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**ACADEMIC
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NOTICE: Although every attempt has been made to insure that this catalog is completely accurate, MJI recognizes human fallibility and reserves the right to make changes to any portion of this document as it deems fit and necessary.

INTRODUCTION

The Michigan Jewish Institute (MJl) Catalog provides a compilation of basic information of immediate interest and concern to students, faculty members, and academic support personnel, and outlines a general view of the various aspects of college life. It is presented to interested parties in conjunction with the Michigan Jewish Institute's Student Handbook and the Michigan Jewish Institute's Faculty Handbook to serve as a guide to specific practices and policies of the institution. Answers to questions that are not addressed within the above-mentioned publications are left to the sole discretion of the administration under the direction of the Board of Trustees.

HISTORY OF THE INSTITUTE

In 1994 a group of public-minded members of the Metropolitan Detroit Jewish community formed a Board of Trustees to take over the Norman and Esther Allen Touro College of Liberal Arts and Sciences. The name of the institution was initially changed to the Lubavitch Institute of Advanced Studies, and subsequently to the Michigan Jewish Institute. Congregation Beth-Chabad, a branch of the international Lubavitch movement, agreed to sponsor this much-needed institution of Jewish higher education. Lubavitch, a branch of the Chassidic movement founded in the late 18th Century in Eastern Europe, was forged by its leadership into a renowned international communal service network of social services and religious programs. At present, Lubavitch has over 2,000 religious, social and educational institutions spanning the globe from Alaska to Zaire. Although Congregation Beth-Chabad sponsors the Michigan Jewish Institute, the latter operates independently under the auspices of its Board of Trustees.

MJI was founded to serve the needs of those members of the Jewish community who desire to study in a Jewish collegial environment. In general, Jewish education is thriving in communities all across the country: day schools are growing by leaps and bounds, and there is an increasing demand for post-secondary educational institutions that can provide continuity and quality education in a Jewish environment. In addition, large numbers of new immigrants from the former Soviet Union have chosen to settle in the metropolitan Detroit area. The needs of these new Americans for retraining and acquisition of new skills are best achieved in an ethnically familiar and nurturing environment.

In the fall of 1994, after intensive planning and consultation with both educators and business leaders, MJI officially opened its doors. Offering a bachelor's degree program with Business and Computing concentrations, MJI strives to provide a resource for the needs of the community as described above.

ACCREDITATION

Michigan Jewish Institute is a senior college accredited by the Accrediting Council for Independent Colleges and Schools to award Bachelor's degrees and certificates.

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education. Its accreditation of degree-granting institutions is also recognized by the Council for Higher Education Accreditation.

The Accrediting Council for Independent Colleges and Schools can be reached at
750 First Street, NE, Suite 980, Washington, DC 20002-4241
Tel: (202) 336-6780, **Fax:** (202) 842-2593

INSTITUTE MISSION

The Michigan Jewish Institute seeks to provide an excellent academic baccalaureate degree-granting program that combines an arts and sciences foundation with a concentration for career development in business-related disciplines. The Institute offers instruction that keeps abreast of changing technologies and is personalized to meet the student's individual needs.

In addition to its general mission, MJI also has the special purpose of providing assistance to those who have completed courses and programs of higher education in other countries or settings. Within this context the Institute works with the new immigrant Jewish community in obtaining the professional educational skills required for financial self-reliance and independence in the United States.

The Michigan Jewish Institute seeks to serve all segments of the Jewish community. All of its educational programs are offered in a manner and within an environment that adheres to the highest ethical standards and religious traditions of Judaism.

The Michigan Jewish Institute seeks to promote scholarship of the Talmud and codes, and therefore, in addition to its undergraduate degree program, the Institute grants certificates in Talmudic Law and Jurisprudence (for men only).

SUPPORTING OBJECTIVES

Supporting Objectives Of The Bachelor Degree Program

- To provide in depth education in business related disciplines such as Business Information Systems and Computer Information Systems. This is achieved by a carefully chosen up-to-date and balanced curriculum in these disciplines.
- To equip the students with the relevant theoretical and practical background so that upon graduation they can be integrated into the business/industrial workforce and start their contribution immediately. This is achieved by ensuring a constant stress on real-world applications by instructors who are experienced in the field, and by maintaining state-of-the-art hardware and software.
- To make the learning environment effective and pleasant. This is achieved by means of small classes and strong personal contact between faculty, administration and students.
- To provide a well rounded balanced education through required studies of the liberal arts and sciences. This is achieved by means of a carefully crafted General Education core curriculum.
- To graduate students who have acquired moral values and integrity and are cognizant of the great ethical and moral tradition of Judaism. This is achieved by providing mandatory courses in the general area of ethics, philosophy and religion.

Supporting Objectives of the Certificate in Talmudic Law and Jurisprudence

- To provide in depth education in the system of Talmudic Law. This is achieved by a carefully chosen and balanced curriculum in these disciplines.
- To equip the students with the relevant theoretical and practical background so that upon graduation they can be integrated into a rabbinic ordination program without any difficulty. This is achieved by ensuring a constant stress on the *halachik* implications of the Talmud being studied.
- To make the learning environment effective and pleasant. This is achieved by means of small classes and strong personal contact between faculty, administration and students.
- To graduate students who have acquired moral values and integrity and are cognizant of the great ethical and moral tradition of Judaism. This is achieved by providing mandatory courses in the underlying philosophy of Talmudic law as expounded by the Chabad school of Hassidic thought.

LOCATION AND FACILITIES

The Michigan Jewish Institute's **degree programs** are located at 25401 Coolidge Highway, Oak Park, Michigan. This two-story red-brick building provides classrooms, administrative offices, cafeteria space, library and media facilities. Located right off the I-696 freeway, there is easy access to MJI from all parts of the greater metropolitan Detroit area. This building also houses the administration of financial aid and academic records for both the degree and certificate programs.

The Institute's **certificate program** is housed within the Lubavitch Center of Oak Park, 14000 Nine Mile Road, Oak Park, Michigan. This school building, which also houses a synagogue, provides an appropriate setting for most of the credit-bearing courses of the certificate program offered by the institution. MJI also maintains a learning site in Bloomfield Hills. The MJI site is located at Andover High School at 4200 Andover Road, Bloomfield Hills, Michigan.

Within about fifteen months from the publication date of this document, MJI is scheduled to move to its own permanent campus. Located on a unique, forty- acre setting amongst the rolling hills and lush greenery of suburban West Bloomfield, the campus will be comprised of academic and administrative buildings, a library, museum, student and faculty housing, dining facilities and a synagogue. Groundbreaking for the new campus has already taken place and the initial site infrastructure is completed.

Computer Laboratory

The Institute's computer laboratories are equipped with high-speed, modern IBM-compatible microcomputers and appropriate peripherals. Laboratories are available to students enrolled in computer - related courses during specified and posted times. Faculty members may utilize the laboratories at any time they are not specifically scheduled for use.

Library and Other Academic Resources

The Michigan Jewish Institute houses a library that contains a collection of appropriate technological and business reference material. In support of its dedication to general education, MJI is the proud owner of the Feinberg Collection, donated by the Charles and Lenore Feinberg trust. This valuable collection is comprised of many first and autographed editions of American and English literature, original manuscripts and letters, and other useful research and reference materials pertaining to the liberal arts.

The Michigan Jewish Institute is also a participating member of the Michicard System. This valuable resource allows students enrolled in MJI to utilize participating public libraries and over thirty academic collegiate libraries located in Michigan. Lawrence Technological University, conveniently located approximately four miles from MJI, has

an extensive technical, computer- related collection. MJI also maintains an extensive library of Judaica at its Nine Mile Road facility.

In addition to traditional library resources, students have access to state-of-the-art on-line resource libraries and to multiple computer terminals linked to the MJI network and to the Internet. The library was recently modernized through a grant from The Library of Michigan.

Community Resources

The Detroit metropolitan area has a strong and vibrant Jewish community. The nearby suburban cities of Oak Park, Southfield, and West Bloomfield are home to numerous synagogues, several *yeshivos* (Talmudic academies) and *kollels* (Postgraduate, fellowship based institutions). The Jewish Community Center maintains active locations in Oak Park and West Bloomfield, featuring extensive communal and cultural activities, as well as modern recreational facilities, including gyms, an indoor and outdoor pool, and a health and fitness center. In addition, the West Bloomfield branch of the Jewish Community Center houses the Holocaust Museum, the first facility of its kind in the country and an excellent resource center for Holocaust studies and research.

The Detroit metropolitan area offers varied cultural opportunities, including: the Detroit Institute of Art; the Fisher, Fox, and Masonic Theaters; numerous community playhouses; and the internationally renowned Detroit Symphony Orchestra. Other museums, galleries and specialized libraries are also situated close to both the current and future campuses.

UNDERGRADUATE ADMISSIONS POLICIES

Non-Discrimination Educational Policy

The Michigan Jewish Institute admits students to its degree programs without unlawful discrimination to race, religion, color, age, sex, sexual orientation, marital status, disability/handicap, national origin, height, weight, or other protected classifications, granting all the rights, privileges, programs, utilization's, benefits and other activities generally accorded or made available to students at the Institute.

The Michigan Jewish Institute admits qualified men of the Jewish faith to the certificate program in Talmudic Law and Jurisprudence, without unlawful discrimination to race, color, age, marital status, disability/handicap, national origin, height, weight, or other protected classifications, granting all the rights, privileges, programs, utilization's, benefits and other activities generally accorded or made available to students at the Institute.

The Michigan Jewish Institute expressly forbids unlawful discrimination and sexual harassment in admission, training and treatment of students, education and educational opportunities, the use of Institute facilities, and the awarding of contracts.

Implementation of the Institute's non-discrimination policy shall include, but is not limited to, the following:

1. Presidential review of all proposed academic and non-academic appointments for compliance with this policy
2. Presidential review of all contractual commitments for compliance with this policy
3. Procedures for the investigation and timely resolution of all complaints related to alleged violations of the non-discrimination policy.

Policy on Sexual Harassment

The policy of the Michigan Jewish Institute is that no member may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy.

The law of the State of Michigan prohibits discrimination in employment and in education, and provides that discrimination based on sex includes sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature.

ADMISSIONS OFFICE

The **Michigan Jewish Institute** Office of Admissions is located at 25401 Coolidge Highway, Oak Park, Michigan, 48237. Admissions counseling is provided through personal conferences to aid the prospective student. Telephone: (248) 414-6900

ADMISSIONS PROCEDURE

Applications for Admission are forwarded to the Admissions Committee as soon as all information is received. Decisions of the Admissions Committee are based on an assessment of the candidate's ability to benefit from the Institute's academic program and the candidate's potential for making a positive contribution to the Michigan Jewish Institute. Acceptance to the Institute is contingent upon satisfactory completion of all work in progress at the time of acceptance.

The Decision

After all data have been reviewed, the Admissions Committee may:

- Admit a student unconditionally
- Delay an admissions decision in order to obtain further information. The Admissions Committee might request results of high school tests, or personal references, or a personal interview with the student. (Applicants will be notified immediately if such a delay occurs and will be asked to submit the additional information.)
- Provisionally admit a student pending receipt of additional information
- Admit a student on provisional status. (These students are given two semesters to demonstrate their ability to do the academic work demanded of MJI students.)
- Deny an application

The Michigan Jewish Institute has the policy of deciding on admissions as applications come in (rolling admissions), and candidates are notified of the decision as soon as all supporting data have been reviewed.

APPLICATION

An official **Application for Admission**, along with a **\$50.00** non-refundable application fee, must be filed in the Admissions Office of the Michigan Jewish Institute before any consideration regarding admissions can begin. The Application for Admission form can be obtained from the Institute.

WHEN TO APPLY FOR ADMISSION

1. High-school students may apply after completion of their junior year.
2. Out -of- state applicants (including transfer students not currently attending another college) may apply up to two months prior to the semester desired.
3. Applicants currently registered in another college should apply early in the term prior to transfer.
4. Special consideration may be given to unique situations. Applications received after due dates must contain a written explanation and request for special consideration.

To be considered for admission the following items **must** be submitted:

1. Completed application;
2. Evidence of graduation from High School or equivalent (GED) or other proof of high school completion or signed statement by student affirming high school completion. (NOTE: Special Status may be offered to a student for up to six months prior to submitting proof of high school completion or equivalent. This status will be offered to students who seek admissions to the bachelor's degree program and demonstrate both potential for success and the ability to concurrently complete high school requirements during the proscribed time period.
3. Non-refundable application fee.

The completed application, including official transcripts and any other records necessary for admissions consideration, must be filed with the Office of Admissions prior to the beginning of the desired semester.

In order to aid the Admissions Committee with their decision process the applicant is urged to send in any pertinent material such as:

1. Scholastic Aptitude Test (SAT) scores (School Code **#1505**) and/or American College Test (ACT) scores (School Code **#2023**);
2. Personal references;
3. School honors and achievements.

ADMISSION QUALIFICATIONS FOR THE BACHELOR IN APPLIED SCIENCE DEGREE

All applicants to MJI must have successfully finished, or be in the process of finishing (see discussion on “Special Status” above) a high school/secondary school program or equivalent (GED) before beginning the desired semester of enrollment.

To qualify for admission to MJI high school graduates should have attained a cumulative high school grade point average of 2.00 or above.

A candidate who has earned a GED, or a high school graduate with a grade point average which is less than 2.0, but whose records give indication that he has the potential for successful academic performance, may be admitted on **provisional status**. These students are given two semesters (**in which they may take no more than four courses**) to demonstrate their ability to perform the academic work demanded of MJI students by maintaining a 2.00 GPA or better. (Successful attainment of a 2.00 GPA removes the student from provisional status.)

In addition, students whose records are incomplete at the time of registration and are not offered Special Status (as noted on previous page) may be admitted on a provisional basis pending the receipt of official documents.

Recommended High School Preparation

The student’s secondary school program **should** include (the following are recommendations and not requirements):

English	(three years recommended)
Mathematics	(three years recommended)
Biological and Physical Sciences	(three years recommended, with one year of a laboratory science)
Social Sciences/History	(three years recommended)
Foreign Languages	(two years recommended)
Computer Literacy	(one year ⁺ recommended)
Electives (of choice)	(to comprise remaining units)

Transfer Students

Transfer students must document successful high school completion or equivalent with an official high school transcript or GED certificate or other proof of high school completion or signed statement by student affirming high school completion.

Transfer Students can qualify for admission in the following ways:

1. Students who have completed at least thirty transferable hours of college work at an accredited institution with a GPA of 2.00 ('C') will be considered for admission on the basis of that work.
2. The high school academic record of transfer students who have completed less than an academic year of credit with a 2.00 ('C') average at an accredited institution will be used as an additional factor in determining admissibility.
3. Transfer of credits from unaccredited institutions are determined on an individual basis. Please consult with an admissions representative to determine admissibility.

Junior or Community College

A maximum of sixty-five (65) semester credits may be transferred from a junior or community college.

Grade Points Transfer

A student transferring to the Michigan Jewish Institute transfers the credits earned, but not the grade points.

All undergraduate courses taken at institutions other than the Michigan Jewish Institute and used for transfer credits must meet equivalency and accreditation standards as determined by the Michigan Jewish Institute. Please consult with an admissions representative to ascertain transferability.

Residency

Transfer students seeking a diploma from the Michigan Jewish Institute must complete at least thirty semester credits of their program in residency at the Institute.

Non-Traditional Students

(Students returning after many years of absence from collegiate studies; or other formal studies)

Non traditional students must document successful high school completion or equivalent with an official high school transcript or GED certificate or other proof of high school completion or signed statement by student affirming high school completion.

Non-traditional students seeking admission are evaluated on the basis of academic potential as determined by results on standardized testing and personal interview. It is believed that academic performance as an adolescent or young adult is less significant in judging an adult student than are present skills, motivation, energy and maturity.

Audit Students

Audit students must document successful high school completion or equivalent with an official high school transcript or GED certificate or other proof of high school completion or signed statement by student affirming high school completion.

Students who wish to audit one or more courses at the Michigan Jewish Institute may be permitted to audit selected courses with the permission of the instructor and the Academic Dean. Credit from these courses **may not** be used for academic purposes should the student subsequently enroll at the Institute.

Readmission

Students who have withdrawn or were dismissed from the Michigan Jewish Institute are not automatically readmitted. Consideration for readmission will include an evaluation of:

1. The student's prior record at MJI
2. Any additional college courses completed at other institutions
3. The student's reason(s) for wanting to return to MJI

An application for readmission can be obtained from the Admissions Office. It should be completed and returned to that office at least two weeks prior to registration. A \$50.00 fee must accompany the application.

Foreign Students

The Michigan Jewish Institute welcomes foreign students who wish to study at our campus. To be considered for admission the following items must be submitted:

1. Completed application
2. A \$50.00 application fee
3. Official high school transcript/secondary school record
4. Evidence of little or no need of financial assistance. (While the Admissions Committee may find a student qualified for admission, no acceptance letter or I-20 can be sent until the student has assured MJI that he has the necessary funds to finance his education at the Institute. When the international applicant has been officially accepted, an acceptance letter and an I-20 will be sent.)
5. Additional Requirements: (Described below)*

***Additional Requirements**

Since all instruction is offered in English, students are required to demonstrate proficiency in the English Language.

English Language Proficiency

Students whose native language is not English, or who did not receive their secondary education in an English-speaking country, or who did not take and pass regular courses in English (e.g. Freshman Comp.) at American or other English speaking College (e.g. USA, UK, Canada, Australia, South Africa), or did not major in English at a Foreign University, or did not pass ESL courses at a recognized college, need to demonstrate their proficiency in the English Language. There are three options:

Option 1 TOEFL

Students can make arrangements to take the Test of English as a Foreign Language (TOEFL) [the School Code for the Michigan Jewish Institute is # **1505**]. Inquiries about the test, which is administered four times annually throughout the world, should be addressed to the Educational Testing Service, Box 899, Princeton, New Jersey, 08540, USA.

Option 2 MJI-MTELP

Prior to admission, foreign students who have **not** taken the TOEFL will be evaluated by means of four assessment methods:

1. The Michigan Test of English Language Proficiency
2. English Language Institute Listening and Comprehension Test (the University of Michigan)
3. A Michigan Jewish Institute representative will ask the student to write a short essay.
4. An interview conducted in English and supervised by a professor of ESL.

Option 3 MJI-Assesment

If a student has been resident for several years in the USA, or has taken extensive English studies in a foreign country, he/she may request an oral evaluation by an MJI professor of English who will determine whether the student can attend regular classes.

Results

Based on the results of the TOEFL or the above mentioned MJI administered tests (MJI - MTELP test) students will be either:

1. Allowed to enter the regular program. (TOEFL score greater than 550, MJI-MTELP score greater than 65)
2. Required to take a reduced load of regular classes and be required to attend ESL classes (TOEFL score between 250 and 550, MJI-MTELP score between 25 and 65)
3. Be denied admission and directed to enroll at another institution in order to develop adequate English language skills (TOEFL score less than 250, MJI-MTELP score less than 25)

ADMISSION QUALIFICATIONS FOR THE CERTIFICATE IN TALMUDIC LAW AND JURISPRUDENCE

All applicants to MJI must have successfully finished or be in the process of finishing before the beginning of the desired semester of enrollment, a high school/secondary school program or equivalent (GED).

The certificate program is for men only.

To be considered for admission the following items must be submitted:

1. Completed application;
2. Non-refundable application fee;
3. Evidence of graduation from a Talmudic high school or equivalent (GED) with other proof of high school completion or signed statement of student affirming Talmudic high school.

ADMISSION REQUIREMENTS

Admissions criteria were established to assure that students have the interest, ability, and perseverance required for completion of the intense schedule of studies in the two-year program. The following requirements must be met by all students:

1. Talmudic High School graduation or its equivalent;
2. Competence in the entire Pentateuch and commentaries;
3. Completion of at least 150 folio pages of Talmud;
4. Competence in the laws and customs in the Code of Jewish (Orach Chaim) and personal commitment to their observance.

All applicants to the certificate program will be interviewed and undergo an oral test, “entrance *farhehr*”, administered by the Dean (Rosh Yeshiva).

In addition, students whose records are incomplete at the time of registration may be admitted on a provisional basis pending the receipt of official documents.

Dual Enrollment – High School Students

The Michigan State Board of Education has since 1996 encouraged high school students to enroll for some college courses during their junior and senior years. Colleges and School Boards are mandated to help with this drive to offer diverse alternatives to high school juniors and seniors. MJI is cooperating with this effort and offers current juniors and seniors the chance to enroll in various courses. High school students wishing to avail themselves of this opportunity are directed to contact the counseling office of their high school and the MJI office. Dual Enrollment students are not eligible for financial aid, but if they are enrolled in a public high school the school district will cover all or part of their costs. For more details please contact the MJI office at (248) 414-6900.

STUDENT SERVICES

Academic Advising

Every student enrolled in a degree program at the Michigan Jewish Institute is assigned an academic counselor who assists in program advising and course selection. Faculty members and administrators from within the institution participate in this process. All counseling activities are coordinated through the Dean's Office.

The purpose of academic counseling is to assist students in completing a degree program. Counselors work with students to help them understand the Institute's academic standards and requirements. The counselor will work with the student to set academic goals, discuss opportunities within the student's chosen discipline, and help the student to select and sequence individual courses.

Faculty Counseling

The faculty of the Michigan Jewish Institute maintain regular office hours that are posted at the beginning of each semester. It is recognized that there may be conflicts with the specified times, and students wishing to meet with faculty at times other than those scheduled must make arrangements with the individual faculty member. Faculty members can be reached by leaving an appropriate message with the Institute at number listed in this handbook.

Student Residence

The Michigan Jewish Institute currently has no student residence facilities. However, the administration will endeavor to assist all students in finding appropriate housing situations within the community. Please contact MJI with your needs as soon as possible, as the school maintains lists of private homes offering room and board.

Placement Assistance

MJI offers employment placement assistance. While placement cannot be guaranteed, every effort will be made by our staff to help graduates in finding employment. MJI will provide assistance in preparing resumes, advise the student on job seeking, and help prepare the student for a successful interview. The ultimate responsibility for placement, however, falls upon the students themselves.

The student's own motivation and effort are necessary in order for MJI's interventions to be effective. Student preparation of draft resumes, availability for orientation and job referrals, and individual job-seeking efforts are a required part of the placement process.

TUITION AND FEES

Listed below is the schedule of tuition and fees in effect at the time of publication of this catalog. **Tuition and fees are subject to change without notice by action of the Board of Trustees of the Michigan Jewish Institute.**

Tuition and Fees Per Semester

\$50.00 Registration fee plus \$275.00 per credit for the degree program. The Certificate program costs \$8,250.00 per year (\$275.00 per credit.)

Payment of Tuition and Fees

Checks or money orders must be made payable to the Michigan Jewish Institute.

Refund Policy

The refund policy applies equally to all students regardless of the form of tuition. This refund policy only applies in a case of total withdrawal from enrollment. For dropping and/or adding single courses please see page 26.

1. When notice of cancellation is given before the close of business on the first day of instruction, the Institute will retain application, registration and administrative fees in amount not to exceed \$100. All other moneys received by the Institute will be returned to the student. Said refund will be made within 30 days of the date of notification.
2. When withdrawal occurs after the close of business of the student's first day of attendance but prior to completion of five percent of the term (4 days), the college will retain the lesser of:
 - a) the application fee of \$50, the registration fee of \$50, and an administrative fee of \$100 plus an amount not to exceed 10% of the stated tuition and other instructional charges; or
 - b) a total of \$300.
3. Thereafter, the Institute will retain the registration fee of \$50 and make a prorata refund of unearned tuition, fees, and other charges as set forth, minus an administrative fee of \$100, to a student attending the institution for the first time who withdraws or otherwise fails to complete sixty percent of the initial semester of enrollment. For students terminating after completing more than sixty percent of initial semester, the Institute will retain the balance of tuition, fees, and other charges for the initial term of enrollment plus the registration fee of \$50 and an administrative fee of \$100. (A full explanation of the prorata refund policy and examples of how it applies are available upon request from the Financial Aid Director.)

After the initial semester of attendance, the following applies:

- 1) When withdrawal occurs within the first five percent of the semester, the Institute will retain twenty percent of the stated tuition plus the registration fee and an administrative fee of \$100.
- 2) Thereafter, when withdrawal occurs within the first four weeks of the semester, the Institute will retain forty-five percent of the stated tuition plus the registration fee and an administrative fee of \$100.
- 3) Thereafter, when withdrawal occurs within the first eight weeks of the semester, the Institute will retain seventy percent of the stated tuition plus the registration fee and an administrative fee of \$100.
- 4) Thereafter, the Institute will retain one hundred percent of the stated tuition plus the registration fee and an administrative fee of \$100.

NOTE: Tuition is charged by the semester.

After the first day of class, students of majority, parents, or legal guardians are asked to submit written notice of cancellation or withdrawal in person or by registered or certified mail. In lieu of written notice, an unexplained absence of 15 days constitutes constructive notice of cancellation to the Institute. Refunds, if appropriate, will be based on the last date of recorded attendance, and will be made within thirty days of the date the Institute determines the student has withdrawn. Refunds due students will be made to the original sources of money refunded, e.g., lending agency, foundation, student, parent/guardian, etc. Refunds not exceeding \$25 will be retained by the Institute.

Refunds to programs will be distributed as follows:

Federal Family Education Loans

Plus

unsubsidized

subsidized

Federal Pell Grant

Federal SEOG

Michigan Tuition Grant and Michigan Competitive School Scholarship

Michigan Adult Part-time Grant

Other Grants and Scholarships

FINANCIAL ASSISTANCE SERVICES

Business Services

The Business office handles all questions regarding tuition and fees, tuition reimbursement or refunds, and special payment arrangements.

The office is open 10:00 a.m. - 6:00 p.m., Monday through Thursday, and 9:30 a.m.- 1:00 p.m., Friday.

Financial Aid Programs

Michigan Jewish Institute strives to offer an education opportunity to as many qualified students as possible. While it is primarily the obligation of students and their families to finance their college education, it is recognized that this is not possible for every individual. Therefore, MJI participates in a number of financial aid programs to help students meet their educational expenses. For complete information on the programs listed below and instructions for applying, contact the Financial Aid Office.

Aid consists of grants, loans, scholarships, and college employment and may be funded by the federal or state governments, the college, or private agencies.

Financial aid will be applied to the student's account when verification (if required) is complete and the drop/add period has ended. A check will be given to the student for any excess amount unless requested otherwise by the student. Checks will be issued the week after the drop/add period each semester.

Eligibility

All applicants and students must apply for financial aid to be considered for grants, loans, and scholarships. Eligibility is established by first completing the Free Application for Student Aid (FAFSA). See: "Procedures" on the next page.

All Michigan residents are urged to apply for Michigan grants, and scholarships.

Students must be accepted for enrollment and enrolled. The following student classifications are not eligible for federal financial aid: early enrollment, audit, second bachelor's degree, or international students.

Students who are in default on any student loan or owe repayment on any Title IV aid may not receive financial aid.

To receive government aid, a student must enroll for a minimum of 3 credit hours and maintain satisfactory academic progress. Eligible independent students enrolled for 3 - 11 hours may be considered for Michigan Adult Part-time Grants. Financial aid is based on the number of credit hours for which a student is enrolled at the close of the refund period.

A financial aid recipient must be a United States citizen or permanent resident.

Procedures for Applying

Obtain a Free Application for Federal Student Aid (FAFSA) from the Financial Aid Office. Students must reapply for each academic year enrolled.

Submit the completed Free Application for Federal Student Aid (FAFSA) to Federal Student Aid Programs. This form must be used for all types of aid - federal, state, and college aid, including scholarships. Apply as soon as possible after January 1 but no later than July 30 for maximum consideration. Allow 6-8 weeks for processing.

Verification of income, family makeup, and other application information is required of all students selected for verification. This will include a signed photocopy of the student's and/or parents' federal and state tax forms. Specific requirements are available from the Financial Aid Office. No financial aid funds are disbursed until verification is complete. The deadline is the last day of the first semester of the academic year for which the student is enrolled. Students who do not meet this deadline will lose their aid.

Submit this signed Student Aid Report (SAR) received subsequent to filing for a Federal Pell Grant to the Financial Aid Office to have the financial aid award calculated.

Awards

The financial Aid Office will prepare an award letter for each student. The award will be based on financial need as determined by a standardized formula developed by the Department of Education with congressional approval. The expected family contribution takes into consideration such factors as family income and number of family members attending college. The award is also based on availability of funds. The "package" may include grants, loans, scholarships, and college work/study possibilities. Students whose awards change as a result of the verification process will have their award letters revised with an explanation of the changes.

Disbursements

The Financial Aid Office notifies the Business Office of the amount(s) to be credited to each student's account. Awards are disbursed in the following order: Pell Grant, state grant (Michigan Tuition/Michigan Competitive Scholarship), scholarships and loans.

Refunds and Repayment

Federal Pell Grant recipients may receive a refund of any Pell Grant funds in excess of the direct costs of tuition, fees, and dorm. Students may request in writing to the Business Office that Pell funds be held on account toward future expenses.

Federal Stafford loan recipients must authorize the school in writing to pay directly to the lender any part of a refund the school determines to be allocable to the loan.

If a financial aid recipient withdraws, portions of any refund may have to be paid back to the government program from which the student received aid.

Grants

Federal Pell Grant

This federal program requires that the student be a U.S. citizen or permanent resident and be enrolled for a minimum of 3 credit hours. The grant is available to eligible students based on national guidelines for determining financial need. Each eligible student is entitled to a scheduled amount each year, as determined by congress. Currently, maximum grants are approximately \$3,750 per year (this amount subject to legislative change) for those students attending full-time (12 or more credit hours) and having maximum need.

Federal SEOG

The Federal Supplemental Educational Opportunity Grant (SEOG) is designed for needy students, To be eligible a student must be a US citizen, be enrolled for a minimum of 6 credit hours, and demonstrate need based on needs analysis.

Michigan Tuition Grant

Tuition Grants are available for students attending private colleges in the State of Michigan. The funds may be used for tuition and fees only. To be eligible, the student must meet and verify Michigan residency requirements, demonstrate financial need, be enrolled for a minimum of 6 credit hours in an eligible program, and maintain satisfactory academic progress. The award may be up to \$2,750 annually (this amount subject to legislative change).

Adult Part-Time Grant

Independent students who are enrolled part-time (11 or fewer credit hours) may be awarded an adult part-time grant. To be eligible, the student must have been out of high school for at least two years, meet and verify Michigan residency requirements, demonstrate need based on a needs analysis, be enrolled in an eligible program, and meet other eligibility requirements. Funds are limited; students showing greatest need are given first consideration.

Vocational Rehabilitation

Funds are available to eligible students. Emphasis is placed on assisting those applicants with severe physical or mental disability which results in substantial handicap to employment. This aid is made in conjunction with other types of financial aid. Applicants must apply for a Federal Pell Grant. Students should discuss eligibility with their Vocational Rehabilitation Counselor.

The Tuition Incentive Plan

This program pays part of college tuition and fees for student from lower-income families. Eligible students are those who:

1. have graduated from high school or obtained a GED certificate within the last four years;
2. are under the age of 20 at the time of graduation or GED completion; and,
3. are from lower-income families.

Call the Tuition Incentive Plan (TIP) office to receive an application. Their number is 1-800-243-2847.

Educational Loan Programs

Federal Stafford Loans (formerly Guaranteed Student Loans)

Federal Stafford Loans are available through local banks, credit unions, or other lending agencies. These loans are insured by a Guarantee Agency and reinsured by the Federal Government. Loan applications are obtained from the Financial Aid Office.

To be eligible, the student must be a U.S. citizen or permanent resident, be enrolled for a minimum of 6 credit hours and complete a financial aid application. The Free Application for Student Aid (FAFSA) provides family income, assets, household size, and college enrollment information.

Who can get a Stafford Loan?

Students may qualify for a “subsidized” Federal Stafford Loan, which is based on financial need. But, students can also get an “unsubsidized” Federal Stafford Loan regardless of need---this is, regardless of their or their family’s income. It is possible for a student to have a Federal Stafford Loan based partly on financial need and partly not on need.

How much can a student borrow?

A dependent undergraduate student can borrow up to:

- \$2,625, for a first-year student enrolled in a program of study that is a full academic year (see the Financial Aid Office for details on the definition of “academic year”).
- \$3,500 a year, for a student who has completed the first year of study, with the remainder of the program a full academic year.
- \$5,500 a year, for a student who has completed two years of study, with the remainder of the program as least one academic year.

For periods of undergraduate study that are less than an academic year, the amounts a student can borrow will be less than those above. Details are available from the Financial Aid Office.

An *independent undergraduate* student can borrow up to:

- \$6,625, for a first-year student enrolled in a program of study that is a full academic year. (At least \$4,000 of this amount must be in *unsubsidized* Stafford Loans.)
- \$7,500 a year, for a student who has completed the first year of study, with the remainder of the program a full academic year. (At least \$4,000 of this amount must be in *unsubsidized* Stafford Loans.)
- \$10,500 a year, for a student who has completed two years of study, with the remainder of the program at least one academic year. (At least \$5,000 of this amount must be in *unsubsidized* Stafford Loans.)

Federal PLUS

Federal PLUS loans (Parental Loans for Undergraduate Students) are for parent borrowers with good credit ratings. The student must be a U.S. citizen or permanent resident and be enrolled for a minimum of 6 credit hours. Similar to Federal Stafford Loans, application is made through a local bank, credit union, or savings and loan associations. Parents may borrow up to the cost of education minus financial aid. The variable interest rates are based on the 52 week Treasury Bill plus 3.1%. The maximum interest rate for Federal PLUS is 9%.

The application process for this loan is the same as for a Federal Stafford Loan. Interest on Federal PLUS loan is payable 60 days after the loan is negotiated. If the borrower is eligible for deferment, repayment of the principal of Federal PLUS loans is deferred until 6 months after the student graduates or ceases to be enrolled at least half time. The repayment schedule is determined by the lender.

MI-LOAN

MI-LOAN is the service mark for Michigan Alternative Student Loan Program. This program is intended to provide creditworthy students an alternative source of loan funds to assist in meeting the costs of postsecondary education.

At the time this catalog was issued, the fixed interest rate for the life of a loan was 7.5%. An available variable interest rate loan was 7.51% effective through June 30, 2002. (The variable interest rate is adjusted annually on July 1st and is equal to the annual average LIBOR (London Interbank Offered Rate) as of the preceding June 1st, plus 1.5%.) The minimum loan is \$500 and the maximum loan amount per academic year is “Cost of School Attendance Minus Estimated Financial Aid” as certified by MJI. There is a cumulative MI-LOAN maximum of \$125,000. Call the Financial Aid Office for further details.

SCHOLARSHIPS

Competitive Scholarships

The Michigan Higher Education Assistance Authority (MHEAA) offers tuition scholarships on an annual, renewable basis. The funds may be used toward tuition and fees only. To be eligible, a student must:

1. qualify as a result of performance on the American College Test (ACT);
2. be a high school graduate with no previous college training;
3. demonstrate financial need;
4. be enrolled at least half-time;
5. be enrolled in an eligible degree program;
6. meet and verify Michigan residency requirements;
7. comply with all other provisions of Public Act 208 and regulations adopted by the MHEAA.

Qualified students may receive up to \$2,750 per year (amount subject to legislative change). To renew the scholarship a student must continue to show financial need and maintain a minimum grade point average of 2.0. High school students should ask a counselor for further information and application forms before October 1 of their senior year. For renewal requirements, please see the Financial Aid Fact sheet.

Lubavitch Foundation Scholarships

The Lubavitch Foundation awards limited scholarships. Criteria include need, potential for the student to work for the Lubavitch movement, or both. The Lubavitch Foundation also administers the **Honorable Avern Cohn Scholarship Fund**, the **I. William Sherr Scholarship Fund**, the **Larry and Suzy Becker Scholarship Fund**, the **Jerome and Rita Keywell Scholarship Fund**, and the **Leonard & Bobbi Borman Scholarship Fund**, which provide scholarship funds for students attending MJJ. Application forms for these scholarships are available at the Financial Aid Office.

EMPLOYMENT

Work-Study

Work-Study programs allow a student to hold a part-time job on campus. Federal Work-Study is a federal program; the student must be a US citizen and be enrolled in an eligible degree program for a minimum of 6 credit hours. Michigan Work-Study is a state program; the student must meet Michigan residency requirements and be enrolled in an eligible degree program for a minimum of 6 credit hours. The average work-load is 10-20 hours per week, allowing a student to earn between \$3000 - \$6000 per year.

REGISTRATION

Registration Procedures

Registration forms can be obtained from the school office and should be returned prior to the starting date of the semester desired. **Students must register for each semester.** Students should ascertain that all information on the registration form is complete and accurate. Incomplete applications will be returned and may jeopardize a student's ability to enroll in desired classes.

Final Registration

All tuition and fees, including the \$50.00 **non-refundable registration fee**, are required at the time of registration. Students receiving tuition assistance must include evidence of that assistance. Forms attesting to financial assistance are available from the Financial Aid Office.

Drops and Adds of Individual Courses

The official drop/add period begins on the first day of instruction for a particular course and continues through the next six days. Students are responsible for tuition and fees unless official action is taken to withdraw from a course during the official drop/add period.

Courses added by students after the initial registration will be charged at standard tuition rates. No additional registration fees will be charged. Students will not be permitted to add courses after the first week they are in session without special permission from the Dean of Academic Administration.

For a discussion regarding **total withdrawal** from enrollment, please refer to the refund policy on pages 18-19.

ACADEMIC PROGRAMS AND POLICIES

The Michigan Jewish Institute offers a **Bachelor of Applied Science** degree in a program that combines a foundation in the arts and sciences with a concentration for career development in business-related disciplines. The Bachelor of Applied Science degree can be earned with the following choice of concentrations: a) Computing and Information Systems; and b) Business and Information Systems. The first concentration, Computing and Information Systems, also allows for an **education track**. This track allows a student to take courses that will enable him/her after completion of the MJI degree to gain Teacher certification as a CIS instructor for secondary schools.

All of the programs seek to develop communication and analytic skills, and to foster creativity that will enhance the students' lives and promote future learning. In addition, practical "real-world experiences" allow students to explore various career options, subsequently preparing them for admission to graduate and professional study programs, and professional life.

MJI offers its students a unique opportunity to acquire the skills and education requisite for success in our technologically complex world, in an atmosphere that stresses the relevance of Jewish values and tradition to modern society.

MJI offers a **certificate program in Talmudic Law and Jurisprudence**. All courses in the certificate program are credit bearing and may be taken by students in the Bachelor of Applied Science sequence as electives. Students who wish to transfer from the certificate program to the degree program must satisfy the admission requirements of the latter. Conversely, students enrolled in a degree-granting sequence who wish to register for courses in the certificate program must satisfy the admission requirements of that track. Admission requirements for the certificate program are listed on page 16 of this catalog.

Degree Requirements

Students at MJI must achieve the following objectives to complete a Bachelor's degree

- A minimum of 120 credit-hours of MJI-approved college-level course work; a minimum of **30 credit hours must be taken at MJI**, of which 24 credit-hours are in the selected major and four credit hours are Judaic studies.
- A grade-point average of at least 2.00 (out of a possible 4.00) in MJI course work
- A general education core curriculum of 45 credits
- A program of study approved by the academic Dean or an interdisciplinary committee

MJI awards credit on the semester hour basis. A semester hour credit is based on the following formula:

- 15 classroom hours = 1 semester credit-hour
- 30 laboratory hours = 1 semester credit-hour
- 45 hours of internship / externship = 1 semester credit-hour

Course Distribution

Credits required for graduation are distributed in the following manner:

1. General education core	45	credit- hours
2. Disciplinary major	60	credit- hours
3. Optional Studies	15	credit -hours
Total	120	credit- hours

The General Education Core

The objectives of the general education core are:

1. To enable the acquisition of skills for clear and effective communication of written ideas and information.
2. To improve the student's oral communication skills so that he will be competent in the delivery of oral presentations and speeches.
3. To familiarize students with the qualitative and/or quantitative methods used in the social science disciplines, to gain an understanding of the relationships between individuals and economic, political and social institutions.
4. To gain an awareness of the successive periods of world history.
5. To acquire the mathematical, computational and computer literacy skills required for contemporary technological society.
6. To gain understanding and appreciation of the scientific method and philosophy, and its impact on society.
7. To cultivate an appreciation of the aesthetic dimension of life by providing students with courses which emphasize the function and value of the arts and humanities or discuss the development of Western culture and civilization.
8. To provide an understanding of the ethics that govern our communal and individual behavior.
9. To impart an appreciation of the great religious, philosophical and ethical teachings of Judaism, their impact on society and civilization, and their relevance to the challenges of the twenty-first century.
10. To familiarize the Jewish student with Jewish legal principles and their application.

Distribution of the Core Curriculum

The distribution requirements of the general education core are designed to give the student a broad understanding of the liberal arts.

GENERAL EDUCATION CORE

Course Number	Course Title	Credits
Communication		3
ENG 101	Introduction to English Composition	3
Math/Science: (Select one Math and one Science)		6
Math		
MAS 105	College Algebra	3
MAS 110	Pre-Calculus Mathematics	3
MAS 201	Finite Mathematics	3
MAS 202	Calculus I	3
MAS 250	Data Analysis and Elementary Statistics (May count here or in concentration but not both)	3
<i>(With permission, students may transfer other science courses taken elsewhere)</i>		
Science		
MAS 151	Science and Technology Survey	3
MAS 252	Physics I	4
MAS 253	Physics II	4
MAS 271	Bioscience	3
Social Studies		9
(A maximum of two courses from any one area. The student may transfer courses in Geography, History, or another valid social study group such as Anthropology, taken elsewhere.)		
<i>Area 1</i>		
PSY 101	Introduction to Psychology	3
PSY 202	Developmental Psychology	3
<i>Area 2</i>		
SOS 101	Introduction to Sociology	3
SOS 290	Introduction to Social Work	3
<i>Area 3</i>		
POL 101	American Politics	3
POL 201	International Relations	3
<i>Area 4</i>		
HIS 150	History of the Jews	2
HIS 252	American Thought And History	3
HIS 260	Modern Europe	3
HIS 270	United States to 1865	3
HIS 275	Jewish History – Biblical Period	3
HIS 280	Jewish History - Second Commonwealth (Mishnaic Period)	3
HIS 290	Jewish History - Middle Ages	3
HIS 300	Jews of Eastern Europe	3
HIS 340	Modern Israel	3
HIS/HUM 201	The Ancient Medieval World	4

HIS/HUM 202	The Renaissance and the Modern World	4
Area 5	<i>(Unless taken as part of the requirements for Major)</i>	
ECO 311	Principles of Macroeconomics	3
ECO 312	Principles of Microeconomics	3
Ethics/Philosophy /Religion		18
<i>(With permission, students may transfer other Ethics/ Philosophy/ Religion classes taken elsewhere)</i>		
Any three from the following:		9
EPH 160	Ethics and Society	3
EPH 310	Ethical Tradition of Judaism	3
EPH 320	Ethical Environment of Business	3
EPH 330	Bioethics	3
EPH 421	Topics in the Philosophy of Judaism	3
EPH 432	Maimonides - The Man and His Thought	3
Any three from the following		9
JST 201	Medieval Biblical Exegesi	3
JST 202	Post-Medieval Biblical Exegesis	3
JST 231	Structure and Development of Liturgy	3
JST 232	Foundations of the <i>Halachah</i>	3
JST 313/353/383	Topics in <i>Halachah</i>	3
JST 441/442/443	Philosophy of <i>Chassidut</i> I/II/III	3
JST 450/460/470	Seminar/Directed Study in Judaic Studies	3
<i>or</i>		
JST 300	Talmud I	3
JST 350	Talmud II	3
JST 400	Talmud III	3
HUMANITIES		9
Language & Literature (6 credits)		
ENG 351	Exploration of Creative Writing I (poetry, drama, short story)	3
ENG 352	Exploration of Creative Writing I I(poetry, drama, short story)	3
<i>or any foreign language and literature equivalent such as</i>		
HUM 250	Hebrew Language and Literature I	3
HUM 260	Hebrew Language and Literature II	3
Aesthetics (3 credits)		
<i>Any three credits from:</i>		
HIS/HUM 201	The Ancient Medieval World	4
HIS/HUM 202	The Renaissance and the Modern World	4
HUM 200	Directed study in the Humanities. (Art, Music, and Drama)	3
Total General Core Credits:		45

CONCENTRATIONS

Computer Information Systems and Business Information Systems

Both of the concentrations offered by MJI are geared to advancing business and industry in the information age.

The term "Information Systems" covers a broad range of activities that support essential business functions: these include billing, payrolls, reservations, financial transactions, scheduling of manufacturing activities, and creating a customer database. Computers play a key role in these processes because they can organize, store, retrieve and manipulate large amounts of data efficiently.

Computer/Business Information Systems specialists assist personnel in determining how computers can modernize the business practices of their organization in a wide variety of activities. For example, they design, install, and write specific software programs that enable computer systems to perform calculations, issue reports, organize information and carry out other tasks. CIS and BIS professionals must integrate business acumen with technical expertise in computer hardware, applications software, and programming techniques to execute the full spectrum of functions demanded by modern business.

MJI offers two separate concentrations that enable students to learn these disciplines in depth. With the increased importance of information technology (IT), secondary schools around the country have begun to teach IT as a regular subject. This has created a demand for qualified teachers in this subject area. MJI in its education track prepares those students interested in pursuing a career in education to enter a teacher-certification program upon graduation.

The distribution of these majors is listed below.

COMPUTING AND INFORMATION SYSTEMS

60

REQUIRED CORE (33 Credits)

BUS	121	Introduction to Business	3 credits
CIS	141	Introduction to Procedural Programming (C++) OR	4 credits
CIS	142	Introduction to Procedural Programming (Java)	4 credits
(if both are taken, CIS 142 will count as a CIS elective)			
CIS	151	HTML and Network Concepts	4 credits
CIS	261	Client/Server Based Database I	4 credits
CIS	343	Visual Programming I	4 credits
CIS	351	Visual Programming II	4 credits
CIS	362	Client/Server Based Database II	4 credits
CIS	471	Systems Analysis & Design	3 credits
ENG	102	Effective Communication	3 credits

CIS ELECTIVES (select any electives for a minimum of 27 credits.)

ACC	101	Fundamentals of Accounting	3 credits
ACC	102	Computerized Accounting and Bookkeeping	3 credits
BUS	200	Principles of Management	3 credits
BUS	342	Principles of Marketing	3 credits
CIS	101	Introduction to Computer Information Systems	4 credits
CIS	202	Advanced Computer Applications	4 credits
CIS	222	Advanced Procedural Programming	4 credits
CIS	300	Ethical Environment of Computing	3 credits
CIS	333	Data Structures and Algorithms	4 credits
CIS	373	Information Technology Management	3 credits
CIS	380	Web Graphic Design	3 credits
CIS	400	CIS Special Topic (up to 9 credits, 3 per semester)	1-9 credits
CIS	410	Directed Study in CIS	3 credits
CIS	421	Web Applications Development	4 credits
CIS	430	Methods of Teaching CIS	3 credits
CIS	432	Technology in The Classroom	3 credits
CIS	441	Advanced Object- Oriented Programming	4 credits
CIS	450	Internship/Externship	6 credits
CIS	472	Computer-Aided Software Engineering	4 credits
CIS	500	Advanced Web Applications Development (e-commerce).	4 credits
EDU	251	Principles of Learning and Instruction	3 credits
MAS	250	Data Analysis and Elementary Statistics	3 credits

BUSINESS AND INFORMATION SYSTEMS.....

60

REQUIRED CORE (37 Credits)

ACC	101	Fundamentals of Accounting	3 credits
BUS	121	Introduction to Business	3 credits
BUS	200	Principles of Management	3 credits
CIS	101	Introduction to Computer Information Systems	4 credits
CIS	151	HTML and Network Concepts	4 credits
CIS	261	Client/Server Based Database I	4 credits
CIS	343	Visual Programming I	4 credits
CIS	471	Systems Analysis & Design	3 credits
ECO	112	Principles of Micro-Economics	3 credits
ENG	102	Effective Communication	3 credits
MAS	250	Data Analysis and Elementary Statistics	3 credits

BIS ELECTIVES (select any electives for a minimum of 23 credits. ECO 311 cannot be double counted as both general education and BIS.)

ACC	102	Computerized Accounting and Bookkeeping	3 credits
ACC	300	Managerial Accounting	3 credits
BUS	303	Business Law	3 credits
BUS	342	Principles of Marketing	3 credits
BUS	400	BIS Special Topic (1-9, max 3 per semester)	1-9 credits
BUS	410	Directed study in BIS	3 credits
BUS	450	Internship/Externship	6 credits
CIS	202	Advanced Computer Applications	4 credits
CIS	141	Introduction to Procedural Programming	4 credits
CIS	351	Visual Programming II	4 credits
CIS	362	Client/Server Based Database II	4 credits
CIS	373	Information Technology Management	3 credits
CIS	380	Web Graphic Design	3 credits
CIS	421	Web Applications Development	4 credits
CIS	472	Computer-Aided Software Engineering	4 credits
CIS	500	Advanced Web Applications Development (e-commerce)	4 credits
ECO	212	Principles of Macro-Economics	3 credits
ENG	313	Advanced Professional Communications	3 credits
ENG	452	Fundamentals of Public Relations	3 credits

CIS Education Track

MJI in its education track prepares those students interested in pursuing a career combining information technology and education. A student that wishes to have “Education Track” noted on his/her diploma should choose the following electives from the CIS major: CIS 430, CIS 432, and EDU 251. The student should also take PSY 202 and EDU 261.

Michigan State Teacher Certification

A student who wishes upon graduation to gain a Michigan teaching certificate from Marygrove College is advised to take the following electives from the CIS major: BUS 121, BUS 200, CIS 300, CIS 430, CIS 432, EDU 251. The student should also take 20 credits in History as follows: HIS 200, HIS 210, HIS/HUM 201, HIS/HUM 202 and any 6 credits from HIS 280, HIS 290, HIS 300, HIS 340, JST 441, JST 442. The student should also take PSY 202, and EDU 261. The above set of courses has been chosen to enable the student to gain a teaching certificate in the minimum time.

Course Load

A student is considered full-time by taking a minimum of 12 credit-hours. Students who wish to elect more than 18 credit- hours per semester must receive written approval from the Dean.

Life Experience Credits

Students may request credit for relevant college-level experiences acquired from a variety of sources, including paid employment, volunteer activities, in-service training and non-accredited courses. A maximum of nine credits, to be taken as electives, will be granted for life experiences. For further information, contact the Dean’s Office.

Off - Campus Credits

The Michigan Jewish Institute recognizes that students may wish to augment their academic studies at this institution with special programs at recognized rabbinical schools and Jewish teachers' seminaries in the USA, Australia, Canada, England, France, and Israel. Accordingly, MJI has special arrangements with many institutions and merely requires that the student obtain official permission to combine programs. The appropriate forms and instructions are available at the Dean's Office.

College Credit by Examination

The Michigan Jewish Institute believes that students should pursue their studies at their established level of competence. Tests are available to determine this level and MJI encourages prospective students to investigate their use. A table of course equivalence is available in the MJI office. The following tests are available to students:

Advanced Placement Program (APP)

The College Board Advanced Placement Tests enable an entering student to consideration for advanced placement and/or advanced standing up to a maximum of thirty-two semester credit- hours in the areas covered by the tests. Such credit may satisfy general education requirements in accordance with Institute policies. Advanced Placement scores of 4.0 and above automatically qualify a student for credit and advanced placement. Grades of 3.0 are evaluated by the Dean, who will determine if credit is to be granted.

COLLEGE- LEVEL EXAMINATION PROGRAM (CLEP)

The content of the General Examinations is similar to the content of those subjects ordinarily included in the program of study required of most general education students during the first two years of college. The CLEP are generally end-of-semester tests developed for widely- taught undergraduate courses. The Michigan Jewish Institute will generally consider granting credit for superior performance (50th percentile and above) based on the guidelines established by the College Board. For further information, please consult with the Admissions Department of the Institute.

Internships/Externships

The goal of the internship/externship program is to provide students with opportunities to test their career interests and develop job-related skills through approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with practical learning gained in part-time or full-time career internships/externships. Any MJI student in good standing (2.00 GPA) is eligible for participation in this program, provided the student is acceptable to the employer, and obtains the approval of the Dean. Students may take as many internships as they wish (i.e. CIS 450 and BIS 450), with a maximum of 12 credits applying toward the degree, and no more than six credits applying towards the major. Credit is awarded on the following basis: 45 hours on the job equals one hour of credit. Students may not take more than 12 credit hours of internship per semester. MJI maintains a list of approved sites, though any student, faculty or staff

member at MJI may propose such a site. New sites must be approved by the Dean prior to placement. The Dean will convene an ad-hoc committee or assign a faculty member to review proposed work-sites, monitor the quality of the program, and hear requests for variances from normal policy. A faculty member will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain contact with the faculty supervisor and regularly report to him/her about experiences during the internship. The said faculty member will maintain contact with the on-site supervisor, assess student progress, and grade the experience.

GRADES

Grading Standards

Official class lists are published by the Institute prior to the first day of classes. Final class lists are distributed to faculty members after final registration. To accommodate late registrants, additional class lists are published after the first and second week of classes, and then again at mid-term. A student whose name does not appear on the class list or who cannot present a registration slip or receipt will not be permitted to attend classes.

Faculty members are requested to announce their personal attendance policies at the beginning of each course. Students are encouraged to record and adhere to those policies.

Students with unsatisfactory attendance and/or performance will be notified by the appropriate faculty member or the Dean. Instances of unsatisfactory performance may be subject to action by the Institute.

Faculty members will retain final examinations and term papers for at least one semester. Students may have access to these papers for review, upon written request to the faculty member.

Final Grades and Marks

Faculty members have the exclusive responsibility for determining the requirements and grading standards for each course. It is the responsibility of the faculty member to inform students of grading standards and procedures at the beginning of each course. Final grades and marks for all degree credit courses are sent to students at the conclusion of each semester.

The following grade point values are assigned for each grade:

A+	=	4.0
A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0
D-	=	0.7
F	=	0.0

Passing **grades** are “A+” through “D-”. “F” denotes a fail and is counted in the student’s Grade Point Average. The failing grades of “WF” and “WU” are recorded but are not counted in the student’s Grade Point Average. For Pass/Fail courses a pass is recorded as “P” and fail as a “F”. The grade from a Pass/Fail course is not counted in the Grade Point Average.

Marks

The mark of “I” (Incomplete) is given at the discretion of the faculty member when a student has not completed some assignment or examination. **There is a deadline of two semesters to finish work reflected by the mark of “Incomplete.” Failure to complete the course work by the deadline will result in a final grade of “F.”** Students who officially withdraw from a class before the end of the fourteenth week of the semester will receive a mark of “WP” if they were passing when they withdrew, or a “WF” if they were failing. Neither grade will count towards the Grade Point Average. A student who withdraws after the end of the fourteenth week will receive a failing grade of F, and this result will be counted in the student’s grade point average. Students who stop attending class without officially withdrawing receive the disciplinary mark of “WU.” A student will receive the mark of “NG” or “No Grade” in the event that the instructor fails to submit a grade for the particular student.

Reporting Final Grades and Marks

Reporting forms for recording final grades and marks are distributed to all faculty near the conclusion of the semester. Faculty members ascertain that the names of all students enrolled in class appear on the recording form. If for some reason a student’s name does not appear on the recording form, it is the faculty member’s responsibility to add the student’s name and social security number along with the final grade.

Final grades are to be submitted by faculty no later than four weeks after the completion of the scheduled final examination, and will be made available to the student only by mail.

Grade Appeal Procedure

Students have thirty days from the time of receipt of a final grade to institute an appeal. The student should first confer with the instructor to fully understand the grade and to correct any errors.

If the student feels that the grade is still unjustified, he must prepare a written request for reconsideration, to be submitted to the Dean. The student should include documentary evidence and supportive statements at the time of submission. The Dean has up to ten days to respond. If the Dean is unable to resolve the situation to the satisfaction of the student and the faculty member, the affected party may submit a written petition to the President within seven days after the decision of the Dean. The President will render a decision within seven days. The decision of the President is final.

Repeating Courses

Only courses in which a student has earned a grade of “C-“ or under may be repeated. When a course is repeated, both grades will appear on the permanent record, with the second grade indicated as a “repeat.” When the Grade Point Average is computed, the higher grade will be selected. The credit hours are not counted twice.

Satisfactory Progress Guidelines

These guidelines apply to all students, whether registered for the degree program or the certificate program

A student must maintain certain standards of satisfactory academic progress. In determining satisfactory progress, there are three categories of minimum requirements that must be met:

- (1) The rate of course completion based on enrollment status;
- (2) Semester Grade Point Average;
- (3) Cumulative Grade Point Average.

Each category is evaluated at specific times during each student’s program. Since Audit courses do not count for credit they have no bearing on the Satisfactory Academic Progress computations.

The maximum time frame allowed for completion of the program is determined by multiplying standard program length for normally progressing students of the same enrollment status by 1.5. Mandatory evaluations occur at the end of each semester. Program length is determined on an individual basis and may vary depending on academic and experiential credit given to a student at admission. The bachelor degree program requires 120 credits to graduate. The formula for computing the maximum time frame depends on whether the student is full time (12+ credits per semester), $\frac{3}{4}$ time (9 - 11 credits per semester), $\frac{1}{2}$ time (6-8 credits per semester), or $\frac{1}{4}$ time (3 credits per semester). The maximum time frame (in semesters) is computed as follows:

Maximum Time Frame = $[1.5*(120 - C.G)/(15 *(e.s.f.))]$ semesters.

C.G. = Credits gained before enrollment, e.s.f. = enrollment status factor.

Where enrollment status factor =1 for full time, $\frac{3}{4}$ for $\frac{3}{4}$ time, $\frac{1}{2}$ for $\frac{1}{2}$ time, $\frac{1}{4}$ for $\frac{1}{4}$ time.

A table of the Maximum Time Frame for different situations is shown here:

Credits Needed	Full Time	$\frac{3}{4}$ time	$\frac{1}{2}$ time	$\frac{1}{4}$ time
120	12 semesters	16 semesters	24 semesters	48 semesters
90	9 semesters	12 semesters	18 semesters	36 semesters
60	6 semesters	8 semesters	12 semesters	24 semesters
30	3 semesters	4 semesters	6 semesters	12 semesters

Students failing to achieve a cumulative grade point average of 2.00 or a semester grade point average of 2.00, or failing to complete 55% of courses attempted at the 25% point of the maximum time frame will be placed on **probation**. The student is still eligible for financial aid during this probation. If the 25% point of the maximum time frame occurs during a semester the evaluation is conducted at the end of the prior semester. During probation the student is allowed to register for a maximum of 12 credits. The probation period is for two semesters only. The student must achieve a semester grade point average of 2.00 during the first semester of probation and a cumulative grade point average of 2.00 by the end of the second semester of probation to avoid dismissal and return to regular status. A student on probation who achieves a cumulative grade point average of 2.00 by the end of the first semester of probation returns to regular status.

Students failing to achieve a cumulative Grade Point Average of 2.00 after the probationary period or failing to complete 75% of course hours attempted at either the halfway point (50%) or 75% of the maximum time frame will be dismissed from the program, will be ineligible for financial aid, and must complete a semester in an **extended enrollment status** prior to being reinstated (length not to exceed 25% of normal program). In extended enrollment status a student is given the opportunity to attend one semester with a maximum of six credit hours, to evidence ability to meet standards. Evidence of ability to meet standards is shown by achieving a semester Grade Point Average of 2.00. Following a formal evaluation of work completed during extended enrollment status, the student may be eligible for continuing the prescribed program of study. Under no circumstances will additional tuition exceed 25% of the original program tuition. Students reinstated following extended enrollment status will be considered on probation until the first evaluation period following said reinstatement. A student who is not reinstated following the extended enrollment period may apply for readmission as described earlier in the admissions policy section.

Work not completed within two semesters following the completion of a semester will result in a grade of F. Students may officially withdraw from a class before the end of the fourteenth week of the semester and will receive a mark of “WP” if they were passing when they withdrew, or a “WF” if they were failing. Neither grade will count towards the Grade Point Average. A student who withdraws after the end of the fourteenth week will receive a failing grade of F. Failed work required to meet graduation requirements must be repeated until passed. In computing the Grade Point Average from grades related to repeated work, the higher grade will be used in calculating the Grade Point Average. However, all credits attempted will be used in determining credits earned/attempted. Failed work, because it carries no credit or grade point value, will have a negative effect on the ability of the student to meet Satisfactory Progress Guidelines.

A complete guide to disciplinary action and appeal procedures, and readmission policy as well as mitigating circumstances is published in the Student Handbook issued to all students at the beginning of the first semester of enrollment.

Special Circumstances

Under special circumstances, students failing to meet the required academic progress standards may appeal directly to the President for reinstatement. Circumstances which merit consideration include death of a relative, injury or illness, or other serious undue hardship.

Schedule Changes (Add, Withdraw)

In order to add or withdraw from a course after completing registration, a student must comply with the procedures set forth below.

During the first week of the semester, courses may be dropped without any mark recorded on the permanent record. During this period courses may be added with permission from the Dean's Office.

After the first week of the semester, students will generally not be allowed to add courses. Students may officially withdraw from a class before the end of the fourteenth week of the semester and will receive a mark of "WP" if they were passing when they withdrew, or a "WF" if they were failing. Neither grade will count towards the Grade Point Average. A student who withdraws after the end of the fourteenth week will receive a failing grade of "F".

SCHOLASTIC HONORS

Dean's List

The Dean's list consists of those full-time students whose grade-point average (GPA) within a semester is 3.5 or higher.

Graduation Honors

A student who has attained a 3.5 GPA at graduation will be entitled to the honor of **Cum Laude**; a student who has attained a 3.65 GPA at graduation will be entitled to the honor of **Magna Cum Laude**; and a student who has attained a 3.85 GPA at graduation will be entitled to the honor of **Summa Cum Laude**. In each case, the diploma will indicate the honor. Only courses taken at MJI are used to compute this average. To qualify for graduation honors, a student must have completed at least 50 credits at MJI.

ACADEMIC MISCONDUCT

The Michigan Jewish Institute has made a commitment to provide an academic community and learning environment based on honest inquiry and knowledge. The faculty and administration of the Institute has established the following acts as serious violations of personal honesty and academic ideals that jeopardize the quality of education within an institution of higher learning:

- Submitting material copied from a published source as one's own;
- Submitting another person's unpublished work or examination material as one's own;
- Submitting a rewritten or paraphrased version of another person's work as one's own;
- Purchasing, acquiring and using for course credit a pre-written paper;
- Allowing another to write or conduct research for a paper that is submitted for course credit; and,
- Copying electronic or printed materials from any source unlawfully, or without permission or licensing from appropriate publishers, or both.

Incidents of academic dishonesty may lead to the assignment of a failing grade for the course by the instructor. In the event of further instances of academic dishonesty, the Dean will convene a hearing board to consider the seriousness of the misconduct and the imposition of additional sanctions, including expulsion. Students may appeal the decision of the Dean and hearing board to the President, whose decision is final.

STUDENT ABSENCES

Students anticipating an absence, or who unexpectedly become ill, are to contact the appropriate faculty member(s). In the event of lengthy absences, the Dean should also be notified. Faculty will assist, when possible, to help students meet their educational responsibilities during the absence. In the event of lengthy recuperation, the Institute may grant a sick leave upon written request. There are various options available to the student, which may include repeating the course without additional fees. Each consideration is the exclusive province of the Dean in consultation with the relevant faculty member.

Bereavement

A bereavement-leave consisting of seven school days is granted without loss of grade upon the request of the student, in the event of the death of a member of the immediate family. A bereavement-leave for the death of a relative outside the household or immediate family lasts for three workdays. The Dean may grant a longer leave in special circumstances. All missed work must be completed by the end of the next two semesters or a grade of "WP" or "WF" will be entered on the permanent record.

Jury Duty

A student may take time without loss of grade to serve on a jury. All missed work must be completed by the end of the next two semesters or a grade of “WP” or “WF” will be entered on the permanent record.

Military Reserve Duty

Students may take time without loss of grade to serve in the U.S. Military. All missed work must be completed by the end of the next two semesters or a grade of “WP” or “WF” will be entered on the permanent record.

Holidays

The Michigan Jewish Institute is closed on holidays that mark the observance and practice of Orthodox Judaism. In addition, the Institute observes official public holidays as specified by the U.S. Congress. Students should check the academic calendar published annually to verify specific dates when the Institute is not in session. Faculty members will inform their students of these dates.

APPROPRIATE USE OF MJI COMPUTERS AND TECHNOLOGY

Please refer to your student handbook or the MJI Administrative Offices regarding official policies on appropriate use of MJI computers and technology.

COURSES OF INSTRUCTION

Courses that are offered as part of the Certificate program and coded YJST, are open only to men. All other courses are open to all students, men and women, but classes are held separately. The separation of classes may lead to a course being offered only to one gender in a particular semester owing to lack of registration of the other gender.

Courses are **mostly** coded as follows: The first digit indicates the level of the course.

- 100** Introductory courses. (These courses are not necessarily freshman level -- but are introductory in the field of study.)
- 200** Second level courses. These courses may or may not have prerequisites but assume previous work at college level.
- 300** Advanced courses --designed for the major requirement and for electives. These courses generally have prerequisites or require junior/senior standing.
- 400** Advanced or senior level courses. These courses generally require independent project work.

Course numbers ending with the digit 1 are usually offered in the first semester (Fall); courses ending with the digit 2 are usually offered in the second semester (Winter); those ending with the digit 3 are usually offered in the spring semester. Courses ending with the digit 0 are generally courses that are not assigned to a semester.

Accounting

ACC 101 Fundamentals of Accounting (3 credits)

Prerequisite: None

Introduction to financial accounting principles; preparation and interpretation of balance sheets and income statements; analysis of funds flow; introduction to manufacturing and managerial accounting; basic concepts of time-value of money.

ACC 202 Accounting and Bookkeeping With Computers (3 credits)

Prerequisite: ACC 101, CIS 101 or equivalent.

Application of commonly-used computerized accounting systems. Computerization of accounts receivable, accounts payable, invoicing and payroll, and inventory control. Students use the contemporary PC accounting systems.

ACC 300 Managerial Accounting (3 credits)

Prerequisite: ACC 101, BUS 121

This course will provide experience in real-life business operations. Topics include standard cost systems, budgeting, break-even analysis and corporate taxes. Comparisons between different types of organizations (service, retail, manufacturing and non-profit) are made.

Business

BUS 121 Introduction to Business (3 credits)

Prerequisite: None

This course provides a broad overview of American business today. Topics covered include company organization, and the role of accounting, finance, marketing, sales, engineering, personnel, manufacturing and research/design. Particular emphasis will be given to the problems, practices and procedures of a modern company. Corporate responsibility for community and environment will also be discussed.

BUS 200 Principles of Management (3 credits)

Prerequisite: None

This course will teach contemporary management tools: qualitative and quantitative concepts, techniques and cases, and the role of the manager as a decision maker and leader. The evolution of corporate organization in relation to corporate growth will be examined. Some aspects of human resources management will be touched upon.

BUS 303 Business Law (3 credits)

Prerequisite: BUS 121, Junior/Senior Standing

This course will teach the fundamental legal principles that business professionals need to know: the legal aspects of the business unit, including partnerships and corporations; commercial paper and banking; and principles of the law of contracts.

BUS 342 Principles of Marketing (3 credits)

Prerequisite: BUS 121

This course will teach the student how to plan and manage the marketing objectives of an enterprise, including demand analysis and market research, and how to formulate and implement a marketing strategy.

BUS 400 Business Information Systems Special Topic (3/4 credits; Lab. = 1 credit)

Prerequisite: as per consent of Dean and instructor

Topics and credits to be determined.

BUS 410 Directed Study in Business Information Systems (3/4 credits; Lab. = 1 credit)

Prerequisite: as per consent of instructor

Topics and credits to be determined.

BUS 450 Internship/Externship (6 credits)

Prerequisite: Permission of Dean

The goal of the internship/externship program is to provide students with opportunities to test their career interests and develop job-related skills through approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with practical learning gained in part-time or full-time career internships/externships. A faculty member will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain regular contact with the faculty supervisor reporting on experiences during the internship and analyzing the academic content and skills acquired.

BUS/CIS 460 Job Search Strategies (1 credit)

Prerequisite: Senior Standing

This course develops the skills to search for jobs. It includes resume writing, job research, interview skills, and evaluation of competing job-offers.

Computer Information Systems

CIS 101 Introductory Concepts and Applications (4 credits; Lab. = 1 credit)

Prerequisite: None

This course covers the basics of computer literacy. It includes a general introduction to computer hardware and software technology, focusing primarily on operating system and user applications, including word processing and spreadsheet software. Students will also examine hardware and peripheral devices, and learn how to select and maintain a computer. In the lab, students will gain experience in operating a computer and using word-processing and spreadsheet software. Students will also learn how to take apart and reassemble a computer.

CIS 141 Introduction to Procedural Programming (C++) (4 credits; Lab. = 1 credit)

Prerequisite: None (Must be registered for, or have taken CIS 101 or equivalent)

This course will establish a foundation for study and application of all procedural computer languages. The student will be introduced to software development using problem-solving techniques, with an emphasis on techniques for performing analysis and design prior to coding. Fundamentals of the “C++ -programming language” will be taught.

CIS 142 Introduction to Procedural Programming (Java) (4 credits; Lab. = 1 credit)

Prerequisite: None (Must be registered for, or have taken CIS 101 or equivalent)

This course will introduce the concepts of procedural programming using objects. The course will be structured around the Java programming language and will also cover several linear programming concepts including strings, arrays, loops, and if statements.

CIS 151 Networks and Communication Systems (4 credits; Lab. = 1 credit)

Prerequisite: CIS 101 or equivalent.

This course will introduce the student to computer networking. LANs (Local Area Networks) and WANs (Wide Area networks), and the software and hardware associated with them, will be studied. This is an 11-week course with 4 lecture-hours per week.

CIS 202 Advanced Applications (4 credits; Lab. = 1 credit)

Prerequisite: CIS 101 or equivalent

An in-depth study of computer hardware and computer applications. Topics to be covered include operating systems (Windows 2000), word processing, spreadsheets and database. This course builds upon the skills learned in CIS 101, developing greater expertise and focusing on OLE (Object Linking and Embedding). If time permits, students will be introduced to database design using Microsoft Access.

CIS 222 Advanced Procedural Programming (4 credits; Lab. = 1 credit)

Prerequisite: CIS 141 (or CIS 142 with permission from Instructor)

This course will continue to develop skills in problem-solving and programming using the “C++- language” as our tool. Major new language constructs, including arrays, pointers and structures, will be introduced and used repeatedly. These features will be applied in a variety of applications, including recursive algorithms, sorting and searching.

CIS 250 Introduction to Databases (3 credits)

Prerequisite: CIS 101 or equivalent

This course will teach the student how to use Microsoft Access as a database application. Emphasis will be on how to design a simple database and how to use Access to report on the database. Relational Databases will be discussed.

CIS 261 Client/Server -Based Database I (4 credits; Lab. = 1 credit)

Prerequisite: CIS 101 or equivalent

This course, the first in a two-course sequence, will introduce the student to database management for client/server applications. Design of a DBMS (Database Management System) will be covered using the

Relational model. Students will be taught the concepts of data normalization and SQL, and will apply them using the Oracle software.

CIS 300 The Ethical Environment of Computing (3 credits)

Prerequisite: CIS 101 or equivalent, Junior/Senior Standing

This course will examine the moral, ethical, and legal obligations of the computer professional by discussing issues such as intellectual property, privacy, security and depersonalization. The course will bring current legal views as well as the *Halachik* viewpoint..

CIS 333 Data Structures and Algorithms (4 credits; Lab. = 1 credit)

Prerequisite: CIS 222

Having developed expertise with basic programming skills in previous courses, students will now gain expertise in the “standard tool sets” of the experienced professional: sorting, lists, trees, queues and stacks will be investigated. Alternative algorithms for each will be considered, with analysis of the advantages and disadvantages of each. Several out- of- class programming exercises to implement and evaluate real-life applications of these tools will be required.

CIS 343 Visual Programming I (4 credits; Lab. = 1 credit)

Prerequisite: CIS 101, CIS 141

This course teaches the concepts and applications of event -driven programming. The student will learn the basic programming structure of Microsoft’s Visual Basic programming language and be introduced to beginning visual programming techniques.

CIS 351 Visual Programming II (4 credits; Lab. = 1 credit)

Prerequisite: CIS 343

This course continues the development of skills needed to create sophisticated windows-based programs through the use of Microsoft’s Visual Basic programming language through the development of object classes, integration with Windows applications, and other advanced Visual Basic techniques.

CIS 362 Client/Server-Based Database II (4 credits; Lab. = 1 credit)

Prerequisite: CIS 261

A continuation of CIS 261, this course teaches advanced database concepts such as transactions, rollback, commit, locking and optimistic update strategies. The Oracle software will be used and students will learn how to develop customized applications with this software. Students will design and implement a business application using project techniques and also using object-oriented analysis and design.

CIS 373 Information Technology Management (3 credits)

Prerequisite: CIS 101, BUS 121

This course teaches the use and maintenance of information in business from a management point of view. Issues include: the impact of information technology on businesses, management of information systems within businesses, the outcome of upgrading current and developing new information systems, strategic planning and technology assessment, and operational controls within a business.

CIS 380 Web Graphic Design (3 credits)

Prerequisite: CIS 101 or equivalent

Creative use of PC computers in developing Web based graphics in order to communicate information via words, symbols and other graphics. The course introduces the design process using Web Design Technology for type and graphical/visual composition.

CIS 400 Computer Information Systems Special Topic (3/4 credits; Lab. = 1 credit)

Prerequisite: as per consent of Dean and Instructor

Topics and credits to be determined

CIS 410 Directed Study in Computer Information Systems

(3/4 credits; Lab. = 1 credit)

Prerequisite: as per consent of instructor

Topics and credits to be determined

CIS 421 Web Applications Development (4 credits; Lab. = 1 credit)

Prerequisite: CIS 151

This course provides the fundamentals of creating web applications using client side and server side scripting tools. The student will learn how to develop interactive web applications using JavaScript for client side scripting as well as VBScript and ASP (Active Server Pages) for server side scripting. The student will also learn how to create dynamic HTML content.

CIS 430 Methods of Teaching CIS (3 credits)

Prerequisite: CIS 101 or equivalent

This course will cover teaching CIS at the middle and high school levels. The techniques of instruction will be taught along with the selection and use of computer facilities, and appropriate hardware and software for these levels. Students will also receive instruction on how to plan a curriculum for the secondary school level.

CIS 432 Technology in the Classroom (3 Credits)

Prerequisite: CIS 101 or equivalent

This course is designed to provide classroom teachers with the knowledge and skills of how to integrate technology in support of instruction and learning. Students will learn how to develop a technology plan for the school and for the classroom using multimedia and access to the internet.

CIS 441 Advanced Object- Oriented Programming (C++)

(4 credits; Lab. = 1 credit)

Prerequisite: CIS 333

This course further develops the concepts and applications of object- oriented programming. The "C++" programming language will be used to implement object-oriented solutions.

CIS 450 Internship/Externship (6 credits)

Prerequisite: Permission of Dean

The goal of the internship/externship program is to provide students with opportunities to test their career interests and develop job-related skills through approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with practical learning gained in part-time or full-time career internships/externships. A faculty member will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain regular contact with the faculty supervisor reporting on experiences during the internship and analyzing the academic content and skills acquired.

CIS/BUS 460 Job Search Strategies (1 credit)

Prerequisite: Senior Standing

This course develops the skills to search for jobs. It includes resume writing, job research, interview skills, and evaluation of competing job-offers.

CIS 471 Systems Analysis and Design (3 credits)

Prerequisite: CIS 101, CIS 141, Junior/Senior Standing

An overall examination of the design and analysis process for the use of computers in problem-solving, this course introduces the use of tools and techniques for analysis and design in business applications. Students will learn techniques for business-problem identification, documentation and definition, as well as transition through information models from these business requirements to logical support of an information solution.

CIS 472 Computer-Aided Software Engineering (4 credits; Lab. = 1 credit)

Prerequisite: CIS 471

The student will learn to use a CASE tool to apply the concepts learned in CIS 471 to realistic business projects.

CIS 500 Advanced Web Applications Development (e-commerce) (4 credits; Lab. = 1 credit)

Prerequisite: CIS 421

This course covers advanced issues of creating database integrated web applications with a focus on e-commerce site needs. Students will create a dynamic e-commerce web site with pages generated from database content and user input saved to database. Students will be able to use the Microsoft Visual InterDev web application development tool.

Economics

ECO 112 Principles of Microeconomics (3 Credits)

Prerequisite: None

An introduction to economic analysis at the micro-economic level, focusing on individual and firm decision-making in a market environment. Topics include consumer demand, costs of production and supply, resource allocation and the role of competition in markets.

ECO 212 Principles of Macroeconomics (3 Credits)

Prerequisite: ECO 112

This course introduces economic principles and concepts. The course will deal with topics such as supply and demand, markets, money, national income, employment and price level, and international trade.

Education

EDU 151 Teaching Theory and Practice (3 credits)

Prerequisite: None

In an atmosphere of inquiry, this introductory course will challenge pre-existing beliefs, and broaden ideas and images of what constitutes teaching and learning. Some of the issues examined will be: What does it mean to teach? Can there be teaching without learning? How does the context influence the nature of teaching and learning? What knowledge base do teachers need to represent their subject matter? The course will focus on the students' experiences as learners and teachers, and will also utilize case studies in conjunction with theoretical readings to stimulate analytic thinking.

EDU 200 Teaching Practicum 1 credit = 45 hours of teaching (2 - 6 credits)

Prerequisite: Current teaching position and enrollment in EDU 151.

Number of credits will be determined by the amount of teaching. Teaching must be under approved supervision. Students will submit their lesson plans for review. Students will also have to link the teaching experience to the methods and theoretical background studied in EDU 151.

EDU 251 Principles of Learning and Instruction (3 Credits)

Prerequisite: EDU 151 or equivalent

This course is designed to provide classroom teachers with knowledge and skills about the theories of learning, stages of child development, principles of instructional design and teaching methodology. Each class session includes lecture, discussion and problem-solving experiences.

**EDU 252 Principles of Learning and Instruction - Practicum
1 credit = 45 hours of teaching (4 Credits)**

Prerequisite: Current teaching position and enrollment in EDU 251.

This course is designed to provide opportunities for teachers to apply the principles and methods discussed in the course: EDU 252 *Principles of Learning and Instruction*. Teachers will observe and assess student performance, create individualized learning opportunities, and implement lessons, units, and projects in their classrooms. Problem-solving strategies will be employed enhance learning and deal with difficult problems.

EDU 261 Educational Psychology (3 Credits)

Prerequisite: PSY 202 or equivalent

This course is designed to cover the psychology of learning and teaching. It will emphasize mental abilities, individual differences, motivation, and the application of psychological theory and research in learning.

English and Communication Arts

ENG 101 Introductory English Composition (3 credits)

Prerequisite: None

Introductory English Composition teaches the principles of good writing: how to convey what one means and mean what one says. Focus is on the *short essay*: a non-fiction composition on a single subject. Students write short expository and argumentative essays. The course also emphasizes vocabulary development, correct manuscript form and revision, the terminology of writing and public speaking.

ENG 102 Effective Communication (3 credits)

Prerequisite: None

Effective Communication teaches the principles of good writing in a professional setting: how to convey ones meaning and meaning what one says. This course focuses on clear, concise and informative writing and speaking. Topics include: constructing effective resumes and cover letters, an explanation of transactional writing, use of statistics, basic principles of correspondence, process descriptions, instructions, documentation styles, grant proposals and oral reports. The student learns the fundamentals of speech preparation, including audience analysis and motivation, choice arrangement, adaptation of materials, and the development of poise and confidence in public speaking.

ENG 313 Advanced Professional Communications (3 credits)

Prerequisite: ENG 102

This course focuses on using a variety of oral and written communication skills in various business and professional applications. These include use of computer technology and graphics.

ENG 351-2 Exploration of Creative Writing I-II (3 credits each)

Prerequisite: ENG 101 or equivalent

This course will introduce students to a variety of writing genres. Students will explore the short story, drama, poetry and creative writing through letters (the epistolary style). The course also will concentrate on vocabulary development and mechanics (i.e. spelling, punctuation and stylistics) as they apply to the student's writing.

ENG 452 Fundamentals of Public Relations (3 credits)

Prerequisite: ENG 101 or equivalent, ENG 313

The course focuses on teaching students the fundamentals of fostering goodwill for a person, corporation, institution or product. Students will learn the tools of the craft, which include personal appearances and attitudes, customer service and some of the basic elements of paid advertising. Topics include: how to write press releases, speeches, brochures, annual reports, newsletters, and signs, and how to use them effectively.

English As A Second Language

ESL 151 English as a Second Language Level I (4 credits)

Prerequisite: Appropriate MTELP scores (25 - 35) or demonstrated ability

This is the first of a three-level multi-skills course designed to promote English language fluency for academic purposes. Level I focuses on providing students with a solid foundation in reading speed, comprehension, vocabulary development, verbal communication, grammar and pronunciation. Listening comprehension is addressed as needed. The fundamentals of English grammar are practiced and reviewed in all skill areas.

ESL 152 English as a Second Language Level II (4 credits)

Prerequisite: Appropriate MTELP scores (36-49) or ESL 151.

Level II focuses on improving verbal communication skills and reading skills through group discussions. The elements of simple sentences are practiced and reviewed. Paragraph -level writing skills are explored. Upon completion of this course, the student should be moving towards organizing and developing multi-paragraph compositions.

ESL 153 English as a Second Language Level III (4 credits)

Prerequisite: Appropriate MTELP scores (50 - 65) or ESL 152.

This is a multi-skills course for students enrolled in other courses who require further English language studies prior to entering the regular English and Communication Arts curriculum. Level III emphasizes reading, writing, and listening comprehension skills typical of academic course work. Students gain strategies for reading textbooks and technical materials, become familiar with academic English rhetorical styles, listen to lectures, develop note-taking skills, and practice oral presentations. Grammar and vocabulary will be introduced as needed. Students are required to complete lengthy reading and writing assignments for each class session.

Ethics/Philosophy

EPH 160 Ethics and Society (3 credits)

Prerequisite: None

This course discusses the major ethical issues confronting society today, focusing on how government can tackle these problems. The instructor will choose from topics such as public health care, welfare, abortion, doctor assisted suicide, etc.

EPH 310 Ethical Tradition of Judaism (3 credits)

Prerequisite: Junior/Senior Standing

The primacy of ethical conduct in the process of shaping the ethical personality in Judaism as viewed through the prism of various personalities and schools of the Chassidic and Mussar movements.

EPH 320 The Ethical Environment of Business (3 credits)

Prerequisite: Junior/Senior Standing

Course content is substantive law and practical issues as they relate to business. Topics studied are the ethics of business and Halacha as they interface with practical business decisions and law.

EPH 330 Bioethics (3 credits)

Prerequisite: Junior/Senior Standing

Topical content of this course includes: physiological, ecological and epidemiological bases of decision-making in the field of Bioethics; definition of death; recombinant DNA research; pesticide use; demographic concerns; abortion; hazardous surgery; human experimentation; organ transplants; social obligation of the scientist; genetics and euthanasia.

EPH 421 Topics in the Philosophy of Judaism (3 credits)

Prerequisite: Junior/Senior Standing

A seminar on various philosophical problems. Students will read and discuss classical views of the major Jewish philosophers.

EPH 432 Maimonides - The Man and His Thought (3 credits)

Prerequisite: Junior/Senior Standing, Knowledge of Hebrew

The life and thought of Maimonides. Selections of his work are compared with the works of other great Jewish philosophers. The impact of Maimonides on Jewish thought and practice is discussed.

History

HIS 150 History of the Jews (2 credits)

Prerequisite: None

This course is a survey course that covers the gamut of Jewish history from Abraham and Sarah to Ariel Sharon. The course will focus on the historical, political, sociological, and psychological issues that have faced the Jewish people in the various locations and time periods throughout history. The course will discuss how the Jews have interacted with cultures and civilizations in which they have lived. The course will also analyze those individuals, both Jewish and Gentile that have defined Judaism and the Jewish people throughout the centuries.

HIS/HUM 201 The Ancient World (4 credits)

Prerequisite: None

A study of the political history and the development of cultures and civilizations from the times of ancient Mesopotamia through the Middle Ages, using selected works of literature, art, philosophy and history. There is a focus on ideas and values as they emerge across various world cultures.

HIS/HUM 202 The Renaissance & Modern World (4 credits)

Prerequisite: None

A study of the political history and the development of cultures and civilizations from the Renaissance through the twentieth century, using selected works of literature, art, philosophy and history. There is a focus on ideas and values as they emerge across various world cultures.

HIS 251 Pre-Holocaust Modern Jewish History 1840-1938 (2 credits)

Prerequisite: None

This course focuses on Jewish Life in Eastern Europe and Palastine and the various movements among the Jewish people that existed at the time. The emergence of Yeshivot, Chassidism, the Haskala Movement, Zionism, and the rise to power of the Nazis are all discussed.

HIS 252 American Thought and History (3 credits)

Prerequisite: None

This course covers the history of the United States since 1865. Lectures discuss industrialization, urbanization and emergence of the United States as a world power. Attention is given to intellectual and social developments and to major historical events.

HIS 260 Modern Europe (3 credits)

Prerequisite: None

This course covers the history of modern Europe, highlighting the foundations of the contemporary world.

HIS 261 Exploring the Holocaust I (2 credits)

Prerequisite: None

This course will survey Holocaust history and implications. We will begin with examining the historical, political and sociological causes of the German anti-Jewish campaign and the subsequent creation of the institutions of organized mass murder. We will study the evolution of the idea of the Final Solution from Hitler's mind through its various stages until 1945. Finally, we will discuss the psychology of the victims.

HIS 262 Exploring the Holocaust II (2 credits)

Prerequisite: None

This course continues on from HIS 262 and discusses the reaction of the U.S. Government, the Western Powers, and the Papacy to the mass murder. We shall discuss theological implications of the Holocaust and its impact on the creation of the State of Israel. During the course, the Eichman trial, the debate regarding reparations, and the Swiss bank accounts and Jewish money will be discussed. Finally, the Holocaust will be compared with other attempts of racial genocide.

HIS 270 United States to 1865 (3 credits)

Prerequisite: None

This course covers American history from the voyages of discovery to 1865, including the Colonial period, the American Revolution, the westward expansion and Reconstruction.

HIS 275 Jewish History – Biblical Period (3 credits)

Prerequisite: None

This course covers the period from creation to the establishment of the Second Temple; it elaborates on the Five Books of Moses, The prophets of Judaism and its chronicles. A collection of later historical commentaries on these earliest precursors to the nation of Israel and the Jewish people will also be surveyed.

HIS 280 Jewish History - Second Commonwealth (3 credits)

Prerequisite: None

This course covers the period from the establishment of the Second Temple to the completion of the Talmud; it elaborates on Jewish life in Judea and in the Diaspora, and on development of the Talmud and *Midrash*.

HIS 290 Jewish History - Middle Ages (3 credits)

Prerequisite: None

This course covers the history of the Jewish people in the Near East and Europe from the fall of Rome to the expulsion from Spain. Topics include great Jewish personalities and literature; the Jews' relationships with populations in the countries they inhabited; and their role in the medieval economy.

HIS 300 Jews of Eastern Europe (3 credits)

Prerequisite: Junior/Senior Standing

Early history of the Jews in Poland. Topics include the Council Of The Four Lands; the Chemielnitsky massacres and their aftermath; the growth of *Chassidism*; the *Yeshivos* of Eastern Europe; emancipation, Zionism and Communism as movements in Eastern European Jewry.

HIS 340 Modern Israel (3 credits)

Prerequisite: Junior/Senior Standing

Topics include aliyah to Eretz Israel in the last century and the history of the modern State of Israel. Emphasis is on political and social issues and foreign relations.

Humanities

HUM 104 Hebrew I (2 credits)

Prerequisite: None

An overview of the 22 basic Hebrew letters, by name, both block and cursive and the 9 vowels. The course will teach basic reading and writing in an organized and systematic method. The course will also develop student skills to become proficient in Hebrew reading and writing. The course will introduce basic translations of Hebrew words and beginning vocabulary and grammar.

HUM 105 Hebrew II (2 credits)

Prerequisite: HUM 104

This course will develop student skills to become more proficient in Hebrew reading and writing. The course will further basic translations of Hebrew words and will continue with grammar from the previous semester

HIS/HUM 201 The Ancient World (4 credits)

Prerequisite: None This course can be used as an elective in History

A study of the political history and the development of cultures and civilizations from the times of ancient Mesopotamia through the Middle Ages, using selected works of literature, art, philosophy and history. There is a focus on ideas and values as they emerge across various world cultures.

HIS/HUM 202 The Renaissance & Modern World (4 credits)

Prerequisite: None This course can be used as an elective in History

A study of the political history and the development of cultures and civilizations from the Renaissance through the twentieth century, using selected works of literature, art, philosophy and history. There is a focus on ideas and values as they emerge across various world cultures.

HUM 250 - 260 Hebrew Literature I and II (3 credits each)

Prerequisite: Yeshiva high school proficiency

The student's skills in Hebrew language are enhanced by various written, oral and spoken assignments. The student will become acquainted with selections from the works of the great Hebrew writers and poets.

Judaic Studies

The student must be fully able to read and understand Hebrew, as all course texts are studied in the original language. Those wishing to commit themselves to an intense study of the Talmud can take the courses JST 300, 350, and 400. The Talmud courses are conducted in the traditional method of students preparing the text in pairs, *chavrusos*, and hearing a lecture, *shiur*, on a topic of the instructor's choice related to the text.

JST 201 Medieval Biblical Exegesis (3 credits)

Prerequisite: None

Study and methodology of the exegetes of the Northern French School (10th to 14th centuries). Commentators include *Rashi*, *Rashbam*, *Radak* and *Ramban*.

JST 202 Post -Medieval Biblical Exegesis (3 credits)

Prerequisite: None

Study and methodology of the exegetes of the European and Sefardic Schools (15th to 20th centuries). Commentaries studied include the *drush* of *Klei Yakar* and the *Ohr Hachayim*, as well as the 19th century classics, *Malbim*, *Netziv* and Hirsch.

JST 231 Structure and Development of the Liturgy (3 credits)

Prerequisite: None

Using primary sources, the student traces the development and structure of the presently-used liturgical service.

JST 232 Foundations of the Halacha (3 credits)

Prerequisite: None

Course content is the development and fundamental philosophy of the Oral Law: *Mishnah*, *Gemarra*, and the subsequent codes of *Rif*, *Rambam*, *Tur* and *Shulchan Oruch*.

JST 313 Topics in Halacha - Sabbath and the Festivals (3 credits)

Prerequisite: Junior/Senior Standing

Various legal issues are discussed and analyzed, with an emphasis on modern applications.

JST 353 Topics in Halacha -The Family (3 credits)

Prerequisite: Junior/Senior Standing

Specific highlighted issues are discussed and analyzed, including the family unit, parental rights and duties, children's rights and other topics (at the instructor's discretion).

JST 383 Topics in Halacha-Contemporary Problems (3 credits)

Prerequisite: Junior/Senior Standing

Legal issues relating to the current technological and political situation are discussed and analyzed.

JST 441 The History and Philosophy of Chassidut - I Foundations (3 credits)

Prerequisite: Junior/Senior Standing

Study of the historical and social background leading to the advent of the Chassidic movement. Topics include the Baal Shem Tov as an innovator and leader, the Mezeritcher Maggid and his students, and the initial opposition to the movement.

**JST 442 The History and Philosophy of Chassidut - II
Development and Growth (3 credits)**

Prerequisite: Junior/Senior Standing

A continuation of JST 441, this course deals with the expansion of the Chassidic movement, drawing on selections from the major works of Chassidic philosophy.

JST 443 The History and Philosophy of Chassidut - III Modern Era (3 credits)

Prerequisite: Junior/Senior Standing

Highlights the struggle of the Chassidim to survive in the 20th century. Topics include the destruction of the movement during the Holocaust, and its subsequent rebirth and growth in the USA and Israel.

JST 300 Talmud I (6 credits)

Prerequisite: Permission of instructor

Intensive study of the Talmud for at least nine hours weekly. Students will attend seminars and cover material as determined by the instructor.

JST 350 Talmud II (6 credits)

Prerequisite: Permission of instructor

Intensive study of the Talmud for at least nine hours weekly. Students will attend seminars and cover material as determined by the instructor.

JST 400 Talmud III (6 credits)

Prerequisite: Permission of instructor

Intensive study of the Talmud for at least nine hours weekly. Students will attend seminars and cover material as determined by the instructor.

JST 450 Seminar/Directed Study in Judaic Studies (1-3 credits)

Prerequisite: as per consent of instructor

JST 460 Seminar/Directed Study in Judaic studies (1-3 credits)

Prerequisite: as per consent of instructor

JST 470 Seminar/Directed Study in Judaic Studies (1-3 credits)

Prerequisite: as per consent of instructor

Math/Science

MAS 105 College Algebra (3 credits)

Prerequisite: None

This course reviews and reinforces all necessary arithmetic and algebraic skills needed for college-level work, including solving linear and quadratic equations, graphing, radical and exponential expressions.

MAS 110 Pre-Calculus Mathematics (3 credits)

Prerequisite: None

This course will entail a study of functions, including algebraic functions, exponential and logarithmic functions, and trigonometric functions and their inverses. Sequences and series and the analytical geometry of the straight line and the conic sections will also be studied.

MAS 151 Science and Technology Survey (3 credits)

Prerequisite: None

The goal of this course is to familiarize the student with the methodology, philosophy and progress of science, and the social and ethical impact of technological advances. The course covers the development of modern science from Newton and Maxwell to the modern period of Einstein (Relativity), Quantum Mechanics and the computer information age. Students are informed of energy and environmental issues and the latest breakthroughs in technology.

MAS 201 Finite Mathematics (3 credits)

Prerequisite: MAS 105 or equivalent

The topics covered in this course are: systems of equations, matrices, linear programming, mathematics of finance, combinatorics, probability statistics and probability applications, Markov chains and decision theory. Emphasis is on real-life mathematical models drawn from the fields of science, life science, business and social studies.

MAS 202 Calculus (3 credits)

Prerequisite: MAS 105 or equivalent

This course teaches the derivative and its applications, exponential and logarithmic functions, the integral and its applications, and integration of functions of several variables. Emphasis is on real-life mathematical models drawn from the fields of science, life science, business and social studies.

MAS 250 Data Analysis and Elementary Statistics (3 credits)

Prerequisite: MAS 105

This course provides the tools and techniques for analyzing, extrapolating (forecasting) and presenting data. Students will learn how to process data in a manner that improves its presentation by means of moving averages, filters and graphing methods. Students will learn how to select a graph type (line, scatter, clustered bar, stacked bar, percentage bar, pie, radar and spider graphs); and the use of linear vs. logarithmic axis best suited for their purposes. Various methods will be taught to identify and highlight significant data and possibly erroneous data. The course will also teach the student how to forecast from currently available data by means of linear and exponential extrapolation; and how to add information and context in presentation by computing standard deviations, means and medians.

MAS 252 Physics I (4 credits)

Prerequisite: MAS 105, and student must be currently enrolled in or have taken MAS 202

Major topics include force, motion, work, heat and energy. Concepts relating to wave theory in general with applications to acoustics and hydrodynamics are presented. The course is calculus-based and stresses modern applications and thought.

MAS 253 Physics II (4 credits)

Prerequisite: MAS 252

Major topics include thermodynamics, electricity and magnetism and optics. Concepts relating to wave theory, electro-magnetic theory, modern optics, and the basic concepts of relativistic physics are presented. The course is calculus-based and stresses modern applications and thought.

MAS 271 Bioscience (3 credits)

Prerequisite: MAS 105

The course covers the molecular and cellular foundations of life. It includes comparative anatomy and physiology, and medical terminology.

MAS 301 Statistics (3 credits)

Prerequisite: MAS 105

This is an introductory course to business statistics. Topics include: displaying data in tables and graphs, describing data with numerical measures, concepts of probability related to discrete and continuous probability distributions, sampling distributions, and estimation and hypothesis testing. This course is similar to MAS 250 but requires more mathematical competence.

MAS 400 Mathematical Applications to Rabbinics (3 credits)

Prerequisite: MAS 105

This is a directed-study course dealing with the interface of mathematics and Jewish law. Topics include celestial mechanics and the Jewish calendar, and the concept of probability and doubt resolution.

Political Science

POL 101 American Politics (3 credits)

Prerequisite: None

This course covers the institutions of American government from its origins to the present. Topics include: federal-state relations; interest groups and political parties; the role of the Presidency, Congress and the court system; the federal bureaucracy.

POL 201 International Relations (3 credits)

Prerequisite: None

This course examines the major problems confronting the peoples and nations of the modern world, with an emphasis on the politics of the Middle East.

Psychology

PSY 101 Introduction to Psychology

(3 credits)

Prerequisite: None

The course presents various issues and principles of psychology that reflect its current status as a behavioral science. Topics include: learning, perception, motivation, emotion, personality and intelligence, conflict and adjustment, and problems of mental health.

PSY 202 Developmental Psychology

(3 credits)

Prerequisite: PSY 101 or permission from the dean

Presents theoretical and research findings of psychology pertinent to how children grow, develop and learn, as well as the educational and psychological evaluation of school achievement.

Sociology

SOS 101 Introduction To Sociology

(3 credits)

Prerequisite: None

This course introduces the unique perspectives and methods of social science for understanding the social realities of everyday life. It examines the concepts of culture, socialization, social perception and cognition; semiotics and anthropological linguistics; the sociology of knowledge; social ethics and norms; groups and stratification; cultural continuity and change; and human ecology.

SOS 190 Introduction to Social Work

(3 credits)

Prerequisite: None

This introduction to the theory and practice of social work focuses on the social welfare system, including federal, state and municipal programs; principles of social psychology as applied to the counseling process; and family systems theory.

Courses may be canceled due to insufficient registration.

Courses Offered in the Certificate Of Talmudic Law and Jurisprudence Program

The following courses are offered in the certificate program in Talmudic Law and Jurisprudence. They are all credit-bearing as electives in the Bachelor of Applied Science degree. The credit hours allotted reflect the intensive study required for each course, and are granted only if the student attends both the lectures and mandatory study sessions assigned to each course. Generally the certificate program student takes these courses YJST 1211, 1212, 1221,1222, 1231, 1232, 1241, 1242, 2210, 2220, 2230, 2240, 5211,5221, 5231, 5241, 5212, 5222, 5232, 5242, 5213, 5223, 5233, 5243. Some students may wish to take in addition or as alternatives YJST 1251, 1261, 2250, 2260, 5251, 5261. These courses are open to men only.

YJST 1211 First- Level Talmud - In Depth (*Eeyun*) I - (5 credits)

Introductory course in Talmud - students are guided in making a transition from their high school training to independent study and preparation of the tractate. The tractate is studied in great depth, with an emphasis on the development of sophisticated textual analytic skills through exposing the student to the commentaries of the Earlier and Later Authorities (*Rishonim and Acharonim*).

YJST 1212 First- Level Talmud - Overview (*Bekius*) I - (2 credits)

Students are assisted in approaching the tractate with an eye towards developing breadth of scope. An overview of the tractate is gained by learning the text with the commentaries of *Rashi* and *Tosafos*.

YJST 1221 First- Level Talmud - In Depth (*Eeyun*) II - (5 credits)

Students will continue learning the tractate with a greater emphasis on the explanations of the *Acharonim* of the commentaries of the *Rishonim*.

YJST 1222 First -Level Talmud - Overview (*Bekius*) II - (2 credits)

Students will continue to studying the tractate with the commentaries of *Rashi* and *Tosafos*.

YJST 1231 Intermediate Talmud (*Eeyun*) I - (5 credits)

With the successful completion of the transition from directed to independent textual learning, students are expected to demonstrate their mastery of the complexities of *Pilpul*, and are encouraged to begin doing original research.

YJST 1232 Intermediate Talmud (*Bekius*) I - (2 credits)

From this point the student pursues his studies independently, covering large sections of material with directed guidance.

YJST 1241 Intermediate Talmud (*Eeyun*) II - (5 credits)

This course acts as a capstone course for the Certificate program. Each student will be guided in the preparation of an original piece of research on the tractate of Talmud being studied. The student will be expected to compare and contrast the major commentaries of the *Rishonim*, find the logical basis for their differences, trace these opinions to the application of the *Poskim* and apply the logic to new cases. The student will present and defend his research to a panel of scholars.

YJST 1242 Intermediate Talmud (*Bekius*) II - (2 credits)

The student continues with his independent studies, finishing a complete coverage of the tractate.

YJST 1251 Applied Talmud (*Eeyun*) I (5 credits)
YJST 1261 Applied Talmud (*Eeyun*) II - (5 credits)

These two courses form an alternative set to YJST 1231 & 1241. These courses will stress the more applied side of the Talmud as opposed to the theoretical jurisprudence. There will be a greater emphasis on the detailed *halachik* differences of the *Rishonim* without too much discussion regarding the philosophical-logical basis for the differences.

YJST 2210 The Codes I (2 credits)
YJST 2220 The Codes II (2credits)
YJST 2230 The Codes III (2 credits)
YJST 2240 The Codes IV (2 credits)

The courses listed above are connected with the tractate of Talmud studied that semester, as study of the codes goes hand in hand with the study of Talmud. Students research the outcomes of Talmudic disputes and discussions. The responsa literature is examined to trace precedents and principles derived from the text, through their practical application in the writings of the *Rif*, *Rambam*, *Tur* and *Shulchan Aruch*-- as well as the later codifiers. This process is often complicated and laborious-- raising the student's understanding to a level where he can now analyze and become familiar with the principles of jurisprudence.

YJST 2250 Rambam, I (4 credits)
YJST 2260 Rambam II (4 credits)

In these courses the students undertake to study and complete in its entirety Maimonide's magnum opus the *Mishneh Torah*. They will gain a complete overview of the whole spectrum of the Oral Law with a basic understanding of the sources. These courses fit well with YJST 1251 & YJST 1261.

YJST 5211 *Mamorim* - Philosophical/Ethical Discourses (*Eeyun*) I (3 credits)
YJST 5221 *Mamorim*- Philosophical/Ethical Discourses (*Eeyun*) II (3 credits)
YJST 5231 *Mamorim*- Philosophical/Ethical Discourses (*Eeyun*) III (3 credits)
YJST 5241 *Mamorim* - Philosophical/Ethical Discourses (*Eeyun*) IV (3 credits)

These four courses are a sequential study of the complete spectrum of the Chabad philosophical system. Although the student is introduced to the philosophical foundations of Judaism as explicated by the renowned medieval Jewish philosophers, the courses concentrate on the Chabad approach to the earlier debates, and the student is enabled to comprehend the subtleties and distinctive styles of the great Chassidic masters of the Chabad school. As the courses become progressively more complex, the student gains increasing familiarity with the texts and more sophistication in his methods of argumentation, until by the last semester he is able to do original research.

YJST 5251 *Mamorim*- Philosophical/Ethical Discourses of the RaShaB I (3 credits)
YJST 5261 *Mamorim*- Philosophical/Ethical Discourses of the RaShaB II (3 credits)

The RaShaB was known as the Maimonides of Hassidik thought because of his systematic discussion of the whole spectrum of Hassidik philosophy. In these two courses the student will study the major works of the RaShaB and thus gain a clear overview of Hassidut.

YJST 5212	<i>Mamorim - Philosophical/Ethical Discourses (Bekius) I</i>	(2 credits)
YJST 5222	<i>Mamorim - Philosophical/Ethical Discourses (Bekius) II</i>	(2 credits)
YJST 5232	<i>Mamorim - Philosophical/Ethical Discourses (Bekius) III</i>	(2 credits)
YJST 5242	<i>Mamorim- Philosophical/Ethical Discourses (Bekius) IV</i>	(2 credits)

These four courses comprise a sequential series in which the student covers an extensive amount of Chassidic philosophical thought -- without conducting deep analysis. The aim is to gain a basic understanding of all the fundamental texts.

YJST 5213	<i>Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn I</i>	(1 credit)
YJST 5223	<i>Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn II</i>	(1 credit)
YJST 5233	<i>Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn III</i>	(1 credit)
YJST 5243	<i>Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn IV</i>	(1 credit)

The Lubavitcher Rebbe (of blessed memory) was one of the most prolific Jewish thinkers of the twentieth century; to date, over 200 volumes of his works have been published. The above courses cover the range of his scholarly contributions to Jewish studies. The student is exposed to an exacting analysis of *Rashi's* commentary as discussed in many of the Rebbe's writings and lectures. In addition, the student will become familiar with the Rebbe's discussions of Talmudic Law--renowned for their breadth and depth -- tying together textual analysis, principles of jurisprudence, and philosophical and ethical insights.

OPERATIONS

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The Michigan Jewish Institute Corporation (hereinafter called the "Corporation") is a non-profit, non-stock educational corporation, incorporated under the laws of the State of Michigan. The location of the principal office of the Corporation is in Oak Park, Michigan. The purpose of the Corporation shall be, as set forth in its Restated Articles of Incorporation: the conduct of an Institute at one or more locations in the Detroit metropolitan area, State of Michigan, or in any other location approved by the Board of Trustees; wherein the arts, sciences, technical and professional studies, and any forms of higher learning are taught; and degrees and honors therein conferred.

FINANCIAL SUPPORT

As a private institution of higher education, Michigan Jewish Institute receives its primary support through anticipated student tuition and fees. In addition, the Institute receives from foundations and other private sources expendable funds for general use including research, scholarships, fellowships, and building expenses.

The Institute produces annually audited financial statements for the Federal government from which is derived a published annual financial report. This report is available to the public upon written request to the Institute.

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FACULTY

Daniel Arm, B.A. 1975, B.S. 1975, Rabbinical Ordination 1978, M.S., 1979, Yeshiva University, New York; J.D., University of Detroit-Mercy, 2000. **History, Judaic Studies, Law, Philosophy & Ethics.**

Michael Baikie, Bachelor of Fine and Applied Arts, Bachelor of Science, 1987, Central Michigan University. **Graphic Design and Computer Science.**

Chaim Moshe Bergstein, Rabbinical Ordination, 1974, Central Lubavitch Yeshiva. **Judaic Studies.**

Barbara Bodzin, BS, 1975, University of Michigan; Advanced Computer Courses General Motors and Ford 1976-1979. **Mathematics and Computing.**

Ari Caroline, BA, 1996, University of Michigan; Advanced Rabbinical Studies, Rabbinical College of America 1997-1999. **Judaic Studies.**

Helene Cohen, BA, 1975, University of Michigan; MA, 1978, Lesley College, MA, 1988, Harvard University; Ed. D., Harvard University, **Education.**

Josh Cohen, BA, 1993 and advanced post-graduate studies, 1995 Wayne State University; Sun Certification, 2000. **Computer Science and JAVA 2 Platform.**

Moshe Fine, BA, 1968, Wayne State University, Advanced post-graduate studies, University of Michigan and Wayne State University, Certification, Honeywell Institute, 1971 **Mathematics, Business and Computer Programming.**

T. Hershel Gardin, BA, 1969 **Psychology and English**, MA, 1971 **Social Psychology**, Wayne State University; Combined Ph. D. program, 1974, Wayne State University, **Social Psychology**; and 1983, Columbia Pacific University, **Public Health Research.**

Mordechai Greenes, Rabbinical Ordination, 1976, Beis Medrash Govoha-Lakewood; MBA, 1986, Wayne State University. **Accounting, Economics and Business.**

Yosef Yitschak Gourarie, Rabbinical Ordination, 1978, Central Lubavitch Yeshiva. **Judaic Studies.**

Zeev Handler, Certificate in Computer Programming 1986, Control Data Institute, Detroit. **Computing and Information Systems.**

Judith Jubas, Teachers Certificate, 1988, Machon Gold, Jerusalem Israel; BA Yeshiva University, 1992, MA, University of Detroit, 2001. **English and Communications.**

David Kagan, BS, 1979, MS, 1980, Imperial College of Science, Technology and Medicine (United Kingdom); ARCS (Associate Royal College of Science); DIC (Diplomat of the Imperial College); Rabbinical Ordination, 1983, Neot Aryeh Rabbinical College (Israel); Ph.D., 1989, Bar-Ilan University (Israel). **Judaic Studies, Mathematics, Physics, and Computing**

Mendel Kaplan, Rabbinical Ordination, 1992, Central Lubavitch Yeshiva **Talmud.**

Simcha Yitzchak Lerner, Georgia Tech/Georgia Institute of Technology; Advanced Courses, University of Boston. **Computing and Information Systems.**

Nachman Levine, Rabbinical Ordination, 1976, Central Lubavitch Yeshiva, New York; BA, 1976, Touro College, New York; MS, 1982, Yeshiva University, New York. **Judaic Studies.**

Geraldine Markel, BA, 1959, MA, 1964, University of Michigan, ED.S. 1968, George Washington University, Ph. D. 1974, University of Michigan. **Education.**

Edward Messinger, BA, 1962, Queens College, NY; MA, 1965, Brown University. **English as a Second Language.**

Moshe Miller, BA, 1978, Universitas Witwatersrandensis; BRS, 1990, Rabbinical College of America: Rabbinical Ordination, 1995, Kollel Daat Moshe Sadigora, Jerusalem. **English Literature, Philosophy and Judaic Studies**

Moshe Rose, BS, 1989, Wayne State University; JD, MBA, 1994, University of Michigan. **Business and Finance.**

James E. Rosenfeld, BA, 1965, MSW, 1967, University of Missouri-Columbia; Ph.D., 1982, Wayne State University. CSW, LMFT. **Psychology, Sociology, Political Science and Ethics.**

Moshe Polter, Rabbinical Ordination, 1960, Yeshivas Tomchei T'mimim-Lubavitch (Montreal, Canada); M.A., 1996, Wayne State University. **Judaic Studies and Psychology.**

Dmitry Reznikov, BA, 1996, Yeshiva University; Vatterott Diploma, 1999, Vatterott College. **Biochemistry and Computer Electronics and Networking Technology.**

Deborah Rothbart, M.S., 1978, Yeshiva University; M.S. & Ed. Spec. , 1981, Brooklyn College, 1986; Psy. D., 1986, Yeshiva University. **Psychology & Education**

Matthew Schwartz, BA, 1966, MA, 1968, Ph.D., 1975, Wayne State University. **Humanities and History.**

Yossi Shemtov, Rabbinical Ordination, 1977, Central Lubavitch Yeshiva **Talmud.**

Sarah Silberberg, BS, 1971, City University of New York. **Judaic Studies.**

Bentzion Stein, Rabbinical Ordination, 1971, Yeshivas Tomchei T'mimim-Lubavitch (Montreal, Canada). **Judaic Studies.**

Gershon Steinmetz, Rabbinical Ordination, 1984, Central Lubavitch Yeshiva **Talmud.**

Howard Tkatch, BA, 1992, Wayne State University; MBA, 1994, Walsh College. **Business and Finance.**

Nathaniel Warshay, BA, 1984, MA, 1987, University of Michigan. **English and Communications.**



**Student Academic Calendar
2001 - 2002
Fall Semester - 2001**

August 27 - 30	Final Registration
Tuesday, September 4.	First day of classes
Monday – Wednesday, September 17-19	No classes - Rosh Hashana
Wednesday - Thursday, September 26-27	No classes - Yom Kippur
Monday, October 1 - Wednesday, October 10	No classes - Sukkot
Monday, November 12 -Thursday, November 15	Early registration – Half Off
Thursday, November 22	No classes - Thanksgiving
December 23 – 27	Finals
December 27	Fall semester ends

Winter Semester – 2002

December 27 – January 2	Final Registration
Wednesday, January 2	First day of classes
Monday <i>and</i> Tuesday, February 25-26	No classes - Purim
Wednesday, March 27 – Saturday, April 6	No classes – Passover
Monday, April 8 -Thursday, April 11	Early registration – Half Off
April 21 – April 25.	Finals
April 25	Winter Semester Ends

Spring Semester - 2002

April 26 – May 3	Final Registration
Sunday, May 5	First day of classes
Thursday, May 16.	No classes - Shavuot
Sunday, May 26 and Monday May 27.	No classes - Memorial Day
Thursday, June 27	No classes - Fast day
Thursday, July 4	No classes – Independence Day
Wednesday and Thursday, , July 17 - 18	No classes - Fast day

Monday, August 5 -Thursday, August 8 Early registration –Free
August, 18 – 22 Finals
August 22 Spring Semester ends

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