“Partial Pass,” indicates that some questions have been answered correctly, but the student must address concerns raised by those who read the examinations. These concerns will be explored in an oral examination. The student will still be permitted to participate in the Dissertation Seminar. A student who receives a failing grade in the comprehensive examinations is ineligible to participate in the Dissertation Seminar. The student is permitted to take the examinations a second time. At least one semester must elapse before the examination can be taken again. Failure to pass the examination a second time will result in the student being dismissed from the program. Students who are dismissed are ineligible to re-apply to the Ed.D. program.
Reporting the Results of the Comprehensive Examinations

The Examination Committee will notify both the student and Director of the doctoral program within two weeks of the examination date.

Acceptable Age of the Comprehensive Examinations

The maximum time allowed for completion of the degree after the examinations have been taken is five (5) years.

Examination Timeline

Comprehensive examinations will be offered in the fall and spring semesters, and, for online students, during the summer term as well. A student must inform the doctoral program’s Director or Coordinator at least two months prior to the requested examination date.

Post-Comprehensive Examination Continuous Registration Requirement

All doctoral students who successfully complete the comprehensive examinations are required to be enrolled in each academic term (excluding summer session) until the student completes the program. This entitles the student to all normal student privileges and use of college facilities. This enrollment carries no academic credit or grade.

Capstone Project/Dissertation

Students who have successfully completed all the course work and the comprehensive examinations may choose to either write a dissertation, constituting “pure” research, or do a capstone project based on applied research growing out of practice. “Pure” research seeks to establish a sense of a larger pattern and to propose, defend, or refute a theory that is universal, i.e., not limited to a particular context. Applied research grows out of practice in a particular setting and is designed to solve a practical problem. A successful project of this type seeks to understand whether or not a particular approach works in a particular setting better than available alternative approaches. It is more concerned with solving a problem than with the building of theory. This capstone project represents the culminating experience of the doctoral program. It provides the student with the opportunity to demonstrate his or her ability to integrate previously-gained knowledge into a major research project.

The following steps map out a route to writing and defending a dissertation or applied research project:

- The candidate and the Director agree on the selection of an advisor for the capstone project. The candidate, with advisement, selects a topic for the research project.
- The candidate presents a preliminary version of the proposal to the dissertation seminar. This must contain a statement of the problem, its significance, and the methodology (methodologies) to be pursued.
- With the approval of the advisor, the written proposal is presented to the members of the research project committee. The proposal is made available to the members at least two weeks
prior to its presentation. This meeting focuses on a discussion of the proposed topic with the goal of refining the question(s) and considering options for appropriate methodologies.

- After presentation, the student will receive written notice of the acceptance or rejection of the proposal together with suggestions to guide the research. Copies of the proposal and the Committee’s response are given to the student and also placed in the student’s file in the office of the Dean for Academic Affairs.

Meetings to Evaluate Progress

The advisor will convene the research committee at least twice during the course of the research to discuss ongoing progress and make suggestions and recommendations for any needed revisions. The candidate will meet with the advisor regularly to gauge progress.

The research and its written form are guided by the advisor and another member of the project committee. The committee that judges the research will consist of these two individuals and one outside reader as well as the Dean for Academic Affairs.

Defense of the Research

After the capstone project has been completed and approved by the advisor and one reader, it is defended before the entire research project committee.

The student must request permission to schedule this defense at least four weeks prior to the defense. The student must also provide complete copies of the project to all the members of the committee at that time.

A final oral defense of the project is conducted by the Research Committee. The first portion of this defense is open to the college community. It consists of a formal presentation prepared in advance by the candidate. Questions, first by the committee and then by others present, follow the defense. The second portion of the defense is closed to those not in the committee and is devoted to determining the acceptability of the research and indicating any needed revisions.

The committee may approve the project as submitted, require some modifications, or reject it. If major revisions are required, members of the committee will supervise the reworking of the project.

If the research is rejected, the student will be required to leave the program. The student may appeal that decision. In that case, the Dean for Academic Affairs will appoint a committee, in consultation with faculty and outside readers, and recommend a decision on the appeal.

The Format of the Capstone Project

The capstone research project must follow standard rules for style and format. These may be found in the most recent edition of the APA Publication Manual. Any deviations from this format must be approved by the Research Committee at the time that the proposal is approved.
Final Submission Procedures

The deadline for submitting final copies of the capstone research project is no later than three weeks before the end of the semester. At least three copies must be prepared. One is for the Tuttleman Library, one for the academic advisor, and one is to be sent to University Microfilm. In addition, the student is to prepare abstracts of the project for University Microfilm and the Tuttleman Library. These documents are to be presented on approved thesis paper.
Early Childhood Education

Director: Ruth Sandberg, Ph.D.

Faculty
Mara Bier, M.A.
Anita Block, M.Ed., M.A.J.S.
Tamara Cohen, M.A.Ed.
Miriam Feinberg, Ph.D.
Debra Lawrence, Ph.D.

Philosophy
The Gratz College Department of Early Childhood Education is based on a social constructivist approach to learning. In other words, certificates and coursework are structured so that students build on their own experiences, interact with others to construct new meanings, and acquire tools to use in further advancing inquiry and collaboration. Cultural contexts are examined for their assumptions, and change theories are discussed. Pre-service and in-service teachers are encouraged to develop an image of the educator as a researcher, an advocate, and a life-long learner. During their time at Gratz College, class members develop their skills and dispositions as members of communities of practice. These structures and goals can be found throughout all of the offerings in Early Childhood Education at Gratz College, whether in the general education or the Jewish education programs. While evident in current literature in the field, this approach also reflects a Jewish perspective on educational values.

General Early Childhood Education at Gratz College
The general early childhood program currently offers coursework in three categories: the Child Development Associate Credential, professional development, and the PA Director Credential, all earning academic credits. These credits can be applied to STARS requirements and Act 48 (for the State of Pennsylvania). Credits can also be transferred to other institutions. These courses are usually provided with very substantial financial assistance. Gratz College also participates in the T.E.A.C.H. scholarship program which supports both students and the institutions in which they are employed.

Jewish Early Childhood Education at Gratz College
The Jewish early childhood education program focuses on how individuals and groups can use Jewish content and processes to understand and find meaning in life as well as develop Jewish literacy skills. Participants study how to coordinate Judaism with learner-centered educational methods for teaching young children, and how to become researchers in trying out new ways of communicating Judaism to children and families. Essential to this process is the formation of ongoing learning groups within schools among all members – teachers, children, parents, and institutional leaders. Students are accepted through an application and interview process, with no consideration of religious background or Jewish knowledge.
The Jewish early childhood program currently offers coursework in four categories: individually for professional development, to earn the Graduate/Undergraduate Online Certificate in Jewish Early Childhood Education, to earn the Leadership Certificate in Jewish Early Childhood Education, and in the process of acquiring a Bachelor's or Master's degree at Gratz College. Credits can also be transferred to other institutions.

**K'vutzot Limud – Learning Cohorts**

Gratz College has developed a format for earning the Certificate in Jewish Early Childhood Education through learning groups (Kvutzot Limud) in distinct geographic areas. These groups, consisting of graduate and undergraduate students, can achieve the level of collaboration characteristic of communities of practice. Students take the same class each semester, and meet once each month to discuss their learning with a facilitator. Substantial tuition discounts are provided to groups of educators who wish to participate in these Kvutzot Limud.

**Online Learning in Early Childhood Education at Gratz College**

Currently, most of the courses in general early childhood education are offered in a face-to-face or hybrid format. The courses in Jewish early childhood education are primarily offered online. The online format allows those who are currently working in early learning settings to participate on their own time while being able to be in close contact with fellow learners. Through online journals and forum sessions, students reflect on and share their own experiences, question assumptions, negotiate new meanings with each other, and create community. Online learning, therefore, is used as a means of promoting a constructivist approach to the education of adults as well as young children.

**Graduate/Undergraduate Certificate in Jewish Early Childhood Education**

**Program Requirements**

The Graduate/Undergraduate Certificate in Jewish Early Childhood Education consists of six courses of four credits each, for a program total of 24 credits. Each course includes a field study component. Differentiated goals and assignment criteria are listed for graduates and undergraduates. A course in human development is a co-requisite for certificate completion.

The required courses are:

<table>
<thead>
<tr>
<th>Jewish Early Childhood Education Certificate Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>40223A Building a Jewish Life: Concepts and Curriculum in the Jewish Early Childhood Classroom</td>
<td>4</td>
</tr>
<tr>
<td>30225/30613 Mitzvot, Moral Development, and Classroom Management: Creating a Classroom Community based on Interactive Jewish Values</td>
<td>4</td>
</tr>
<tr>
<td>40245 The Development of Jewish Identity in Young Children: Effects of Family, Community, and Society</td>
<td>4</td>
</tr>
</tbody>
</table>
The following electives are included (2 choices need to be cross-listed)

40230/30630 Spirituality, Ritual, and Prayer in the Jewish Early Childhood Classroom: Shabbat and Daily Practices 4

40241 Holidays Through Horticulture: Teaching Children about the Yearly Holiday Cycle through Connections to Green Growing Things 4

30226/30107 Teaching Torah to Young Children 4

Language and Literacy: English and Hebrew in the Jewish Early Childhood Classroom 4

40240 Awareness, Support, and Inclusion: the Child with Special Needs in the Jewish Early Childhood Classroom 4

Israel in the Early Childhood Classroom 4

A Jewish studies course approved by the program advisor may also be used as an elective.

Courses taken in the certificate program may subsequently be applied toward the fulfillment of requirements for master’s degree programs at Gratz College.

The Child Development Associate Credential (CDA)

This nationally recognized credential has been incorporated into the standards for licensing standards for child care centers in 49 states and Washington, D.C. Gratz College offers the 120 required classroom hours through three credit-bearing courses as well as support in completing the application process to the Council for Professional Recognition. Courses are completed during one academic year through evening classes to accommodate working professionals. Please visit http://www.cdacouncil.org/cda.htm for more information on this significant credential.

Course offerings:

Introduction to Early Childhood Education

Creating Curriculum in Early Childhood Classrooms

Supporting Families and Building Community as an Early Childhood Professional

Early Childhood Education Professional Development Courses
Learning and Teaching in the Context of Real Life: the Art of Observation in the Early Childhood Classroom

- Authentic Assessment: Using Documentation to Make Learning Visible in Early Childhood Programs

The Pennsylvania Director Credential Courses

- Issues in Administration in Schools for Young Children
- Issues in Supervision in Schools for Young Children
- Curriculum Design in Jewish Early Childhood Education

Leadership Certificate in Jewish Early Childhood Education

Program Description

The Leadership Certificate in Jewish Early Childhood Education consists of the coursework of the Certificate in Jewish Early Childhood Education in combination with administrative courses, similar to those offered in the PA Director Credential but specifically appropriate to a Jewish philosophical approach and Jewish school contexts. These courses are often offered in a week-long intensive format, and can be given in a specific geographic location.

K’vutzot Limud – Learning Cohorts

Program Description

Participants in learning cohorts come from the same school, geographic area, national organization, or movement. They move through the courses in the Certificate in Jewish Early Childhood Education as a group, and an advisor is selected who meets either face-to-face with the cohort or through a technological platform on a monthly basis. These structures provide significant support to the students in their work to be a community of practice. In addition, when appropriate, special courses are developed to support learning relevant to students’ interests and context. The director of the Gratz College Department of Early Childhood Education visits the group at least once each year to ascertain its progress in person. Local/institutional funding is encouraged to involve the immediate or national community in the efforts of the cohort to advance the field of Jewish early childhood education for their constituents.
Academic Policies and Procedures

The following policies and regulations govern academic life at Gratz College. In order that the programs offered reflect current advances in and additions to knowledge and changes in professional requirements, Gratz College reserves the right to change program requirements without prior notice. Unless otherwise specified, students are bound by the policies and regulations in effect when their entering class begins its first year of study. It is the responsibility of the student to know and comply with the academic policies and regulations of the College.

Advising

Gratz College takes seriously the responsibility of academic advising. Students develop individualized programs reflecting advanced placement and transfer credits, where appropriate, in consultation with their academic advisors. Students are urged to consult with their academic advisers on a regular basis. Advisors meet with each student prior to registration to ensure that the student is on track and to help in the selection of courses.

Credit by Examination

Students may take proficiency examinations and be awarded credit by examination in lieu of required courses.

Grades

Undergraduate students are expected to maintain at least a "C" average in their academic studies. Graduate students are required to maintain a grade-point average of at least 3.00 ("B" average) and cannot be approved for graduation unless this average has been maintained.

Identification Cards

All Gratz College students are issued a photo identification card during their Orientation or the first week of classes. Online students may email a headshot to the Office of Enrollment Management to have an ID card created for them and mailed to their home address.

Information Technology

Computers are available for student use in the Tuttleman Library on campus during building hours. In addition, the campus offers wireless access. For students enrolled in online courses, technical assistance is available 24 hours a day.

Students may seek assistance for online learning technical difficulties from the Gratz College Online and Distance Learning (ODL) staff and the 24-hour help line of our web platform provider, WebStudy, Inc. For questions about login information and registration or help with your online instructor, contact the Debbie Aron, Director of Online and Distance Learning at 800-475-4635 x115 or daron@gratz.edu; or contact Dee White, Administrative Assistant of ODL at 800-475-4635 x 186, dwhite@gratz.edu. Please note that the Gratz College staff is available during college business hours.
For technical problems uploading or viewing material on the web platform, or for 24-hour assistance, contact the WebStudy help desk staff by filling out the online help log on the welcome page of WebStudy at www.gratz.webstudy.com. For immediate help, call 888-326-4058 and select option 3 for Tech Support.

**Computer Use and Abuse Policy**

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

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

**File Sharing and Copyright Infringement**

Gratz College strongly discourages students from using file sharing. File sharing is the easiest way to get viruses, malwares, spywares, worms, or Trojans, which serve as a backdoor to intruders. Because Peer-to-Peer (P2P) software is generally used to violate Federal Copyright laws, its use on campuses has resulted in law suits against both students and institutions. The use of P2P software on any computer connected to the Gratz College network is strictly forbidden when copyright and software piracy are compromised. This includes KaZaA, Morpheus, Gnutella or any other variation or derivative of P2P software that allows you to access the computer of another or allows other users to access your computer to share files of any type. If you have this type of software on your computer, you must unistall it immediately. The network connection of computers that are determined to be using P2P software will be disabled and it will be the responsibility of the user to demonstrate to IT that the software has been removed before service will be restored. Additionally, sharing commercial software with other network users is not permitted unless you have a license for that software which specifically permits you to share it with other users.

In order to avoid prosecution for violating copyright laws, it is recommended that you use a legitimate media downloading solution. These solutions are completely legal and will save you the time and the frustration of having to worry about copyright infringement.

**Learning and Other Disabilities**

Gratz College complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with state and
federal regulations, reasonable accommodations are provided to qualified students with documented disabilities.

A request for accommodations is deemed reasonable if the request:

- is based on the required documentation as specified below,
- does not compromise essential requirements of a course or program, and
- does not impose a financial or administrative burden upon Gratz College or individual professors beyond that which is deemed reasonable and customary.

The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability. Students whose accommodation requests are denied will not be discriminated against if they appeal the decision, and an appeal will in no way impact their overall experience at Gratz College.

**Disability Accommodation Process**

It is the student’s responsibility to inform the College of the disability and submit any required documentation in order to receive accommodations, and therefore, the student should submit the request upon admission to Gratz College. This information will be kept in a locked file and kept strictly confidential pursuant to the Confidentiality of Information statement below.

- No accommodations may be made prior to the notification of the disability and submission of documentation.
- Students must identify themselves to the Office of Disability Services and provide the required documentation specified below at least 30 days in advance of the start of the requested accommodations.

**Steps to Requesting Disability Accommodations**

1. The student submits the following to the Office of Disability Services:
   a. A written statement outlining his or her disability, and
   b. The required documentation specified below in the “Documentation Requirements” section.
2. The Office of Disability Services will review the documentation to determine whether the requested accommodations or any other accommodations might be reasonable.
3. Once accommodations are approved, the Office of Disability Services will prepare a letter for the student to share with his or her professors. In addition, the student’s advisor and Dean for Academic Affairs will receive a copy of the letter.
Appeal Process

Students whose disability accommodation requests are denied or adjusted may submit an appeal in writing to the Office of Academic Affairs. This appeal must be made within 15 days of the decision.

Documentation Requirements

The student must provide all necessary documentation to request disability accommodations and will be made at the student’s expense. Documentation must follow the guidelines as follows:

- **Age of documentation:**
  - For students with a learning disability, the evaluation should be no older than three years if the student is under 21 years old. Older documentation may be considered for students who are over 21 as long as the testing was done when the student was at least 18 years old.
  - For students with a mental disability, the evaluation should be no older than six months.
  - For students with a physical disability, if the disability is a permanent condition, documentation of any age is considered. If the disability is based on a temporary condition, the evaluation should be no older than one year.

- **Necessary information on documentation:**
  - Should include the professional credentials of the evaluator, including the training and experience the evaluator has had with the diagnosis and treatment. The evaluator should be a licensed professional in the appropriate field and qualified to diagnose adults.
  - Should include a specific medical diagnosis of the physical, mental, or learning disability.
  - Should include the names of all diagnostic tests used, evaluation dates, test scores, and interpretation of test results.
  - Should describe the specific ways in which the disability will impact the student’s academic experience.
  - Should include recommended accommodations that relate to the diagnosis.

Confidentiality of Information

Gratz College will not release any information regarding a student’s individual diagnosis or documentation without his or her informed written consent or as required by law. A student is under no obligation to disclose the nature of his or her disability to a professor.

Contact Information

For questions regarding the Office of Disability Services, contact Andi Oxman, Director, disability@gratz.edu, (800) 475-4635, ext. 222.

Transfer of Credits

Students who have taken college courses at another institution prior to attending Gratz College must present the necessary course descriptions and other documentation as needed to the Dean’s Office before or during their first semester at Gratz College. Transfer credit will not be awarded for college level courses that are used to meet high school graduation requirements.
Courses will be given consideration for transfer credit only upon receipt of a seal-bearing, official transcript sent by mail to the College, and, upon request, an official course description (e.g., from a course catalog).

Applicants to the Master of Education may transfer a maximum of 6 graduate education course credits at the time of matriculation. Transfer credits are considered electives. For more information on transferring credits to the Masters of Education program see the program listing below. Applicants to other Gratz College programs may transfer up to 18 credits toward the M.A. or Ed.D. degrees, with the approval of the Graduate Equivalent Committee. The transfer of credits for graduate certificate programs should be discussed with the program director of that certificate program.

**Life Experience Credits**

Gratz College will grant undergraduate students up to eighteen credits for life experience, including up to six credits in Jewish studies. Gratz will charge students a reduced rate of tuition for these credits. The student petitioning for life experience credit will write an essay reflecting on the experience and on what he or she has learned, and what knowledge and skills and understanding the he or she has acquired. Ordinarily, the student’s petition will also be accompanied by a letter from a director or supervisor of the program in which the student participated. The letter will spell out the nature of the program and its educational content.

The number of credits granted will be determined by the Dean for Academic Affairs, in consultation with appropriate members of the faculty and administration. The Dean’s office will then notify the Office of Financial Aid of any award of credits. The following are some general guidelines:

- Gratz gives life experience credit to undergraduates, not to graduate students except in exceptional circumstances.
- Gratz gives credit for experiences after high school graduation, not for experiences or learning achieved as a child or in high school. Gratz does give credit for fluency in languages other than English.
- Gratz does give credit to graduates of the Israeli bagrut examinations.
- Gratz gives life experience credit for formal, non-academic educational experiences, e.g., study in non-academic institutions or participation in a non-credit bearing travel seminar. Ordinarily, Gratz does not give credit for informal experiences.
- Gratz does give life experience credit for study in religious or synagogue-based or church-based classes and seminars. Ordinarily, Gratz does not give credit for participation in worship services or religious rituals.
- Gratz students who teach or who are docents may get life-experience credit for their teacher training. Ordinarily, Gratz does not give credit for work experience as such, unless there is a distinct educational component.
- Undergraduates at Gratz may arrange to receive credit for life-experience programs supervised by their advisors or by Gratz faculty members. Credit for life experience is not limited to learning achieved before matriculating at Gratz.
• There is no fixed ratio between hours of life experience and credits earned. Life experience credits are given for achieved learning, not for participation as such.

Course Designations

Five-digit course numbers beginning with “1” and “2” designate undergraduate courses. Five-digit course numbers beginning with “3” and “4” designate graduate courses. Doctoral Courses are designated with a “7.” Some graduate courses may be taken for undergraduate credit with permission of the instructor.

The letter ‘H’ at the end of a course number indicates both that the language of instruction and the text are in Hebrew. The letters ‘HT’ at the end of the course number indicate that the text is in Hebrew, but the language of instruction is English.

Degree Requirements

Candidates for the B.A. must complete 120 credits. Candidates for a master’s degree must complete the courses prescribed by their program. Depending on the program, 30 to 37 credits are required for the degree. Candidates for the Ed.D. in Jewish Education must complete 36 credits beyond the master’s level. Students in all programs may be required to complete certain additional semester hours if the Admissions Committee so recommends.

Registration

Students who have been admitted to a degree program or certificate must register during the period announced in the Academic Calendar. The student needs the approval of his or her program director or advisor before officially enrolling in courses. Courses are offered in the fall, spring, and summer terms on a full and part-time basis.

Residency Requirements

All undergraduates must complete a minimum of 39 credits in Jewish Studies and/or Hebrew language in residency at Gratz College, either on campus or online. All graduate students must complete a minimum of 50% of their required credits through Gratz College.

Comprehensive Examinations

Comprehensive exams are required of doctoral students only. Doctoral students take three comprehensive exams after completion of all required courses and before beginning research on the dissertation or capstone project. For more information, refer to the detailed program requirements.

Language Requirements

Please consult specific programs for language requirements.
Graduation

At the close of the academic year in May, Gratz College holds its annual Graduation Ceremony. Students who have no more than three courses remaining in order to complete their degree may apply to the Office of the Dean for Academic Affairs for permission to walk in graduation. Their names will not appear in the graduation program, and they will be handed an empty diploma case at the College’s recognition ceremony in order for pictures to be taken. Once the final courses have been completed and a grade entered, the Office of Student Records will mail the diploma to the student at the address of record.

Students who expect to graduate have the responsibility of applying for graduation to the Office of Academic Affairs no later than the date specified in the Academic Calendar for the semester in which they expect to complete their programs. Failure to submit the proper paperwork by the stated deadline may result in a delay in receiving a diploma and omission of the student’s name from the commencement booklet. All academic requirements must be completed and processed before the date of graduation.

Honors

At graduation, students who are eligible will receive honors or high honors. To be eligible for “honors,” a student must attain a minimum cumulative grade point average of 3.5. For “high honors,” a student must attain a minimum cumulative grade point average of 3.75. These honors are listed in the Commencement Bulletin.

Thesis or Final Project

All online students in the Master’s in Jewish Studies must complete a thesis which is the equivalent of 6 credits or a final project which is the equivalent of 3 credits. The thesis or final project is prepared under the supervision of the thesis advisor.

Grading System

Grades are recorded at the end of each semester and summer session. Grades are available on NetClassroom as soon as they are posted by the faculty, no later than September 7th for summer courses, June 7th for spring courses, and January 7th for fall courses.

Grades and Grade Point System

The progress and quality of students’ work is measured by a system of letter grades, grade percentages, and points. The meaning of each grade, its equivalent percentage, and point value is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points per Credit Hour</th>
<th>Grade Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
<td>3.0</td>
<td></td>
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<tr>
<td>Grade</td>
<td>GPA</td>
<td>Grade Description</td>
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<td>----------------------------------------</td>
<td></td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>Fair (2.0 - 2.66)</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Fair (2.0 - 2.66)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Fair (2.0 - 2.66)</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Poor (not acceptable for Graduate Credit)</td>
<td></td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>Poor (not acceptable for Graduate Credit)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Fail due to inadequate performance</td>
<td></td>
</tr>
<tr>
<td>FA</td>
<td>0.0</td>
<td>Fail due to absences</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass (“C” or better)</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>Credit</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>No Credit/Audit</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrew</td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td></td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td>TR</td>
<td></td>
<td>Transfer Credit</td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate students are expected to maintain at least a “C” average in their studies. Graduate students are expected to maintain at least a “B” average in their studies. Refer to the financial aid section for additional information about academic progress and minimum program completion standards.

**Academic Probation**

The record of any undergraduate student whose cumulative or semester grade point average falls below 2.00 and any graduate student whose cumulative or semester grade point average falls below the published acceptable progress standards in the Satisfactory Academic Progress section of this bulletin will be reviewed by the Academic Standing Committee for appropriate action. Typically, the student will be placed on academic probation.

A student on academic probation will normally be allowed only one semester to achieve the required grade point average. While on academic probation, the student is limited to a schedule of two courses and is ineligible to serve on the Student Governing Board. A student on probation is required to do the following:

- Meet with his or her academic advisor during the registration period to discuss the probationary status before registering for the next semester. With the advisor, the student will decide on an appropriate plan for the semester that will assist that student in being academically successful.
- Follow the agreed upon plan.
- Pass each course of three or more credits, and earn a “C” (2.0) or better in each course.

Students who do not follow the above requirements will be subject to academic suspension from the institution based on the guidelines specified in the Satisfactory Academic Progress section of this bulletin.
Pass/Fail Policy

Students in degree programs are permitted to take up to two courses on a pass/fail basis. Students in certificate programs are permitted to take one course on a pass/fail basis.

Students are not required to repeat courses in which the grade of F has been received, unless the courses are specifically required by the program in which they are enrolled, the decision resting with the chairperson of the department. However, the “F” grade is computed in the cumulative average. The “W” grade may be given only by the Dean for Academic Affairs. The “W” grade indicates approved withdrawal from a graduate course without academic penalty. The parameters governing possible financial refunds are described in the refunds section of this bulletin. The “IP” grade is reserved for thesis, internship, practicums, and dissertation courses.

After the withdrawal dates stipulated in the Academic Calendar in this bulletin, only officially documented, substantive non-academic reasons (such as prolonged serious illness or significant employment difficulties) will be considered sufficient to receive a “W” grade (See “Withdrawal from a Course” section). No “W” grades will be granted for purely academic reasons after the deadline. The same principle applies to requests for changes from letter grade to audit (“AU”) status. An “INC” (incomplete) grade indicates that the instructor has agreed to give the student an extension for completion of the course assignments. The “INC” grade automatically converts to an “F” grade if the work is not completed and submitted to the instructor within one semester after the end of the term. Grades are part of the student’s permanent record. Typically, no changes other than “INC” grades can be made.

In graduate study, the student is expected to do more than pass the required courses. Specifically, students must maintain a certain grade point average (GPA) based on the program. The GPA is derived from the grades and credit hours of the courses taken, and is computed by multiplying the number of credits for each course the student has attempted by the authorized quality points for the grades received and dividing the total grade points by the total credit hours attempted. The grade “A” merits 4 grade points; “A−”=3. 7; “B+”=3.33; “B”=3.00; “B−”=2.67; “C+”=2.33; “C”=2.00; “F”=0; “INC”=0.

Audit

Students interested in auditing a course should discuss it with their advisor and must register as Auditors or Auditor Observers for the specified courses. Auditors are expected to complete all assigned readings and may participate in oral discussion but do not have to submit written assignments. Auditors are charged a different rate per course. Refer to the Schedule of Fees.

Undergraduates Receiving Graduate Credit

Qualified undergraduate students may be permitted to earn graduate credit with the permission of their academic advisor, and the approval of the Dean for Academic Affairs.
Dropping/Adding courses

Students have up until the drop/add deadline to drop or add courses with the approval of their advisor. Under normal circumstances, students will not be permitted to add a class after it has already met for two sessions. The drops do not appear on a student’s transcript. After the drop/add deadline, students may withdraw from a course but may not add a course. Any such withdrawal will appear on the student’s transcript.

The M.A. Ed. program has a different drop/add policy. An M.A. Ed. student may not add a course after the course has started. An M.A. Ed. student who has completed more than 4 course hours is not eligible to drop the course unless there is a medical/family emergency.

Gratz College Policy on Incompletes – as of April 1, 2012

- Students normally have one semester to complete their Incompletes. Beyond that one-semester deadline, students must petition in writing to the Office of Academic Affairs (via email at oaa@gratz.edu or by regular mail, Office of Academic Affairs, Gratz College, 7605 Old York Road, Melrose Park, PA 19027) for a further extension. If no written request is made, students who do not complete their Incompletes by the end of the following semester will receive an “F”.

- Students who have three or more Incompletes will not be able to register for further courses until they satisfy the requirements outlined in an individualized education contract approved by their academic advisor. Students are required to contact their academic advisors within 15 days after receiving notice of three or more Incompletes to arrange for the individualized education contract. Failure of students to act on notification of three or more Incompletes may result in academic probation or suspension.

- Students may register for up to two additional courses if they have one or two Incompletes on their record at the time registration opens, as long as those Incompletes are within the one-semester deadline or the student has been granted an extension for the Incompletes.

- Students on a documented medical leave and/or students having a death in their immediate family can drop their courses without paying the post drop/add fee. Such students will receive a “W” (Withdrawal) rather than a failing grade. The “W” will not be computed in the student’s grade point average (GPA). If the student re-takes the course, the “W” will remain on the transcript but the new grade will be calculated in the GPA. The student will be responsible for any tuition charges that are incurred.

For any grievances concerning an Incomplete grade or any other academic issue, consult the Grievance Procedure in the Academic Bulletin, which can also be found on the Gratz College web site.

Withdrawal from a Course

Until the final withdrawal deadline as listed in the academic calendar, a student may withdraw from a course without a failing grade and will receive the grade of “W.” In order to withdraw during this period,
the student must submit a withdrawal form to the Office of Academic Affairs. Students seeking an authorized withdrawal for a medical reason must complete the process for a medical withdrawal as outlined below. Students seeking withdrawal for other reasons after the deadline must petition the Office of Academic Affairs in writing. The authority to grant withdrawals rests with the Withdrawal Committee. If a student is given permission to withdraw from a course, the student is still responsible for the tuition costs as per the institution’s refund policy (see below).

**Medical Withdrawal**

In the case that a student, at any point in a semester, is suffering from a serious medical condition that precludes his or her ability to complete the semester, he or she may apply for a medical withdrawal. A medical withdrawal can also be applied for by a student who experiences a death or serious illness in the immediate family. Supporting documents for a medical reason must include a personal statement and current medical documentation. In the case of a traumatic event (e.g., death of family member, acts of violence, etc.), documentation must also include a copy of death certificate or obituary for the immediate family member, or when relevant, a copy of the police report. This information should be submitted by email, fax, or regular mail to the Office of Academic Affairs. The materials will be reviewed by the Withdrawal Committee. A favorable review will result in a grade of "W." If a student is given permission to withdraw from a course, the student is still responsible for the tuition costs as per the institution’s refund policy (see below).

**Leave of Absence with Intention to Continue Matriculation**

From time to time, circumstances may require students to take a leave of absence from their studies. All students who are planning to take a leave of absence or do not plan to take any courses in the upcoming semester must submit the Student Leave Form to their academic advisor.

**Withdrawal from the College**

Students planning a complete withdrawal from Gratz College must inform their academic advisor in writing. If students have completely withdrawn from a program, they may not resume their studies until they have been formally readmitted. Students who withdraw during a semester without any notice to their academic advisor will receive an “F” grade in any courses in which they are enrolled unless a grade of “W” has been approved.
TUITION AND FEES

These fees reflect the rate for each course in the listed program.

*Gratz College reserves the right to change its fees and tuition at any time.*

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fees per course</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEd, PA &amp; MD</td>
<td>$980</td>
<td>$25 late fee if register less than 14 days prior to course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Matriculated Students</th>
<th>Undergraduate Fees per course</th>
<th>Graduate Fees per course</th>
<th>Ed.D. Fees per course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>$2,150</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate in Jewish Studies</td>
<td>$2,150</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate in Jewish Music</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate in Jewish Education</td>
<td>$2,150</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Advanced Certificate in Jewish Education</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate in Jewish Early Childhood Education</td>
<td>$860</td>
<td>$1,161</td>
<td>N/A</td>
</tr>
<tr>
<td>Leadership Certificate Jewish Early Childhood Ed.</td>
<td>N/A</td>
<td>$1,161 (BayArea)</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate Jewish Non-Profit Management</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate in Educational Technology Full-time educator discount</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate in Jewish-Christian Studies Full-time educator discount</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate &amp; MA in Holocaust &amp; Genocide Studies Full-time educator discount</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate &amp; MA in Jewish Communal Service</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>MA in Jewish Studies</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>MA in Jewish Education</td>
<td>N/A</td>
<td>$2,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Ed.D. in Jewish Education</td>
<td>N/A</td>
<td>N/A</td>
<td>$2,775</td>
</tr>
<tr>
<td>Degree Oriented (pre-matriculation)</td>
<td>$2,150</td>
<td>$2,500</td>
<td>$2,775</td>
</tr>
</tbody>
</table>
Refunds

For all students except for M.A. Ed. Students, refund of tuition is allowable on the following terms:

On-campus students may drop and add courses as required until the end of the drop/add deadline listed in the Academic Calendar. Individuals will be held financially obligated for those classes that are not dropped within the timeframe outlined above. Fees are not refundable.

If a student withdraws from one or more courses after the drop/add deadline but remains enrolled in at least one course, no refunds will be granted. If a student withdraws completely from all courses for the semester, the student will receive a refund according to the following schedule:

Before drop/add deadline – 100% tuition refund; no fees refunded
3rd or 4th week: 50% refund
After the 4th week: no refund
One-week intensive courses: no refund

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the Office of Academic Affairs. Failure to attend class is not a withdrawal and students will not receive adjustment of charges if they do not attend class.

For M.A. Ed. students only:

An initial $75 deposit is due per course at the time of registration. Tuition balances are due no later than 2 business days prior to the start of the course.

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<table>
<thead>
<tr>
<th>Non-Matriculated Students</th>
<th>Fees per course</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transient (credits to transfer to another institution)</td>
<td>$980</td>
<td>Graduation Fee</td>
</tr>
<tr>
<td>Alumni Online Auditors</td>
<td>$499</td>
<td>Application Fee</td>
</tr>
<tr>
<td>On Campus Auditor</td>
<td>$300</td>
<td>Registration Fee (per semester)</td>
</tr>
<tr>
<td>Hebrew Online (per semester)</td>
<td>$550</td>
<td>Tech Fee (per online course)</td>
</tr>
<tr>
<td>Hebrew Online (discount for 2 semesters)</td>
<td>$980</td>
<td>Late Registration Fee</td>
</tr>
<tr>
<td>Hebrew Mechina Online</td>
<td>$550</td>
<td>Transfer credit (per credit)</td>
</tr>
<tr>
<td>Masters + Educators (full-time educators)</td>
<td>$980</td>
<td>Language placement</td>
</tr>
<tr>
<td>Transcript</td>
<td></td>
<td>Transcript</td>
</tr>
<tr>
<td>Comprehensive per Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation (per academic year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Life (on campus students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Student I-20 form processing fee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Non-Matriculated Students:

- **Transient (credits to transfer to another institution)**: $980
- **Alumni Online Auditors**: $499
- **On Campus Auditor**: $300
- **Hebrew Online (per semester)**: $550
- **Hebrew Online (discount for 2 semesters)**: $980
- **Hebrew Mechina Online**: $550
- **Masters + Educators (full-time educators)**: $980

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Fees:

- **Graduation Fee**: $125
- **Application Fee**: $50
- **Registration Fee (per semester)**: $70
- **Tech Fee (per online course)**: $75
- **Late Registration Fee**: $35
- **Transfer credit (per credit)**: $10
- **Language placement**: $100
- **Transcript**: $9.00 ($5 for each additional)
- **Comprehensive per Exam**: $300
- **Dissertation (per academic year)**: $600
- **Student Life (on campus students only)**: $30
- **International Student I-20 form processing fee**: $150
A $25 administrative charge will be assessed if the student’s withdrawal request is more than two business days in advance of the start of the class. No portion of the $75 deposit will be refunded after that class. No portion of the tuition will be refunded after the first four class hours.

**Attendance**

Regular class attendance is required. Specific attendance policies are determined by the instructors of the various courses. Enforcement of such attendance policies lies with those instructors. Where possible, students should inform their instructors if they plan to be late or absent from class.

The Office of Academic Affairs (OAA) establishes and updates its attendance records three times a semester:

- Within a week before the class starts the OAA provides the class lists to the instructors
- Three weeks into the semester, the instructor notifies OAA of the updated class list, and
- Six weeks into the semester, the instructor notifies the OAA of the final class list

**Complaints about Faculty and Grades**

**Grievance Procedure**

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

1. If possible, students seeking to resolve problems or complaints should first contact the person or persons with whom they have the conflict.

2. If unresolved, the student seeking to resolve the problem may contact his or her advisor and/or the Dean for Academic Affairs. The student may be asked at this point to put the complaint in writing.

3. If still unresolved, the student may submit a written complaint to the President of the College. The President will attempt to resolve the conflict.

4. If a student feels that the President of the College has not adequately addressed the complaint, the student may then appeal the President’s decision to the Committee of Academic Affairs of the Board of Governors.

**Non-Matriculated Students**

Students who wish to take courses but do not intend to pursue an academic credential through Gratz College may do so through the College’s Division of Continuing Education. They may become degree candidates at a later date by submitting an official application for admission to Gratz College.
Code of Academic Responsibility

Honesty and integrity are central human and Jewish values. Cheating and plagiarism are intolerable and are always considered extremely serious offenses by Gratz College faculty and administration. It is recognized that the vast majority of students do not participate in such acts but ultimately suffer when cheating and plagiarism and other academic violations occur. Dishonesty diminishes the quality of scholarship and compromises the integrity of the institution and Gratz College faculty and administration.

It is a serious violation of the norms of the academic community to appropriate the ideas of other people without credit or permission, and it is important to learn to discriminate between exploitation and the legitimate use of the ideas of others. The most general rule is that any use of another person’s ideas – whether the source is published or not - should be acknowledged fully and in detail. Since disciplines show some differences on how this should be done, instructors should be consulted as to the form and nature of the acknowledgments required by each field.

Procedures for Papers, Reports, Take Home Exams, and Other Written Work:

When preparing all written work, great care must be taken to fully acknowledge the source or sources of all ideas, language, diagrams, charts, or images (including but not limited to drawings, designs or photographs.)

If a student intentionally appropriates the ideas, images, or language of another person and presents them without attribution, that student is committing plagiarism. This includes the purchase or acquisition of papers or other material from any source. For specific questions, consult with a faculty member, but the following rules must be observed:

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

If a student seeks assistance from another student (i.e., proofreading for typographical errors), consult the instructor to determine if such assistance is permissible. If permitted, such assistance should be acknowledged in the written work.

Violations of the Code of Academic Responsibility

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

A. Plagiarism: if a student appropriates the ideas, concepts, images, or language of another person and presents them without attribution, that student has committed plagiarism. Great care should be taken in academic work to acknowledge fully the source or sources of all ideas, language, diagrams, charts, etc. For specific questions, a faculty member should be consulted, but the following rules must be observed:
• Any sequence of words which are taken verbatim from another source must be enclosed in quotation marks and the source identified in the manner designated by the instructor.
• Paraphrases and interpretations from a source should have the source identified.
• If instructors permit a student to seek the assistance of other students on academic work, the exact nature of the assistance must be acknowledged in detail. This refers not just to papers, but also to laboratory work and computer programs.
• Any use of a commercial writing service is forbidden.

B. Submitting the same work for credit in more than one course without permission of each instructor involved

C. Attempting to give or to receive unauthorized assistance on academic work and attempting to hinder others in their academic work

D. Furnishing false information to College officials on matters relating to academic work. This is to include, but not be limited to:

• False information provided for the purpose of obtaining special consideration (for example, postponement of examinations or of deadlines for written work)
• Fraudulent registration for classes
• Signing the name of an absent person to an attendance sheet
• Reporting the results of studies not performed

E. Attempting to gain unauthorized access to exams or tests

F. Cheating during examinations, which includes:
• Attempting to look at another student’s exam
• Attempting to communicate concerning the content of the exam with another student
• Attempting to use any materials (such as notebooks, notes, textbooks) not specifically authorized by the faculty member

G. Failure to follow any of the procedures outlined above in regard to taking examinations, tests and quizzes

H. Failure to sign a book or periodical out of the Library

**Procedures for Reporting Violations**

1. If a student has violated an academic regulation, that student may report himself or herself to the faculty member involved within 36 hours of the infraction.

2. If a student suspects that a violation has occurred, that student may submit to the instructor of the course a written, dated, and signed report of the suspected violation within 5 days of witnessing or discovering the violation. A student also has the option to bring the suspicion to the attention of the Dean for Academic Affairs. Persons who have knowledge of the violation may be summoned by the faculty member or the Dean for Academic Affairs to be questioned and to give testimony.
3. Charges against students must be resolved by the end of the student’s program.

**Procedures for Determining Level of Responsibility for Violations and Penalties**

After a violation has been alleged, one of the two following procedures must be followed:

1. The student who is accused of the violation and the faculty member involved may choose to have the faculty member decide the case and assess the penalties as he or she determines. There will be no appeal process for cases decided in this fashion. Charges against students must be resolved by the end of the student’s program.

   - A faculty member who suspects a student of violating academic regulations will notify the student of the allegation immediately after the discovery by the faculty member or of its being reported, of the grounds for suspicion, decision of the faculty member, and penalties.

   - Should the faculty member find the student to be responsible for the infraction, the faculty member must report the infraction to the Dean for Academic Affairs. A record of the report will be kept in the student’s file. If there is no repeat offense, the letter will be removed before graduation. If there is a second offense, the letter will stay in the student’s permanent file and further sanctions may be taken.

II. The student accused of the violation, or the faculty member involved, may choose to refer the case directly to the Dean for Academic Affairs.

   - In this instance, the party so choosing must present to the Dean for Academic Affairs a written, dated and signed statement of the reasons for the hearing within one week of discovery of the violation.

   - The Dean for Academic Affairs will review the case.

   - The faculty member involved must await the results of the Academic Standards Committee’s decision before assessing any penalties in the course.

   - If the student is found responsible for the infraction, the Dean for Academic Affairs will write a letter describing the violation and the penalties applied. This letter will be kept in the student’s file until graduation. A copy must be sent to the student and to the faculty member involved. If there is no further infraction, the letter will be removed from the student’s file by graduation.

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

**Sanctions**

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

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

**Communication Policy**

Emails are the official means by which Gratz College contacts students. Hence, each student must have an email so that Gratz can contact them. Students may elect to use the email address of their choice for the purpose of official communication or they may use their Gratz College email. All matriculated students are granted a Gratz College email. For information and help accessing your Gratz College email contact IT Support.

**DISCLOSURE OF STUDENT RECORDS**

**Student Records Policy**

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

**Disclosure of Directory Information**

Information concerning the following items about individual students is designated by the College as directory information and may be released or published without the student's consent: full name, student identification number, address (local, home, or electronic mail), telephone number, photograph or video, date and place of birth, major, field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, degrees and/or honors received, most recent previous educational institution attended, and participation in officially recognized college activities. Students who do not wish directory information to be released or made public must inform in writing the Office of Student Records.

**Confidentiality of Personally Identifiable Information**

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

The College will generally not disclose personally identifiable information to third parties without the written consent of the student. The signed and dated consent should specify the records to be disclosed, the purpose of the disclosure, and to whom the records are to be disclosed. However, personally identifiable information may be disclosed, without the student’s consent, to the following individuals or institutions, in accordance with FERPA, including in the following circumstances:

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

If required under FERPA, the College will inform a party to whom a disclosure of personally identifiable information is made that it is made only on the condition that such party will not disclose the information to any other party without the prior written consent of the student.

Non-Education Records

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

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

Inspection and Review Rights; Right to a Hearing

A currently or previously enrolled student has the right to inspect and review his or her educational records. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing, and may ask for, but not require, the reason for the request. The College will comply with requests to inspect and review a student’s records that it has determined to honor within a reasonable period of time, but in no case more than forty-five days after the request was made.

Records to which students are not entitled to access include:

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

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

A student who believes that any information contained in his or her educational records is inaccurate or misleading, or otherwise in violation of his or her privacy rights, may request that the College amend the records. The student should first discuss his or her concerns with the individual responsible for the office where the records are maintained. If the student is not satisfied with the resolution, the student should contact the individual to whom that person reports. If still not satisfied, the student may contact the appropriate vice president or designee. The final level of appeal is a formal hearing. To obtain a hearing, the student should file a written request with the Dean for Academic Affairs. The hearing will be conducted in accordance with the requirements of FERPA.

The substantive judgment of a faculty member about a student’s work (grades or other evaluations of work assigned) is not within the scope of a FERPA hearing. A student may challenge the factual and objective elements of the content of student records, but not the qualitative and subjective elements of grading.

If as a result of a hearing the College determines that a student’s challenge is without merit, the student will have the right, and will be so informed, to place in his or her records a statement setting forth any reasons for disagreeing with the College’s decision.

Students have a right to file complaints concerning alleged failures by the College to comply with the requirements of FERPA and the implementing regulations. Complaints should be addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC 20202-5901. Students are encouraged to bring any complaints regarding the implementation of this policy to the attention of the Dean for Academic Affairs and the Chief Operating Officer.
FINANCIAL ASSISTANCE

There are a variety of financial aid options available to Gratz college students. These include Federal and State financial aid programs, scholarships, and aid from private sources. We understand that many students need some guidance and assistance in determining what they can afford and what resources may be available to pay for college costs. You are encouraged to apply for financial aid if you believe you will need assistance in order to attend Gratz College. Please follow these steps to complete your financial aid:

1. Apply for a Pin number at www.pin.ed.gov (this will be your electronic signature)

2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Gratz College's School Code: 004058. This application is required in determining your eligibility for federal grants, loans, and/or institutional scholarships

3. Complete a Direct Loan Master Promissory Note (MPN) at studentloans.gov

4. Complete an Entrance Counseling form at www.mappingyourfuture.org. Students who wish to borrow Stafford loans are required to complete an entrance counseling session informing you of your rights and responsibilities as a Federal loan borrower.

5. Must be Fully Accepted (into a degree seeking program or certificate program). Submit all official transcripts to the Office of Enrollment Management, 7605 Old York Road, Melrose Park, PA 19027

6. Maintain Enrollment: In order for your financial aid to be applied to your account, you must enroll in at least half time status

After you submit your FAFSA, you will be contacted by the Office of Financial Aid if any additional documentation is required. Please respond promptly to any requests for information from the Gratz College Office of Financial Aid to ensure that your aid is processed timely and correctly. You should expect to be awarded within 2-3 weeks from the date that all of the required documents are received. If you have any questions during this process please contact the Director of Financial Aid, by phone at (215) 635-7300, ext. 185 or finaid@gratz.edu.

Satisfactory Academic Progress

When students receive federal or state financial aid, federal guidelines require that they make real and measurable progress toward their degree in order to continue to receive federal aid. This requirement is called “Satisfactory Academic Progress” (SAP).
OVERVIEW OF SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

There are three parts to the Satisfactory Academic Progress requirement:

1. Grade Point Average (GPA)
2. Cumulative (Overall) progress
3. Maximum Time Frame

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

1. Grade Point Average (GPA):
The Satisfactory Academic Progress regulations require that students maintain a minimum cumulative grade point average (GPA) in order to remain eligible for financial aid. The chart below outlines the GPA required for undergraduate and graduate students based on the number of credits attempted.

<table>
<thead>
<tr>
<th>Cumulative Credits Attempted</th>
<th>Academic Probation</th>
<th>Academic Suspension</th>
<th>Acceptable Progress Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23</td>
<td>&lt;1.6</td>
<td>N/A</td>
<td>1.6</td>
</tr>
<tr>
<td>24-47</td>
<td>1.51-1.99</td>
<td>1.50</td>
<td>2.00</td>
</tr>
<tr>
<td>48-71</td>
<td>1.51-1.99</td>
<td>1.50</td>
<td>2.00</td>
</tr>
<tr>
<td>72+</td>
<td>1.51-1.99</td>
<td>1.50</td>
<td>2.00</td>
</tr>
</tbody>
</table>

For Undergraduates:

For Graduates:

<table>
<thead>
<tr>
<th>Cumulative Credits Attempted</th>
<th>Academic Probation</th>
<th>Academic Suspension</th>
<th>Acceptable Progress Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>&lt;1.99</td>
<td>N/A</td>
<td>2.00</td>
</tr>
<tr>
<td>7-12</td>
<td>2.1-2.4</td>
<td>1.8-2.0</td>
<td>2.41</td>
</tr>
<tr>
<td>13-18</td>
<td>2.19-2.49</td>
<td>2.0-2.1</td>
<td>2.50</td>
</tr>
<tr>
<td>19-24</td>
<td>2.25-2.49</td>
<td>2.0-2.24</td>
<td>2.50</td>
</tr>
<tr>
<td>25-30</td>
<td>2.25-2.49</td>
<td>2.0-2.24</td>
<td>2.65</td>
</tr>
<tr>
<td>31-36</td>
<td>2.25-2.49</td>
<td>2.0-2.24</td>
<td>3.00</td>
</tr>
</tbody>
</table>

If a student drops below the acceptable progress cumulative GPA, they will be placed on financial aid probation. While on financial aid probation, they will continue to receive their financial aid, but they will need to complete all coursework each quarter with grades of “C” or better in order to remain eligible for financial aid.

2. Quantitative Standards - Cumulative (Overall) Progress
The Satisfactory Academic Progress regulations also contain a quantitative component, meaning that students are required to make steady progress toward their degree by completing at least two-thirds
(67%) of all their attempted credit hours. For example, if a student attempts 16 hours per term during the academic year (48 cumulative attempted hours), he or she would be expected to satisfactorily complete at least 32 of these hours in order comply with the minimum quantitative standards. If the student does not successfully complete at least two-thirds of all courses attempted, he or she will be placed on a financial aid probation status. While on financial aid probation, the student will continue to receive financial aid, but will need to complete all attempted coursework each quarter with grades of “C” or better in order to remain eligible for financial aid.

3. Maximum Time Frame
The Satisfactory Academic Progress regulations also contain a maximum timeframe component. Undergraduate students are expected to complete their degree programs within the defined maximum program completion time, which should not exceed 1 ½ times the normal time frame. Graduate students are expected to complete their degree programs within the defined maximum program completion time, which should not exceed 2 times the normal time frame.

Gratz College defines the normal time frame as the length of time it would take an average student to complete the total program credits listed in the Academic Bulletin.

SAP POLICY DEFINITIONS

Financial Aid Probation
Students are considered to be on financial aid probation when they fail to meet the minimum satisfactory academic progress requirements for one or more of the following reasons:

A. The student is below the acceptable progress cumulative GPA requirement, and/or
B. The student is below the 67% minimum course completion rate, and/or
C. The student is close to exceeding the maximum time frame limit

Once students are on financial aid probation, they must complete ALL courses attempted each quarter with grades of “C” or better in order to remain eligible for financial aid. Probation status continues until they once again meet the overall progress requirements. However, if they do not complete ALL courses attempted during the probationary quarter with grades of “C” or better, their aid is suspended.

Financial Aid Suspension
Students are considered to be on financial aid suspension when they fail to meet the minimum satisfactory academic progress requirements for one or more the following reasons:

A. The student is below the acceptable progress cumulative GPA requirement and they did not meet the terms of their financial aid probation, and/or
B. The student is below the 67% minimum course completion rate and they did not meet the terms of their financial aid probation, and/or
C. The student has exceeded time frame limits
**Reinstatement of Financial Aid**

If any student is suspended from receiving financial aid, and subsequently returns to meeting the satisfactory academic progress requirements, they may have their financial aid eligibility reinstated for the subsequent academic term. Similarly, if they have been suspended from receiving financial aid and successfully appeal their suspension, their financial aid eligibility will be reinstated on a probationary status for the subsequent term.

**Appeal Procedures**

If a student is suspended from financial aid because of failure to meet the minimum SAP requirements, and feels that severe or unusual circumstances have kept him/her from making progress toward a degree, the student may appeal in writing.

The appeal should include all of the following:

- A description of the specific reason(s), events, or circumstances preventing the student from meeting the academic progress requirements
- A specific plan or corrective action plan to improve the student’s academic progress
- Signature of the student’s academic advisor to document that the student discussed the corrective action plan with the advisor

Appeals should be directed to the Satisfactory Academic Progress Appeals Committee.

Appeals are reviewed within one week of receipt. Students will receive an email with the outcome of their appeal within one week of their submission of the appeal, provided that all necessary documentation is submitted.

**Special Considerations for Students Who Withdraw or Fail to Complete Any Courses In A Term**

The Office of Financial Aid reserves the right to suspend students who completely withdraw or fail to complete any courses in a term, i.e., students who fail to demonstrate any measurable progress within a given term. If a student withdraws completely or fails to complete all courses in a term, the student may be suspended and asked to appeal using the process described above.

**Return of Title IV Funds Policy**

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. For a student who withdraws after the 60% point-in-time, there are no
unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

\[
\text{Aid to be returned} = (100\% \text{ of the aid that could be disbursed minus the percentage of earned aid}) \times \text{the total amount of aid that could have been disbursed during the payment period or term.}
\]

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student’s withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Academic Competitiveness Grant (ACG) for which return of funds is required
- National Smart Grant (SMART) for which return of funds is required
- Other assistance under this Title for which a Return of funds is required

**Federal Direct Student Loan Programs**

What are Federal Direct Loans?
Gratz College participates in the William D. Ford Federal Direct Loan Program. Students borrow directly from the federal government. No separate application from a bank or other lender is needed to receive Direct Stafford Loans.

**Eligibility**

Federal Direct Stafford Loans are for undergraduate, graduate and professional degree students, enrolled at least half-time, who meet the general requirements to receive federal aid.

There are two types of Stafford Loans: subsidized and unsubsidized. The subsidized loan is need-based. (Financial need is determined by the difference between the Cost of Attendance and your Expected Family Contribution.) Students borrowing the subsidized loan do not pay interest on the loan while they are enrolled at least half-time. The U.S. Department of Education pays interest while the borrower is in school and during grace and deferment periods.

Unsubsidized loans are non-need-based. Students are not required to demonstrate financial need to borrow an unsubsidized loan. Students borrowing unsubsidized loans must pay interest while they are enrolled in school.

**Applying for a Federal Direct Loan**

When students complete the Free Application for Federal Student Aid or the Renewal Free Application for Federal Student Aid, they are applying for all of the aid programs for which they may be eligible, including direct loans.

If a William D. Ford Federal Direct Stafford Loan (subsidized or unsubsidized) has been offered as part of a student’s aid package it will appear on their Financial Aid Award Letter. They can accept or decline these loans just as they would any other aid program assistance offered to them. Additionally, if a student is accepting all or part of their loan, they are required to complete and sign a Master Promissory Note and inform the financial aid office of the amount that they wish to borrow.

**General Requirements**

To qualify for a federal direct loan, students must fulfill certain conditions. These include, but may not be limited to:

**Completion of a Loan Entrance Interview** An Entrance Interview is actually a counseling session which is designed to help students better understand their obligation as a borrower and provides other useful information on the loan process. Entrance Interviews are required for all first time borrowers.

**Signing the Master Promissory Note**
Direct Stafford Loan borrowers must complete a Master Promissory Note (MPN) at https://studentloans.gov using their federal Personal Identification Number (PIN). The same PIN used to complete their online FAFSA is used to sign their MPN. To obtain a PIN, visit www.pin.ed.gov.

Using Your Loan to Pay Your Term Bill

Each semester, the Federal Direct Student Loan will be posted to the students billing account after the drop/add period for courses in which they are enrolled.

Refund Checks

If their financial aid, including student loan, exceeds their charges for the term, they will be issued the difference in the form of a refund check.

Refunds are generally mailed within 10 days after the Federal Direct Loans are posted to their billing account.

Federal Direct Student Loan Limits

The chart below lists the maximum annual subsidized and unsubsidized combined amounts a student may borrow in the federal Stafford loan program. The amounts shown include the increase to the unsubsidized loans authorized by Congress. The annual maximum amount may be awarded to you as a combination of subsidized and unsubsidized William D. Ford Federal Direct Stafford Loan. Students must pay the interest on the portion that is unsubsidized while in school, and during any grace or in-school deferment periods, unless they elect to have the interest added to the principal. This is called capitalization. Having the interest capitalized will mean larger payments when they begin repayment.

<table>
<thead>
<tr>
<th>Annual Limits for Sub/Unsub Loans</th>
<th>Subsidized</th>
<th>Total (subsidized &amp; unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Undergraduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$ 3,500</td>
<td>$ 5,500</td>
</tr>
<tr>
<td>Second Year</td>
<td>$ 4,500</td>
<td>$ 6,500</td>
</tr>
<tr>
<td>Third Year and Beyond</td>
<td>$ 5,000</td>
<td>$ 7,000</td>
</tr>
<tr>
<td><strong>Independent Undergrads &amp; Dependent Students whose parents can’t get PLUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$ 3,500</td>
<td>$ 9,500</td>
</tr>
<tr>
<td>Second Year</td>
<td>$ 4,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Third Year and Beyond</td>
<td>$ 5,000</td>
<td>$12,500</td>
</tr>
<tr>
<td><strong>Graduate &amp; Professional Students</strong></td>
<td>$ 8,500</td>
<td>$20,500</td>
</tr>
</tbody>
</table>
Lifetime Limits

**Aggregate Limits for Sub/Unsub Loans**

<table>
<thead>
<tr>
<th></th>
<th>Subsidized</th>
<th>Total (subsidized &amp; unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduates</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>Independent Undergraduates &amp; Dependent Students whose parents can't get PLUS</td>
<td>$23,000</td>
<td>$57,500</td>
</tr>
<tr>
<td>Graduate &amp; Professional Students</td>
<td>$65,500</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

**Loan Repayment**

Gratz College wants students to understand that they must repay loans. All students are required to participate in exit counseling after they graduate, drop to less than half time status, or cease enrollment. Exit counseling sessions can be completed at www.mappingyourfuture.com

Students, who borrow a Federal Direct Student Loan and have borrowed a Federal Stafford Loan in the past, can have their loans consolidated so that they will be making only one payment. Loan consolidation will be made at the request of the student when entering repayment. The financial aid office will provide more information to you regarding this option as you approach graduation. Loan repayment begins six months after you leave school or cease to be enrolled an at least a half-time basis. These six months are referred to as a grace period.

The federal government offers various loan repayment options listed below.

- The standard loan repayment plan requires fixed monthly repayment amount paid over a fixed period of time.
- The extended repayment plan assumes a fixed annual repayment amount paid over an extended period of time.
- The graduated repayment plan establishes annual repayment amounts at two or more levels. Repayments are paid over a fixed or extended period of time.
- The income contingent repayment plan calls for varying annual repayment amounts based on the Adjusted Gross Income (AGI) of the borrower over an extended period of time, as determined by the U.S. Department of Education.

While students are enrolled in school, no payments are due on their subsidized Federal Direct Student Loan, and no interest accrues (unless they are repaying a previous loan and are enrolled less than full time). The Federal Government pays the interest for the student during this time.

The grace period for the unsubsidized Federal Direct Student Loan is the same as the subsidized, but students are responsible for the interest on the loan while in the grace period. Repayment on the Federal Direct PLUS Loan begins shortly after the loan is fully disbursed.
**Federal Student Aid Penalties for Drug Law Violation**

A federal or state drug conviction can disqualify a student for FSA funds. The conviction must have occurred during the period of enrollment for which the student was receiving Title IV aid. Also, a conviction that was reversed, set aside, or removed from the student’s record does not count, nor does one received when he/she was a juvenile, unless they were tried as an adult.

The chart below illustrates the period of ineligibility for FSA funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses.

<table>
<thead>
<tr>
<th></th>
<th>Possession of illegal drugs</th>
<th>Sale of illegal drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st offense</strong></td>
<td>1 year from date of conviction</td>
<td>2 years from date of conviction</td>
</tr>
<tr>
<td><strong>2nd offense</strong></td>
<td>2 years from date of conviction</td>
<td>Indefinite period</td>
</tr>
<tr>
<td><strong>3+ offense</strong></td>
<td>Indefinite period</td>
<td>Indefinite period</td>
</tr>
</tbody>
</table>

Students denied eligibility for an indefinite period can regain it only after successfully completing a rehabilitation program. It is the student’s responsibility to certify that s/he has successfully completed the rehabilitation program. Please contact the Financial Aid Office if you have questions about the criteria for a qualified drug rehabilitation program.

**Study Abroad**

Funds are available for study abroad in Israel. Contact the Office of Academic Affairs. Students are advised to get approval from their academic advisor if they are interested in receiving or transferring credit from study in Israel.

**Transcripts**

Students may obtain transcripts of their records from the Office of Student Records, either in person, by writing to the office, fax, or via email. A copy of the Request for Transcript Form is available online as well. When ordering by mail, fax, or in person, students must include the following information in their request:

- Full Name
- Any previous name (as it appears on your student record)
- Social Security Number
- Home Address
- Phone Number
- Email Address (if available)
• Program in which enrolled, including dates attended and degree(s) received
• Indication if transcript is to be sent now or when class grades are received (if applicable, list class and semester)
• Type and number of transcripts requested (unofficial or official)
• Address(es) where transcripts should be sent
• Payment information, including number, security code, name, and expiration date, if applicable
• Signature to release transcript

Ordering by Mail
Mail the request and payment to the Office of Student Records, Gratz College, 7605 Old York Road, Melrose Park, PA 19027.

Ordering by Fax
Fax the request to (215) 635-7399. Payment may be made by credit card. Please provide card name, number, credit card security code, and expiration date.

Ordering in Person
Transcripts can be requested from the Office of Student Records, Gratz College, 7605 Old York Road, Melrose Park, PA 19027, 9:00 am to 4:30 pm Monday through Thursday and 9:00 am to 2:30 pm on Friday. Payment may be made by check, money order, or credit card.

Veterans
The Director of Financial Aid serves as the liaison to the between the College and the Veterans Administration. Students (veterans) who will be enrolling in the college for the first time must contact the Director of Financial Aid to advise the College of their application with the Veterans Administration. After the student has registered for the appropriate courses, the enrollment certification will be forwarded to the Veterans Administration to secure payment of benefits to the veteran.
College Credit for Jewish Community High School Students

JCHS, the Jewish Community High School, is a division of Gratz College. Through JCHS, high school students taking certain senior level courses are eligible to earn Gratz College grant credit for these courses. In some branches, juniors may also take these courses (see Application). These credits can be transferred at $50 per credit, to the college or university of the student’s choice once they have been accepted. Acceptance of transfer credits is subject to each college or university’s own policies and/or requirements. This represents a significant savings in tuition.

Taking a college credit course at JCHS carries the responsibility of upholding certain standards. 

For students to pass and receive college credit, the following is required for each course:

- Attendance requirements as required of all JCHS classes
- Completion of all class requirements and assignments
- Tests or other assessments of knowledge at mid- and end-of-year
- A grade of “B” or better must be earned

Each research paper needs to be 5 pages in length, including three primary sources (non-Internet), and according to standards that will be discussed by the teachers.

In order to be eligible to receive college credit, or for any college to consider acceptance of these credits, students must hold the status of a non-matriculated student in Gratz College. Therefore, a modified version of the Gratz College Undergraduate Application must be completed. Please note that the normal application fee is waived for JCHS students. Any questions should be brought to the individual branch director or Ruth Schapira, Acting Director of the Jewish Community High School, 215.635.7300 X 118 or rschapira@gratz.edu.

The following courses are eligible for college credit for students in the Jewish Community High School:

For course descriptions see pages 85-120

JCHS 110 – College 10103 Bible Survey
JCHS 115 – College 10199 Writings, Psalms, and Job
JCHS 503 – College 10714 Comparative Religion
JCHS 517 – College 10978 Israel Today: Continuity and Change in a New State
JCHS 805 – College 10201 Introduction to Education
JCHS 205 – College 10301H Advanced Hebrew I
JCHS 206 – College 10301H Advanced Hebrew II
JCHS 207 – College 10302H Honors Hebrew
JCHS 208 – College 10302H Honors Hebrew
College 10831 The Songs of My People
College 10540 The Jewish Problem in Medieval Christendom and the Orbit of Islam
STUDENT LIFE

Career Support

Advisors, faculty, and staff at Gratz College recognize the importance of supporting our students while enrolled to fully explore the range of career options open to them. Furthermore, we recognize the need for students to have support in every step of their job search, both while they are students, and as they prepare to graduate. To this end, the Office of Student Life, in coordination with various program units, plans career related seminars where alumni and other successful professionals share their experiences and advice with students. In addition, Gratz College maintains a partnership with JEVS Vocational Services, which allows for any Gratz College student to receive one-on-one individual career counseling with a senior career advisor for a nominal fee. The appointments are open for on-campus and online students and can be arranged through (215) 854-1874 or cs@jevs.org. In addition to these individual appointments which are available throughout the year, the Office of Student life holds periodic programs on individual areas of career support such as resume building, interview tips, etc.

Counseling Services

In order to support the total development and wellbeing of Gratz college students, the Office of Student Life is available to meet with students in person, or on the phone or through Skype, for confidential pastoral counseling, discussion of personal concerns and issues, and when needed, referrals to qualified mental health professionals. The Office of Student Life also provides students with resources and techniques for reducing stress and anxiety and enhancing mental health and well-being.

Health Insurance

Gratz College strongly encourages all students to maintain health insurance. In order to aid students in finding health insurance, Gratz College works with the Philadelphia Chamber of Commerce and Benefit Services, Inc. to provide affordable options for our students, regardless of current health conditions or age. Jeffrey Meyer, an Account Executive at the Greater Philadelphia Chamber of Commerce is available to work with all Gratz College students to help them find the right policy for them and to handle any issues that may arise once they find good coverage. For more information, email jmeyer@greaterphilachamber.com or call the Office of Student Life to discuss this further.

Housing

Gratz College is an online and commuter campus. Our Office of Student Life maintains current listings of available housing both in the direct vicinity of Gratz College and throughout the city. Students interested in finding housing can also contact other students with similar needs to get a better sense of the various options for housing. More resources are listed on the Student Life webpage. Gratz College is walking
distance from the Melrose Park and the Elkins Park train station stops. See www.septa.org for more information.

Student Activities

The Office of Student Life plans activities for on campus students and faculty in order to build a sense of community among various members of Gratz College. Such activities include Lunch and Learns with Faculty members, holiday-themed gatherings and celebrations, and other social and educational programs. Online students are invited to participate in these activities through the use of technology when possible.

Student Governing Board

The mission of the Gratz Student Governing Board (SGB) is to represent students throughout the College and to promote a sense of community among students in both the on-campus and online learning communities. Elections for SGB positions are held every spring, and terms are one year.

Computing & Information Services

Computers are available for student use in the Tuttleman Library on campus during building hours. In addition, the campus offers wireless access. For students enrolled in online courses, technical assistance is available 24 hours a day.

Students may seek assistance for online learning technical difficulties from the Gratz College Online and Distance Learning staff and the 24-hour help line of our web platform provider, WebStudy, Inc.

For questions about login information and registration, or liaison help with your online instructor, contact Debbie Aron, the Director of Online and Distance Learning (800-475-4635 x115), daron@gratz.edu or Dee White, the Administrative Assistant of ODL (800-475-4635 x 186), dwhite@gratz.edu. Please note that the Gratz College staff is available during college business hours.

For technical problems uploading or viewing material on the web platform, or for 24 hour assistance, contact the WebStudy Helpdesk staff by filling out the online Help log on the welcome page of WebStudy at www.gratz.webstudy.com. For immediate help, call 888-326-4058 and select option 3 for Tech Support.
LIBRARY FACILITIES

Tuttleman Library

The Tuttleman Library, a specialized academic library of Hebraica and Judaica, is a major national and international Judaic resource and serves as the Jewish Public Library of Greater Philadelphia.

The Library houses more than 125,000 items. This diverse collection includes books, periodicals, CD-ROMs, videos, sheet music, recordings, audio cassettes, CDs, LPs, microfilms, etc. The Library also subscribes to over 150 current Jewish and Hebrew newspapers and journals. The Library's video collection exceeds 350 titles. Major strengths of this collection are biblical studies, Jewish history, Israeli studies, Hebrew language and literature, and Jewish music. Complementing the Library's vast general collections are three special collections: the Bachman Rare Book Room, the Schreiber Jewish Music Library, and the Holocaust Oral History Archive.

The Bachman Rare Book Collection contains 400 Judaic works dating from the 16th century through the middle of the 19th century. Such works include limited editions, facsimile editions of rare books, manuscripts, valuable art books, archival materials, and a Haggadah collection of more than 400 items. The Bachman Rare Book Room is open by appointment.

The Holocaust Oral History Archive, established in 1979 by the late Professor Nora Levin, collects and preserves the testimonies of Holocaust survivors, liberators, and other eyewitnesses. Encompassing more than 800 audio taped testimonies, the Archive, which contains interviews unavailable elsewhere, is one of the first such archives established in the United States. The Archive is open by appointment to scholars, educators, and researchers seeking first-person accounts of the Holocaust experience.

The Schreiber Jewish Music Library is housed in the Weiss Music Library Center. With holdings of more than 20,000 items, this Library, centered around the Eric Mandell collection, is among the most extensive of its kind in the United States. The Library consists of books, scores, records, tapes, and CDs in English, Hebrew, Yiddish, and Ladino. The material, which also includes the Kutler Jewish Instrumental Collection, runs the entire gamut of cantorial, folk, art, klezmer, theatrical, comedic, dramatic, vocal and instrumental music in Hebrew, Yiddish, English, and other languages. Two listening rooms are available for the public.

Committed to preserving the Judaic cultural heritage and making its resources available, the Library's materials and facilities are open to the public. The spacious Elsie and William Chomsky Reading Room accommodates the Theodore H. and Lea Cook Reference Collection, current newspapers, and journals. Professional librarians are available to assist readers with all Judaic research questions. To ensure access to students, scholars, researchers, and the public worldwide, library holdings are entered into the catalogs of the national cataloging database. Hours and programs are listed on the Gratz website on the library's pages. Additional services provided include inter-library loan (ILL) and access to the Internet.

The Tuttleman Library can be contacted by calling (215) 635-7300, ext. 169.

To obtain a free Tuttleman Jewish Public Library card, please fill out the online form or visit the library.
Arts and Humanities

Arts and Humanities 20902-OL
College Composition – American Jews and Israel
This course is designed to teach you to write academic essays and summaries in response to academic texts and other non-fiction reading materials. In this course, we will attempt to gain an understanding of the complex and changing relation of Jews in the United States to Israel by reading and responding to a variety of written texts. We will read two scholarly texts, The Jew Within by Steven M. Cohen and Arnold M. Eisen and New Jews by Caryn Aviv and David Shneer, as well as expository essays, articles, and websites. All the reading materials will be thematically connected so you will be able to use ideas from all types of texts to develop your essays. You will then apply what you have learned to produce a research paper. The major aims of this course are to make you a confident and an effective writer who can respond to a variety of written assignments, and to enable you to successfully handle other college courses.

Arts & Humanities 30903/History 30504
Jewish Art: A History
This seminar will consider topics in Jewish Art History from the Biblical period to the present day. Although long viewed as an imageless tradition, Judaism and the Jewish people have developed a rich visual and material culture over the centuries which is increasingly attracting scholarly attention. From the “carved ivories” of ancient Samaria to the ubiquitous image of the Menorah in the Roman Period to illuminated medieval manuscripts to the challenging art of the Holocaust to the robust Jewish art cultures in the United States and Israel, the themes, tensions and dynamics of Jewish art will be examined both as art and as historical objects which tell the larger story of Jewish life through material culture, image and color. The future of Jewish art will also be considered in terms of today’s larger discussion of the future of the Jews and Judaism.

Bible

Bible 30103-OL
The Rise of Biblical Civilization: Social and Political Thought in the Bible and the Ancient Near East
Students in this course will study the origins and development of Israelite society and its institutions, from the Patriarchal period to Ezra- Nehemiah. Sources used include the Bible, literary texts, and archaeological findings from surrounding nations.

Bible 30112-OL
Jewish Biblical Exegesis: Continuity and Change
This course is an introduction to the great body of Jewish literature, beginning with the later parts of the Bible itself, which has been shaped by the centrality of biblical texts to Jewish religion and culture. The great medieval exegetes (Rashi, Rashbam, Ibn Ezra, and Ramban) will be emphasized and students will explore inner-biblical exegesis, the rabbinic approach to the Bible, the Bible in medieval philosophy and mysticism, and contemporary trends in Jewish exegesis.

Bible 30129/Thought 30729
Jewish and Christian Interpretations of the Bible
This course begins with a very brief survey of the basic content and structure of the Hebrew Bible and the New Testament. Selected passages from the Hebrew Bible are then be studied through the lens of both Jewish and Christian interpretation, with an emphasis on ways in which these interpretations are similar as well as how they differ. Selected passages from the New Testament will also be studied. The course will demonstrate the wide
variety found within Jewish interpretation, from ancient midrash to modern secular commentary, and how the same variety applies to Christian interpretation from ancient times to today.

Bible 40103/Jewish Education 40203A
Wrestling with Parashat Hashavua: the Weekly Torah Portion
This course will examine in depth one weekly portion (parashah) of the Torah focusing on the use of commentaries, midrashim and other Jewish texts to explore its meaning. The particular emphasis will be on preparing students to study and teach material from the last three books of the Torah, where there are fewer stories.

Bible 40128B
Bible Exploratory Experience; Humanistic Values in Action (Prophets and Writings)
The humanist approaches the Bible as a sacred book compiling millennia of oral traditions, written texts, parables, sayings, prayers, psalms, histories and biographies, all examined from a cultural perspective. While the critic is standing on the outside and is looking in, thus examining and judging from the outside, the humanistic approach tries to look from within and define the meaning and the significance of certain Jewish values for those who once lived according to them, and at the same time it attempts to find out whether these values may have meaning and/or application for us today. It tries to make us more humane today through the knowledge and understanding of central human values and experiences in religious life as reflected in the Bible.

Because of the magnitude of the subject at hand, and the vast amount of biblical selections which manifest its humanistic values, we divide the course into two, each one a full 3-credit course. The courses do not depend on each other and can be taken individually, yet they complement each other. 40128A deals with texts from the Torah (Five Books of Moses), while 40128B deals with selections from Nevi‘im and Kʻtuvim (Prophets and Writings). The course in its entirety examines the five types of biblical literature – historical narrative, prophecy, law, poetry, and the wisdom literature – and attempts to understand the culture behind them. We discuss selections from all five types, using the modes of analysis, discussions, understanding human personality, role playing etc., paying more attention to humanistic values and less to detailed scholarly study of the text.

This is the Prophets and Writings (Nevi‘im and Kʻtuvim) part of the course; it discusses texts selected primarily from Nevi‘im and Kʻtuvim. It should be emphasized that references are continuously made throughout the two courses to books not included in the selections in that particular course, so that the picture is comprehensive.

Education
The following courses are offered at a variety of off campus sites and locations with different sections meeting at various times throughout the semester. Please contact the Master of Arts in Education program director for more information at 215-635-7300 x 134.

Education 40254/70254
Sowing the Seeds of Character: Moral Education in Theory and Practice
From the science labs to the band room and the cafeteria to the playing fields, schools play a critical role in shaping the ethics and character of young people. As the practice of war and genocide during World War II teaches us, dangers exist when teachers and national leaders create their own moral systems. Yet, in the absence of a single set of standards for moral education, public and private school educators often chart their own approach to moral education. This course introduces moral education in theory and in practice, and students will be guided in writing a culminating paper about shaping the moral climate of a school.

Education 45101
The Gendered Brain
Participants will examine current research on the developmental, functional, and structural similarities and differences in the male and female brains. They will research and discuss the effects of gender differences and how
to provide educational equality enhancing each student’s personal worth and meaning. This course will expose educators to a variety of gender-specific activities that will further enhance their teaching styles and techniques.

**Education 45102**  
**Universal Design for Learning: Reaching all Learners in the Digital Age**  
This course will provide practical, hands-on, digital-age solutions to reach and teach all learners. Universal Design for Learning is a framework to help educators meet the challenge of teaching diverse learners in the 21st century. UDL provides a blueprint for creating flexible goals, methods, materials and assessments that enable students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom. A laptop computer with Wi-Fi capability is required to participate in this course.

**Education 45105**  
**The Kinesthetic Classroom: Teaching and Learning through Movement**  
Enliven your K-12 classroom and content through the use of dynamic movement and kinesthetic activity. Participants will explore the connection between movement and the brain. Topics will include implicit learning, why movement enhances the learning process, class cohesion activities, attaching kinesthetic activities to content, brain breaks, energizers, and movement-oriented content games. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed. This course involves optional physical activities.

**Education 45107**  
**Instructional Technology in the 21st Century**  
Teaching in the 21st century can be a daunting task especially with technology constantly changing the world at an alarming rate. Today we are teaching skills for jobs that do not even exist. This course will begin the task of preparing educators to meet the overwhelming demands of teaching “digital natives” in the 21st century. From understanding who the 21st century learner is to being introduced to the newest hardware and software with a focus on its impact on learning, to the compilation and benefits of interactive websites, to global collaboration with a focus on Web 2.0 skills (blogs, Google Search, etc.), participants in this Course will learn how to transfer these skills to begin preparing our students for a successful future. Additionally, this course will concentrate on critical thinking skills needed to evaluate the reliability and validity of websites, the importance of ethics and fair use responsibility in the digital age, along with ways to address the global problem of maintaining cyber-safety and recognizing cyber-bullying in a “Social Network Environment”. All of this and more will be addressed in *Instructional Technology in the 21st Century*.

**Education 45117**  
**Teaching Readers to Think (K–8)**  
Participants will explore the concept of balanced literacy and how to create a literate community within every classroom, as well as, learn how to create individualized reading timelines for students, while building home and school connections. Techniques unlocking the written word, and strategies to read reflectively both as part of class activities and independently will be developed. Methods of assessing the success of the comprehensive literacy program will be discussed.

**Education 45120**  
**Motivation: The Art and the Science of Inspiring Classroom Success**  
Research has shown that a traditional reward/punishment model does little to promote student achievement; however, concrete researched-based ways to motivate students do exist. The qualities of motivation as it applies to the teaching and learning process will be examined and experienced in diverse ways: the human needs that bond teachers and students; the driving force behind all human behavior; inspiration and peak performance for both teachers and students on a daily basis; energizing classroom strategies that make a meaningful difference; and motivational frameworks that encourage change and achievement.

**Education 45146**  
**Differentiated Instruction**
In order to differentiate instruction educators must respond to the needs of all learners. Therefore, the focus of this course is to provide a framework to design effective instruction for all students using students’ learning styles, interests and their level of readiness. Participants will investigate the theoretical background, rationale, and principles of differentiated instruction and translate them to their classroom setting. Course instruction will include modeling of DI principles and strategies as well as diverse methods of assessment.

**Education 45196**  
**Educational Research: Practice & Theory**  
This course will provide instruction and training in the theory, rationale and techniques associated with teacher action research. This course will prepare students to select and develop a plan of inquiry and take steps to implement that plan, to review related literature on the topic, and to report their work. An important goal of the course is for teachers to understand the power of their own professional knowledge in influencing educational change.

**Education 45199**  
**Teacher Action Research**  
Rapidly Improving schools almost always cite data driven instruction as the most important practices contributing to student success. Teacher Action Research is one such example of a data driven approach that isolates change to a specific environment. During this course, teachers will not only implement a teacher action research study but collect and analyze the data. This data analysis is important but only becomes meaningful for teachers when combined with effective action leading to change in the classroom or school environment. This independent study course is open only to students matriculated in the MAEd, with permission of the academic advisor. Prerequisite 45196.

**Education 45220**  
**Encouraging Skillful, Critical, and Creative Thinking**  
Revised: Formerly known as “Expanding Student Thinking in the Classroom”  
This is a practical, experiential course for all educators who want to explore and apply instructional strategies to teach students to be better thinkers. Embedded within the course are five research based themes to promote student achievement: Learning to think skillfully; thinking to learn (using models for thoughtful questioning); thinking together cooperatively; thinking about one’s thinking (metacognition and reflection); and thinking big by applying thinking skills and processes to authentic problems.

**Education 45210**  
**The Bully Proof Classroom**  
Bullying is one of the most important issues facing families, schools, communities and society today. This course will help educators better understand the issue of bullying and develop strategies for addressing bullying in their schools. Additionally, this course emphasizes the inclusion of socialization curriculum, which becomes part of the general school curricula. Through hands-on, experiential activities, participants will gain a better awareness of bullying behavior, the reaction of the victim, the responsibility of bystanders, and how to create a bully proof assurance in their classroom and school.

**Education 45222**  
**Implementing Response to Instruction and Intervention (K-6)**  
Response to Instruction and Intervention (RtII) is a comprehensive, standards-aligned strategy to enable early identification and intervention for students at academic or behavioral risk. RtII’s core components, the three tiers of intervention, the importance of assessment, data analysis, proven strategies and progress monitoring are explored. Participants examine the importance of data based decision-making and connect the academic and behavioral elements of a successful RtII program. Included in this course are ways to properly implement and evaluate RtII models and the role RtII plays in “Race to the Top,” state standards and school accountability.

**Education 45225**  
**Assessment Techniques: Assessing for Student Learning**
Using assessment to improve student learning and to help students become effective self-assessors is a main focus of this course. Teachers will have the opportunity to use a wide range of assessment tools, developing skills that reflect a personal philosophy of assessment. While written tests are addressed, most of the emphasis is on performance assessment. Key ideas are discovered experientially through a hands-on approach.

Education 45226
Increasing Student Responsibility and Self-Discipline in Learning Communities
Based on the current writing and research in the field of classroom climate, participants will examine a three-dimensional model for understanding why a student may act irresponsibly in the classroom and what to do about it. Teachers will develop an approach that focuses first on students’ internal dialogue to help them resolve their inner conflicts, as well as strategies for improving responsibility in the learning community so students become more responsible and self-disciplined.

Education 45229
The Culturally Distinctive Classroom
Revised: Formerly known as “Teaching for Success in the Multicultural Classroom”
The Culturally Distinctive Classroom offers current teaching strategies for classroom management and lesson delivery in the culturally diverse classroom. Participants will focus on understanding our national culture in order to understand and appreciate other cultures. Other areas of exploration include hot topics in multiculturalism, current trends in multicultural education using cultural simulations and hands-on activities through the perspective of the English Language Learner, as well as updates on current trends in second language acquisition.

Education 45289
Styles of Teaching: Personality Type in the Classroom
Based on Jung’s four temperaments, this course will be explore, compare and contrast the qualities of each and delve into an understanding of each style and organizational preference. At the same time, the course builds a clearer understanding of the needs of each type in the classroom. Issues pertaining to teaching, learning, classroom management, communication, conflict resolution, esteem building, and problem solving will be examined and applied to classroom situations.

Education 45291
The Cooperative Classroom: Kagan’s Instructional Practices
Research consistently supports that Cooperative Learning improves academic achievement, social skills and relations, self-esteem and the schooling experience in general. Participants will explore Dr. Spencer Kagan’s theories on Cooperative Learning and be guided in the acquisition of a wide range of practical instructional methods called Co-op Structures. Other benefits of this program include: intensifying the motivation to learn, decreasing time lost to classroom management, and improving acceptance of mainstreamed students.

Education 45296
Cooperative Discipline
This classroom management program shifts the discipline paradigm from controlling student behavior through rewards and punishment to managing and motivating students by building self-esteem and helping all students make better choices. The goal is student growth: academically, socially and psychologically. Structured around nine research-based school success factors, course content instructs educators in identifying the four goals of misbehavior, building positive classroom climate and over fifty strategies to use at the moment misbehavior occurs in order to increase student achievement.

Education 45409
Teaching Writing and Thinking Across the Curriculum
Based on the theme, “Writing to Learn and Learning to Write,” participants will learn how to effectively integrate cooperative learning with the teaching of writing as a thinking skill in all subject areas. This course offers a systematic, developmental approach to the teaching of writing in support of thematic, interdisciplinary, or subject
specific instruction. Teachers will learn specific strategies to improve student writing on everyday assignments as well as standardized tests.

**Education 45726**  
**Brain-Based Teaching and Learning**  
Brain-based teaching and learning is an approach that is based on the way current research in neuroscience indicates that our brains naturally learn best. Participants will learn how the brain processes information, the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self-concept. Teachers will learn the optimal time to present new material and understand the power of transfer in the teaching/learning process. Techniques to improve processing and retention and information regarding left/right brain preferences, and promote higher-level thinking also will be explored.

**Education 45727**  
**Skills and Strategies for Inclusion and DisABILITY Awareness**  
Inclusion and disability awareness should not be a program, but a way of life in the 21st century classroom. Teachers will gain a deeper understanding of disabilities, and examine the social, academic and physical considerations in school, community and home environments. Special emphasis is made on the ways that teachers can integrate information about disabilities into the teaching of their curriculum and in managing specific classroom environments.

**Education 45728**  
**Dealing with AD/HD-Type Behavior in the Classroom**  
Regular classroom teachers must deal every day with students who are inattentive, impulsive, disorganized and/or distracted. The course provides teachers with comprehensive brain-researched understanding of these AD/HD type behaviors (whether or not students are so classified). It also provides ideas and strategies to stop these behaviors from interfering with school achievement.

**Education 45910**  
**Teaching Teens and Tweens for Optimal Learning**  
Tweens and Teens (adolescent learners in grades: 5-12) present the educational community with unique challenges that differ from the challenges presented by elementary school students (grades: K-4). The overarching goal of this course is to illuminate the nature of the pre-adolescent and adolescent years. Perspectives and ideas—based on the most recent research—from the fields of psychology, educational psychology, learning theory, cognitive science, and cognitive neuroscience will be explored. This will provide teacher participants with a practical and powerful framework to understand the nature these students in a deep and profound way. This will enable professional educators to maximize genuine engagement with middle and high students for optimal learning.

**Education 45935**  
**Wellness: Creating Health and Balance in the Classroom**  
Research shows that our culture is in a wellness crisis. The impact of stress, poor nutrition, time management, and lack of physical activity on students and teachers alike will be examined in order to better serve educators on both a personal level and in the teaching and learning process. Participants will learn time management skills, the essential elements of supportive nutrition, the benefits of physical activity and fitness, and stress management techniques for classroom use as it relates to the classroom climate.

**Educational Technology**

**Educational Technology 30306/70208C**  
**Technology and the 21st Century Learner**  
This course will examine the characteristics of the 21st century learner and the increasing role of technology in all areas of education. *Partnership for 21st Century Skills* recommendations, as well as the national (ISTE) and state
standards for technology in schools will be presented. The theoretical foundations for Educational Technology, including Constructivism, the Theory of Multiple Intelligences, Brain-based Learning and Adult Learning Principles, will be explored. The course will culminate with a discussion of Web 3.0 and emerging trends in Educational Technology.

Educational Technology 30306-OL
Technology and the 21st Century Learner
This course will examine the characteristics of the 21st century learner and the increasing role of technology in all areas of education. Partnership for 21st Century Skills recommendations, as well as the national and state standards for technology in schools will be presented. The theoretical foundations for Educational Technology will be explored. The course will culminate with a discussion of Web 3.0 and emerging trends in Educational Technology. Hands-on exploration of online tools will be required. Prior experience is not necessary.

Educational Technology 40306-OL
Learning Communities in the 21st Century
Connectivity, communication and collaboration, as critical 21st century skills, will be the focus of this course. Students will explore how technology has changed the meaning of a community of learners and produced online Communities of Practice. Personal Learning Networks will be analyzed as an emerging component of a technical environment that requires lifelong learning. Students will also learn about the innovative learning communities that are using virtual worlds as their classrooms. Hands-on exploration of online tools will be required. Prior experience is not necessary.

History

History 30504/Arts & Humanities 30903
Jewish Art: A History
This seminar will consider topics in Jewish Art History from the Biblical period to the present day. Although long viewed as an imageless tradition, Judaism and the Jewish people have developed a rich visual and material culture over the centuries which is increasingly attracting scholarly attention. From the “carved ivories” of ancient Samaria to the ubiquitous image of the Menorah in the Roman Period to illuminated medieval manuscripts to the challenging art of the Holocaust to the robust Jewish art cultures in the United States and Israel, the themes, tensions and dynamics of Jewish art will be examined both as art and as historical objects which tell the larger story of Jewish life through material culture, image and color. The future of Jewish art will also be considered in terms of today’s larger discussion of the future of the Jews and Judaism.

History 30505-OL/Jewish Education 40205-OL/70205-OL
The Teaching of History: Theory and Practice
Students will study the use of historical documents, historiography, and the relationship of Jewish history to general history. Students will also learn skills in approaches and techniques of teaching history.

History 30510-OL
The Holocaust and European Mass Murder
This course covers the period from the Nazi rise to power in Germany in 1933 to the end of World War II. The focus of the course is the Nazi murder of nearly 6 million Jews, but we will also set these events within the larger context of the mass murder of 14 million non-combatants by the Nazis and Soviets during this period. We will use the most recent historiography on the subject and study the perpetrators, the victims, and the witnesses of the worst crimes in human history.

History 30512/Jewish Education 40207
Teaching the Holocaust
Lessons of the Holocaust reflect current concerns with violence, racism and propaganda, and ethical aspects of science and government. This unique course will provide educators with significant background for discussing the
questions and introducing them to classroom-tested teaching strategies, curricula, and resources. (May be taken for Education or History credit.

**History 30512-OL/Jewish Education 40207-OL**

**Teaching the Holocaust**
Lessons of the Holocaust reflect current concerns with violence, racism and propaganda, and ethical aspects of science and government. This unique course will provide educators with significant background for discussing the questions and introducing them to classroom-tested teaching strategies, curricula, and resources. (May be taken for Education or History credit.

**History 30525**
**The American Jewish Experience in Film**
This course will explore issues and themes in American Jewish History, from the late nineteenth through the twentieth centuries, as reflected in classic films. We will view and discuss such films as "Hester Street," "The Jazz Singer," "Gentleman's Agreement," "Avalon" and "Goodbye Columbus." Historical context will be provided through lectures and primary and secondary source readings. Among the topics to be addressed are: immigration and acculturation, intergenerational tensions, anti-Semitism, and suburbanization.

**History 40535/Literature 40435**
**Literature of the Holocaust**
This is a survey of the vast literature that has arisen in response to the Holocaust. We will begin with excerpts from ghetto and camp diaries, writing that grapples with events as they are happening. We will spend the bulk of the course, however, reading a small selection of the fiction and poetry written over the six decades since the Holocaust. In 1949, the philosopher Theodor Adorno declared that "to write a poem after Auschwitz is barbaric." We will look at how writers in English, French, Polish, Yiddish and Hebrew, Jewish and non-Jewish, have nevertheless tried to hurl their words against this most unyielding of subjects. All readings will be in English.

**History 30537-OL**
**Jewish Life in Europe Before the Holocaust**
We will begin by looking at Jewish life in England, France and particularly Germany in modern times, and then focus on the civilization that Jews built in Eastern Europe, a civilization from which nearly all American Jews and half of all Israeli Jews are descended, and which the Nazis devoted particular fury to destroying. We will examine traditional Jewish life-ways, Jewish-Gentile relations, and the rise of Hasidism, the Jewish Enlightenment, and the development of modern Jewish societies, political movements, and literatures. (Permission of instructor required for students who completed History 30534 and/or 30535)

**History 30543-OL**
**Jews and the Renaissance**
This course examines Jewish life and thought in the Italian Renaissance from the 14th century through the 17th century. How did Jews respond to the culture of the Renaissance? How did they contribute to it? Issues of openness and insularity, integration and segregation connect this crucial period to present day.

**History 40555-OL**
**Holocaust and Memory**
This seminar explores the ways in which the memory and the meaning of the Holocaust have been approached in countries such as the United States, France, Germany, Poland, Russia, and Israel. Topics include the development of Holocaust education, memorials, politics, and literature.

**History 40557-OL**
**Comparative Genocide**
The Polish-Jewish scholar Raphael Lemkin coined the term "genocide" in 1944. This class will explore the meaning of this term and specific instances of genocides throughout history in an effort to understand how and why genocides occur. Our focal point is the Holocaust, the mass murder of European Jewry by Nazi Germans and the most well-known example of genocide. We will also study genocide in other contexts, paying close attention to
definitions of the term “genocide.” Our aim is not a direct comparison of these unique historical events but rather an understanding of how individual and collective actions shape social, cultural, economic, and political circumstances and how these actions determine our individual and collective experiences. In addition to genocide, we will also focus on war crimes.

**Holocaust and Genocide Studies**

**History 30510-OL**  
**The Holocaust and European Mass Murder**  
This course covers the period from the Nazi rise to power in Germany in 1933 to the end of World War II. The focus of the course is the Nazi murder of nearly 6 million Jews, but we will also set these events within the larger context of the mass murder of 14 million non-combatants by the Nazis and Soviets during this period. We will use the most recent historiography on the subject and study the perpetrators, the victims, and the witnesses of the worst crimes in human history. (Formerly known as History of the Holocaust)

**History 30512-OL/Jewish Education 40207-OL**  
**Teaching the Holocaust**  
Lessons of the Holocaust reflect current concerns with violence, racism and propaganda, and ethical aspects of science and government. This unique course will provide educators with significant background for discussing the questions and introducing them to classroom-tested teaching strategies, curricula, and resources.

**History 40535/Literature 40435**  
**Literature of the Holocaust**  
This is a survey of the vast literature that has arisen in response to the Holocaust. We will begin with excerpts from ghetto and camp diaries, writing that grapples with events as they are happening. We will spend the bulk of the course, however, reading a small selection of the fiction and poetry written over the six decades since the Holocaust. In 1949, the philosopher Theodor Adorno declared that "to write a poem after Auschwitz is barbaric." We will look at how writers in English, French, Polish, Yiddish and Hebrew, Jewish and non-Jewish, have nevertheless tried to hurl their words against this most unyielding of subjects. All readings will be in English.

**History 40536-OL**  
**The Holocaust and History**  
The vast amount of research, writing and rhetoric devoted to Holocaust Studies has led not only to volumes of output, but also to historical controversies. This seminar will examine a number of ongoing debates in the study of the Holocaust. We will look to issues pertaining to the event itself, such as definitions of participants, as well as more contemporary concerns, including Holocaust denial and memorialization. In addition to strictly historical accounts, we will read scholarship emanating from literary criticism, anthropology, linguistics, film studies and women’s studies. The resources of the United States Holocaust Memorial Museum will allow the students hands-on access to primary sources.

**History 30537-OL**  
**Jewish Life in Europe Before the Holocaust**  
We will begin by looking at Jewish life in England, France and particularly Germany in modern times, and then focus on the civilization that Jews built in Eastern Europe, a civilization from which nearly all American Jews and half of all Israeli Jews are descended, and which the Nazis devoted particular fury to destroying. We will examine traditional Jewish life-ways, Jewish-Gentile relations, and the rise of Hasidism, the Jewish Enlightenment, and the development of modern Jewish societies, political movements, and literatures. (Permission of instructor required for students who completed History 30534 and/or 30535)

**History 30538-OL**  
**Popes, Jews and Blood: from Medieval to Modern Times**
We will begin our study of the multifaceted connection between Popes, Jews and blood in late medieval Italy, continue to the Renaissance period, and through to the Holocaust and modern times. We will examine conflicts and issues that arose over this 800 year period in Italy, home of the Papacy, including anti-Judaic violence, social and economic segregation, exposure to the “other’s” culture, conversionary pressures, and public positions taken by the Papacy. While the Papacy was not always the ruling power, its teachings affected relations between Jews and Christians, which in turn affected the religious, cultural and intellectual existence of Italian Jewish communities. In our final sessions we will question the extent of Papal attack on the emancipation of Jews in Italy, the “silence” of the Papacy during the Holocaust, and how the Papacy relates to the modern state of Israel today.

**Jewish Education 40254/70254**  
**Sowing the Seeds of Character: Moral Education in Theory and Practice**  
From the science labs to the band room and the cafeteria to the playing fields, schools play a critical role in shaping the ethics and character of young people. As the practice of war and genocide during World War II teaches us, dangers exist when teachers and national leaders create their own moral systems. Yet, in the absence of a single set of standards for moral education, public and private school educators often chart their own approach to moral education. This course introduces moral education in theory and in practice, and students will be guided in writing a culminating paper about shaping the moral climate of a school.

**History 40555-OL**  
**Holocaust and Memory**  
This seminar explores the ways in which the memory and the meaning of the Holocaust have been approached in countries such as the United States, France, Germany, Poland, Russia, and Israel. Topics include the development of Holocaust education, memorials, politics, and literature.

**History 40557-OL**  
**Comparative Genocide**  
The Polish-Jewish scholar Raphael Lemkin coined the term "genocide" in 1944. This class will explore the meaning of this term and specific instances of genocides throughout history in an effort to understand how and why genocides occur. Our focal point is the Holocaust, the mass murder of European Jewry by Nazi Germans and the most well-known example of genocide. We will also study genocide in other contexts, paying close attention to definitions of the term "genocide." Our aim is not a direct comparison of these unique historical events but rather an understanding of how individual and collective actions shape social, cultural, economic, and political circumstances and how these actions determine our individual and collective experiences. In addition to genocide, we will also focus on war crimes.

**Jewish Communal Service and Non-Profit Management**

**Jewish Communal Service 30910-OL/Jewish Education 30210-OL**  
**Essentials of Jewish Non-Profit Management**  
This course explores the magnitude, scope and functions of the non-profit sector and its relationships with business and government. The topics include non-profit theory, principles of organization management, budgeting and resource management, advocacy governance and more. All aspects of non-profit management will be analyzed within the context of Jewish communal organizations.

**Communal Service 40912-OL**  
**Financial Management**  
Difficult economic times only magnify the importance of managing the financial resources of an organization in order to maximize your mission effectiveness. Financial management skills are critical for leadership positions, and boards increasingly want this in candidates. This course is for non-financial managers, focusing on practical skills in non-profit accounting, budgeting, cash management, and managing investments, scholarships, and bequests.

**Jewish Communal Service 40914-OL**
**Fundraising in the Organized Jewish Community**
This course will teach the student how to initiate a fund-raising campaign, how to manage and promote it, handle the accounting, and allocate the funds within the organization. Lectures and relevant case studies from Jewish communal organizations will be used to teach the material.

*Jewish Communal Service 40922-OL/ Jewish Education 40253-OL*

**Using Technology to Build Community and Grow Your Organization**
Jewish communal life is rapidly evolving in the 21st century, reflecting significant changes in society at large. New tools are needed to keep in step with the challenges facing Jewish organizations. This course will examine Web 2.0 applications that can be used to foster connectivity, communication, and collaboration in order to strengthen communal organizations. Hands-on exploration of online tools will be required. Prior experience is not necessary.

*Communal Service 41001  
Seminar in Jewish Communal Service*
This integrative seminar is designed to explore the challenges and dilemmas of serving the Jewish community. Participants will share field experiences, meet with lay and professional leaders, and analyze values and issues they will face as communal professionals.

**Jewish Education**

*Jewish Education 30210-OL/Jewish Communal Service 30910-OL  
Essentials of Jewish Non-Profit Management*
This course explores the magnitude, scope and functions of the non-profit sector and its relationships with business and government. The topics include non-profit theory, principles of organization management, budgeting and resource management, advocacy governance and more. All aspects of non-profit management will be analyzed within the context of Jewish communal organizations. *(This course may be taken for Jewish Communal Service or Jewish Education credit.)*

*Jewish Education 30225-OL/Rabbinics 30613-OL  
Mitzvot, Moral Development and Classroom Management in Jewish Early Childhood Education*
An understanding of the structure of interpersonal Mitzvot will be integrated with current theories about the moral development of young children. Classroom practices that encourage this development as well as teaching specific Mitzvot will be explored. Conflict resolution and the positive guidance of behavior will be included as part of a values-based classroom context.

*Jewish Education 30228-OL/Rabbinics 30628-OL  
Educational Methodologies: Teaching of Hagim, Shabbat and Jewish Calendar*
Using a thematic approach and creating a spiral curriculum together, we will address the teaching of Hagim and Jewish observances through a cumulative approach that uses the many different intelligences that we all bring to life.... because after all, this is Jewish living -- the observances and practices of our lives every day. The thematic approach will be seasonally based and the spiral curriculum that moves from K - 12 will be based on the Expanding Horizons model of Social Studies/History education in this country and will benefit the schools in which you teach as well as yourselves as teachers and educators there.

*Jewish Education 40202  
Methods of Teaching Hebrew as a Foreign Language*
Formerly known as "Methods of Teaching Hebrew Language" This methodology course will focus on the theories and methodologies for teaching Hebrew as a foreign language. Students will explore teaching techniques for reading, speaking, writing and understanding Hebrew. Classroom observations are required.

*Jewish Education 40203A/Bible 40103  
Wrestling with Parashat Hashavua: the Weekly Torah Portion*
This course will examine in depth one weekly portion (parashah) of the Torah focusing on the use of commentaries, midrashim and other Jewish texts to explore its meaning. The particular emphasis will be on preparing students to study and teach material from the last three books of the Torah, where there are fewer stories.

**Jewish Education 40205-OL/70205-OL/History 30505-OL**  
**The Teaching of History: Theory and Practice**  
Students will study the use of historical documents, historiography, and the relationship of Jewish history to general history. Students will also learn skills in approaches and techniques of teaching history.

**Jewish Education 40207-OL/ History 30512-OL**  
**Teaching the Holocaust**  
Lessons of the Holocaust reflect current concerns with violence, racism and propaganda, and ethical aspects of science and government. This unique course will provide educators with significant background for discussing the questions and introducing them to classroom-tested teaching strategies, curricula, and resources. (May be taken for Education or History credit.

**Jewish Education 40206-OL**  
**Methods of Teaching Prayer: Skills, Concepts and Affect**  
This seminar establishes a methodological approach to the teaching of the Siddur and the Mahzor. Theological issues arising from these prayer books will be discussed. Affective approaches that complement cognitive and skill learning will be explored. Observation and micro-teaching are required.

**Jewish Education 40207/ History 30512**  
**Teaching the Holocaust**  
Lessons of the Holocaust reflect current concerns with violence, racism and propaganda, and ethical aspects of science and government. This unique course will provide educators with significant background for discussing the questions and introducing them to classroom-tested teaching strategies, curricula, and resources. (May be taken for Education or History credit.

**Jewish Education 40207-OL/History 30512-OL**  
**Teaching the Holocaust**  
Lessons of the Holocaust reflect current concerns with violence, racism and propaganda, and ethical aspects of science and government. This unique course will provide educators with significant background for discussing the questions and introducing them to classroom-tested teaching strategies, curricula, and resources.

**Jewish Education 40212-OL /Music 40833-OL**  
**Music In Jewish Education**  
This course will focus on ways in which music can be used to enhance the teaching of sacred texts, holidays, history, Israel, Jewish values and Hebrew. Methods and materials for using music in both formal and informal settings and at different age levels will be discussed. Music specialists and general classroom teachers are equally welcome. Previous musical experience is not required.

**Jewish Education 40222-OL**  
**Supervision in Jewish Education**  
This course offers principles and functions of developmental supervision and their applications to Jewish education, as well as approaches aimed at improving and evaluating instruction and learning. There will be ample opportunities for supervised practice.

**Jewish Education 40223A-OL**  
**Building a Jewish Life: Curriculum and Concepts in Jewish Early Childhood**  
This course is founded on theories of how children learn and make meaning in their lives, including their development of spiritual and Judaic concepts. An approach for developing learning strategies which are supported
by these developmental theories will be reviewed. This approach requires the close and authentic involvement of adults and children in negotiating learning situations of all kinds. Our study will demand not only an understanding of theory and practice, but also of personal dispositions of both young and adult learners, including ourselves. In the process of our study, the various elements of this approach will be reviewed, with Jewish learning as the content through which the methods are demonstrated. These elements include observation, planning, structuring the environment, supporting relationship building, and making learning visible.

**Jewish Education 40241-OL**

**Holidays Through Horticulture: Teaching Children About the Yearly Cycle**

The yearly cycle of holidays and their rituals are very familiar to those who work with young children. Often, however, there is a struggle to find “new” activities for the children to do year after year. In this course, we will go back to the “roots” of these holidays by exploring foundations to the agricultural cycle and/or relationships to particular forms and habits of seasonal plants. By tapping into the very rhythm of the earth’s seasons, we can discover with the children an infinite variety of dynamic and authentic concepts that inform our holidays. In addition, we will consider how the contemplation of green growing things can be used to support the children’s developing concepts about God.

**Jewish Education 40251-OL/70240-OL**

**Adult Jewish Learning: Theory and Practice**

Adult Jewish Learning is a growth area of Jewish education. Formal and informal frameworks operate in every segment of the organized Jewish community. Until recently, few academics and other researchers devoted themselves to the analysis of Adult Jewish education and the development of theory or theory of practice for this work. Analysis and critique of current models will be included. This course will address the goals, processes, and programs that currently constitute the field of practice and will help students apply theories from the field of adult psychology, the sociology of the adult Jewish community, teaching and learning, program planning and Jewish tradition which are potentially relevant to reflective practice.

**Jewish Education 40253-OL/Jewish Communal Service 40922-OL**

**Using Technology to Build Community and Grow Your Organization**

Jewish communal life is rapidly evolving in the 21st century, reflecting significant changes in society at large. New tools are needed to keep in step with the challenges facing Jewish organizations. This course will examine Web 2.0 applications that can be used to foster connectivity, communication, and collaboration in order to strengthen communal organizations. Hands-on exploration of online tools will be required. Prior experience is not necessary.

**Jewish Education 40254/70254**

**Sowing the Seeds of Character: Moral Education in Theory and Practice**

From the science labs to the band room and the cafeteria to the playing fields, schools play a critical role in shaping the ethics and character of young people. As the practice of war and genocide during World War II teaches us, dangers exist when teachers and national leaders create their own moral systems. Yet, in the absence of a single set of standards for moral education, public and private school educators often chart their own approach to moral education. This course introduces moral education in theory and in practice, and students will be guided in writing a culminating paper about shaping the moral climate of a school.

**Jewish Education 40298**

**Internship Seminar**

This seminar will meet throughout the year and will include all students taking a MAJED internship at any time during the academic year. Meetings will be devoted to deliberation over theoretical and practical issues of relevance to the interns. Students and faculty will set the schedule for the seminar at the beginning of the fall semester.

**Educational Technology 70208C/30306**

**Technology and the 21st Century Learner**
This course will examine the characteristics of the 21st century learner and the increasing role of technology in all areas of education. *Partnership for 21st Century Skills* recommendations, as well as the national (ISTE) and state standards for technology in schools will be presented. The theoretical foundations for Educational Technology, including Constructivism, the Theory of Multiple Intelligences, Brain-based Learning and Adult Learning Principles, will be explored. The course will culminate with a discussion of Web 3.0 and emerging trends in Educational Technology.

*Jewish Education 70209-OL*

**Leadership and Group Dynamics**

Successful school reform requires that effective, visionary leaders lead our educational institutions, including Hebrew after school programs and day schools. This course will address the following overarching questions: What goes into creating visionary educational leaders of tomorrow? Are such leaders created or born? What skills and knowledge are required to become one? What’s the relationship between leadership and its compliment, followership? How does the head’s personal style of leading affect those in the organization?

*Jewish Education 70254/40254*

**Sowing the Seeds of Character: Moral Education in Theory and Practice**

From the science labs to the band room and the cafeteria to the playing fields, schools play a critical role in shaping the ethics and character of young people. As the practice of war and genocide during World War II teaches us, dangers exist when teachers and national leaders create their own moral systems. Yet, in the absence of a single set of standards for moral education, public and private school educators often chart their own approach to moral education. This course introduces moral education in theory and in practice, and students will be guided in writing a culminating paper about shaping the moral climate of a school.

*Jewish Education 75196*

**Educational Research: Practice and Theory**

This course will provide the Ed.D. candidate with training in techniques of conducting research in education, using both conventional university and professional library collections and electronic means, to access books, articles, data, and other literature available in the field. Activities will be implemented to have teachers conduct “action research” projects utilizing their own classrooms as “laboratories” to test the validity of various instructional strategies. Participants will begin the process of selecting the topic for his/her Performance Project and will begin accumulating the research and data needed. (Permission of Instructor needed)

*Jewish Literature*

**Literature 40435/History 40535**

**Literature of the Holocaust**

This is a survey of the vast literature that has arisen in response to the Holocaust. We will begin with excerpts from ghetto and camp diaries, writing that grapples with events as they are happening. We will spend the bulk of the course, however, reading a small selection of the fiction and poetry written over the six decades since the Holocaust. In 1949, the philosopher Theodor Adorno declared that "to write a poem after Auschwitz is barbaric." We will look at how writers in English, French, Polish, Yiddish and Hebrew, Jewish and non-Jewish, have nevertheless tried to hurl their words against this most unyielding of subjects. All readings will be in English.

*Jewish Thought*

**Jewish Thought/Sociology 30705**

**Perspectives on American Judaism**

While rooted in the philosophies of past generations, American Judaism has emerged in the twenty-first century as a multi-denominational enterprise. In addition to studying the social history, theology and organizational development of various American Jewish movements’ guests representing Orthodox, Conservative, Reform, Reconstructionist, Hasidic and New Age points of view will discuss their vision and spiritual and ritual practice of
Judaism. The role of God, prayer, commandments and obligations in a volunteristic community, creation of new life cycle rituals and the impact of the Jewish feminist movement on American Judaism will all be explored.

Jewish Thought 30715
The Problem of Evil: The Jewish Response
From ancient times to present, Jews have believed in a Messiah and a Messianic age. One question that has troubled Judaism from its very beginning to the present day is "Why does God permit suffering?" "Will the Judge of all the earth not act justly?" asks Abraham in the Book of Genesis, and from biblical times to the Holocaust and today's headlines, the question has reverberated throughout Jewish tradition. By studying a variety of biblical, rabbinic, philosophical, and mystical texts, some major Jewish responses to this question will be examined.

Jewish Thought 30729/Bible 30129
Jewish and Christian Interpretations of the Bible
This course begins with a very brief survey of the basic content and structure of the Hebrew Bible and the New Testament. Selected passages from the Hebrew Bible are then be studied through the lens of both Jewish and Christian interpretation, with an emphasis on ways in which these interpretations are similar as well as how they differ. Selected passages from the New Testament will also be studied. The course will demonstrate the wide variety found within Jewish interpretation, from ancient midrash to modern secular commentary, and how the same variety applies to Christian interpretation from ancient times to today.

Jewish Thought 30750-OL
Introduction to Classical Judaism
This course provides a graduate-level introduction to Classical Judaism, covering the Biblical, Rabbinic, and Medieval periods. After surveying the history and major texts of the Classical period, the course will concentrate on training students to analyze classical Jewish texts in depth, first examining traditional Jewish legal texts (Halachah) and then texts of classical Jewish thought and values (Aggadah).

Jewish Thought 30751
Judaism's Encounter with Modernity
This course offers a graduate-level introduction to Judaism in the Modern Period. Together with a brief survey of Jewish history during this period, the course will concentrate on the religious and ideological challenges posed to Judaism by modernity and the range of Jewish responses, such as the Enlightenment, Reform Judaism, Conservative Judaism, contemporary Orthodoxy, Jewish secularism, Zionism, Jewish socialism, and Jewish liberalism.

Jewish Thought 30751-OL
Judaism's Encounter with Modernity
This course offers a graduate-level introduction to Judaism in the Modern Period. Together with a brief survey of Jewish history during this period, the course will concentrate on the religious and ideological challenges posed to Judaism by modernity and the range of Jewish responses, such as the Enlightenment, Reform Judaism, Conservative Judaism, contemporary Orthodoxy, Jewish secularism, Zionism, Jewish socialism, and Jewish liberalism.

Jewish Thought 40708-OL
Kabbalistic Masters
(Formerly Introduction to Kabbalah) This course provides an introduction to the Jewish mystical tradition, focusing on the classic text of Jewish mysticism, the Zohar; and on the early Hasidic masters, including the Baal Shem Tov and Rabbi Nahman of Bratslav. The course will cover topics such as mystical visions and experiences, mystical interpretation of the Torah, the doctrine of Sefirot, the mystical purpose of the commandments, and mystical concepts of prayer.

Languages
Hebrew 10300H-OL
Hebrew-Mechina
The Preparatory Program (Mechina) provides the student with the required reading and writing skills necessary for admission and successful transition into Hebrew - Level One. Through extensive practice, student will gain fluency in reading and writing of Hebrew print and script.

Hebrew 10301H
Hebrew I: Beginners
Mondays, Wednesdays & Fridays
This course is designed for students with no previous knowledge of Hebrew. The course focuses on the development of all language skills (speaking, listening, reading and writing). Students will learn the Hebrew Alphabet in the print form for reading and the cursive form for writing. They will also master grammatical terms and principles such as pronouns, adjectives, gender and number agreement, prepositions, roots, numbers, special expressions, and the different categories (Gzarot) of Bynian Pa'al in the present and past tense. Students will read texts that reflect Hebrew and Jewish culture. Topics will include: home and school, food, family life, and the daily schedule.

Hebrew 10301H-OL (Year Long course)
Hebrew I: Beginners
Hebrew I Online provides an interactive and fun introductory experience for students who have had some beginning exposure to basic decoding and writing in Hebrew. Students will meet once a week for a live online session to learn and review the material. In addition, a special website will be available for students to log on at any time for learning and review. The course focuses on the development of all language skills (speaking, listening, reading and writing). Students will learn grammatical terms and principles such as pronouns, adjectives, gender and number agreement, prepositions, roots, numbers, special expressions, and the different categories (Gzarot) of Bynian Pa'al in the present and past tense. Students will read texts that reflect Hebrew and Jewish culture, including a weekly selection from the Siddur (prayer book). Topics will include: home and school, food, family life, and the daily schedule.

Hebrew 10302H
Hebrew II: Advanced Beginners
Monday, Wednesday & Friday
Students will be introduced to more advanced sentence structures, the remaining active verb groups: Bynian Piel, Bynian Hifil and Bynian Hitpael and their conjugation in the present, past and future tense. All language skills (speaking, listening, reading and writing) are mastered through more advanced syntactic and grammatical structures. Students will begin to read and write texts requiring critical thought. Hebrew texts that reflect Israeli culture and Jewish History will be read and discussed. Topics will include: seasons and clothes, traveling, health and the body, people and places, and other daily activities.

Hebrew 10302H-OL
Hebrew II: Advanced Beginners
Hebrew II Online continues the format of once-a-week live webinar sessions combined with follow-up reinforcement through a 24/7 website for individual learning and review. All language skills are mastered through more advanced syntactic and grammatical structures. Students will begin to read and write texts requiring critical thought. Hebrew texts that reflect Israeli culture and Jewish History will be read and discussed, with continuing exposure to liturgical Hebrew through a weekly selection from the Siddur (prayer book). Topics will include: seasons and clothes, traveling, health and the body, people and places, and other daily activities.

Hebrew 10303H
Hebrew III: Intermediate
Tuesdays & Thursdays
This course will continue the development of all language skills: reading, listening, writing, and speaking. The emphasis will be on comprehension of Modern Hebrew poems and short stories through reading and class
discussion. In addition, study of advanced grammar and syntax will include all passive Binyanim, different Gezarot, and parts of speech.

**Hebrew 10304H**  
**Hebrew IV: Advanced**  
Tuesday & Thursday  
This course will focus on comprehension in reading of classical, Biblical, Rabbinic and liturgical Hebrew. Students will become acquainted with typical grammatical and idiomatic forms and vocabulary using selected texts. The grammar and vocabulary will be used in discussions of the ideas contained in the texts. The Biblical texts will include some of the most significant prose and poetry passages. We will also focus on selected prayers from the Siddur and Midrashim.

**Language 10375**  
**Beginners Arabic Part I**  
This course introduces basic reading, writing and speaking skills in Arabic, including elementary grammar and syntax. Instruction will begin with the alphabet and pronunciation of consonants and continue with the definite article, proper use of gender and broken plurals, adjectives, and personal pronouns. The perfect and imperfect forms of simple verbs will also be covered. Short passages will be read and discussed.

**Language 10376**  
**Beginners Arabic Part II**  
This course is a continuation of Beginners Arabic and is designed for students who have completed Part I or its equivalent. The material in this session will deal with derived verbs from forms I to XII (from basic to intensive, causative, and reflexive usage and conjugation). Syntax as well as conditional sentence structure will be covered through readings and students’ writing assignments. Students will be introduced to conversational expressions in areas such as greetings and expressions, commands, food, questions and other necessary expressions for everyday dialogue.

**Hebrew 30303H-OL**  
**Hebrew III: Intermediate-G**  
**Hebrew III Online** continues the format of once-a-week live webinar sessions combined with follow-up reinforcement. All language skills are mastered through advanced syntactic and grammatical structures. Students will read and write texts requiring critical thinking. Hebrew texts that reflect Israeli culture, current events, Jewish History and Jewish literacy, will be read and discussed, including items from an Israeli newspaper. Students will continue their exposure to liturgical Hebrew through a weekly selection from the Siddur. (Live webinar takes place on Sunday evenings, 7:30-8:30pm, EST)

**Music**

**Music 40833-OL/Jewish Education 40212-OL**  
**Music In Jewish Education**  
This course will focus on ways in which music can be used to enhance the teaching of sacred texts, holidays, history, Israel, Jewish values and Hebrew. Methods and materials for using music in both formal and informal settings and at different age levels will be discussed. Music specialists and general classroom teachers are equally welcome. Previous musical experience is not required. (May be taken for Music or Education credit)(Modern)

**Rabbinics**

**Rabbinics 30605-OL/Sociology 30706-OL**  
**Rhythms of Jewish Life: The Calendar and Life Cycle Events**  
In his classic work, *The Sabbath*, the late Prof Abraham Joshua Heschel asserted that time, rather than geographic space, is the special métier of the Jewish People. No matter the region or the regime, Jews have been able to
fashion sacred worlds of meaning and community by marking the seasons of the year and the seasons of the individual’s life. In this class we will explore the historic background of the Jewish calendar and its observances as well as the rites that comprise the Jewish lifecycle. Not only will we examine the traditional realms of meaning and rituals associated with these occasions, but we shall also explore the strains and transformational possibilities created by the realities of contemporary Jewish life.

Rabbinics 30608
Introduction to Liturgy
This course will provide an overview of the structure and value concepts embodied in the Siddur to students who have had no previous academic background in the field of Jewish liturgy. Ability to decode Hebrew is required.

Rabbinics 30613-OL /Jewish Education 30225-OL
Mitzvot, Moral Development and Classroom Management in Jewish Early Childhood Education
An understanding of the structure of interpersonal Mitzvot will be integrated with current theories about the moral development of young children. Classroom practices that encourage this development as well as teaching specific Mitzvot will be explored. Conflict resolution and the positive guidance of behavior will be included as part of a values-based classroom context.

Rabbinics 30615
Judaism and Christianity
This course explores the common roots of ancient Rabbinic Judaism and early Christianity in the first five centuries CE. We study both the theological similarities between the two movements and the ways in which they developed into distinctly different religious traditions. Topics to be covered include: reward and punishment; heaven and hell; immortality of the soul; resurrection; martyrdom; and the messiah. The Jewish background of Jesus and Paul is discussed also. While the course concentrates primarily on the ancient period, we also briefly discuss the strained relationship between Judaism and Christianity in the medieval world and where that relationship is today.

Rabbinics 30615 OL
Judaism and Christianity
This course explores the common roots of ancient Rabbinic Judaism and early Christianity in the first five centuries CE. We study both the theological similarities between the two movements and the ways in which they developed into distinctly different religious traditions. Topics to be covered include: reward and punishment; heaven and hell; immortality of the soul; resurrection; martyrdom; and the messiah. The Jewish background of Jesus and Paul is discussed also. While the course concentrates primarily on the ancient period, we also briefly discuss the strained relationship between Judaism and Christianity in the medieval world and where that relationship is today.

Rabbinics 30628-OL /Jewish Education 30228-OL
Educational Methodologies: Teaching of Hagim, Shabbat and Jewish Calendar
Using a thematic approach and creating a spiral curriculum together, we will address the teaching of Hagim and Jewish observances through a cumulative approach that uses the many different intelligences that we all bring to life.... because after all, this is Jewish living -- the observances and practices of our lives every day. The thematic approach will be seasonally based and the spiral curriculum that moves from K - 12 will be based on the Expanding Horizons model of Social Studies/History education in this country and will benefit the schools in which you teach as well as yourselves as teachers and educators there.

Rabbinics 40613
Marriage and Marital Relations in the Talmud
The fifth chapter of tractate Ketubot will be studied utilizing the Steinsaltz Hebrew/English edition of the Talmud. The major subjects to be studied include: the money to be provided in a woman’s ketubah, the reciprocal obligations of husbands and wives, and sexual relations in marriage.

Rabbinics 40629-OL
Women in the Rabbinic Tradition
This course explores the legal status of women within the classical Rabbinic tradition and how this status compares with the position of Jewish women in the modern world. Topics to be covered include: the legal status of minor daughters; the development of the traditional roles of wife and mother in the Rabbinic period; the legal position of the divorcée and widow; and obligatory and optional mitzvot for women. All sources will be studied in English translation.

Rabbinics 40631-OL
Making Leviticus Relevant
The biblical book of Leviticus deals primarily with rituals that involved the ancient Temple and its priesthood. After the Temple was destroyed in 70 CE, the early Rabbis were faced with the challenge of interpreting Leviticus so that it remained a meaningful part of the Torah and a relevant Book to the Jewish world. Their new and creative approach to Leviticus emerges in the midrashic text known as Leviticus Rabbah. In order to understand the Rabbis’ ingenious interpretations of Leviticus, and their relevance to the contemporary Jewish world, selections from Leviticus Rabbah will be studied in English translation.

Rabbinics 40638-OL
The Greatest Tale: Haggadah Shel Pesah
The Seder has been described as the greatest teaching tool ever developed for family education. This unique ritual is built around the reading of and reflection on a text: the Haggadah. This seminar will study the history of the development of the Seder Leil Pesah and study, in depth, the texts of the Haggadah, the personalities of those who shaped it and the ways in which the Seder can be a gripping and highly educative experience for all who attend.

Sociology and Political Science

Political Science 10920
The Arab-Israeli Conflict and the American College Campus
This course is designed to acquaint students with the major issues affecting the Middle East in the 20th and 21st centuries and how they are reflected on the American college campus today. Students will review the origins and development of the modern Middle East and understand the social, economic, and political foundations that set the stage for current situations in the region. Students will become familiar with original source material and engage in non-partisan discussion through written and oral presentations. Course topics include: establishment of independent Arab states, political economies, Islam in contemporary politics, Palestinian nationalism, Jewish political culture, Zionism and Israel, evolution of the Arab-Israeli conflict, inter-Arab politics, American interests toward the Middle East, chances of democratic reform, the explosion of the media upon Middle Eastern societies, the role of the foreigner in shaping change, and how historical narratives are created and written.

Sociology/Thought 30705 Rela Mintz Geffen, Ph.D.
Perspectives on American Judaism
While rooted in the philosophies of past generations, American Judaism has emerged in the twenty-first century as a multi-denominational enterprise. In addition to studying the social history, theology and organizational development of various American Jewish movements’ guests representing Orthodox, Conservative, Reform, Reconstructionist, Hasidic and New Age points of view will discuss their vision and spiritual and ritual practice of Judaism. The role of God, prayer, commandments and obligations in a volunteeristic community, creation of new life cycle rituals and the impact of the Jewish feminist movement on American Judaism will all be explored.

Sociology 30706-OL/Rabbinics 30605-OL
Rhythms of Jewish Life: The Calendar and Life Cycle Events
In his classic work, The Sabbath, the late Prof Abraham Joshua Heschel asserted that time, rather than geographic space, is the special métier of the Jewish People. No matter the region or the regime, Jews have been able to fashion sacred worlds of meaning and community by marking the seasons of the year and the seasons of the individual’s life. In this class we will explore the historic background of the Jewish calendar and its observances as
well as the rites that comprise the Jewish lifecycle. Not only will we examine the traditional realms of meaning and rituals associated with these occasions, but we shall also explore the strains and transformational possibilities created by the realities of contemporary Jewish life.

Sociology 40901-OL
New Directions in the American Jewish Community
This seminar will provide an overview of the sociology of the American Jewish community in the context of the social history of the American Jewry. Students will become familiar with the demography and social characteristics of the community, as well as its social structure and institutions. The Jewish family, synagogue and communal organizations, and conflict between institution and patterns of innovation will be seen within the context of the current debate among sociologists of the Jews as to the future size and quality of communal life.

Sociology 40904-OL
The Jewish Family: Institution in Transition
This seminar is designed to give a sociological overview of the contemporary Jewish family in the context of Jewish history and tradition. The traditional Jewish family, the role of both single and dual career families, the impact of divorce, and devising a policy to support Jewish family life within the institutional structures of American Jewry will be considered.
Faculty and Professional Staff

Uziel Adini, Teacher’s Diploma (Lifschitz Teacher’s College, Israel); Teacher’s Certificate, B.A., M.A. (Hebrew University); Ed.D. (Dropsie College); Professor of Hebrew Literature and Education

Debbie Aron, B.A. (Brandeis University); M.S.W. (Yeshiva University); Senior Educator fellow (Hebrew University); Director, Online and Distance Learning; Advisor, Jewish Communal Service Program

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