Technical Guidelines for Host Schools
and
Informational Booklet

MJ
STUDY ABROAD
2010-2011
Technical Guidelines for Host Schools

A MESSAGE FOR PROSPECTIVE MJI STUDY ABROAD HOST SCHOOLS:

Welcome and Congratulations!

If your school received this booklet titled, Technical Guidelines for Host Schools and Informational Booklet directly from the Michigan Jewish Institute (MJI) in response to an inquiry from you or you obtained it on your own, then thank you for your interest in the MJI Study Abroad program.

Please attend very carefully to all the guidelines, as final approval of your program will be dependent on your complete understanding of and adherence to all MJI Study Abroad requirements for host schools. Do be very sure that you are using the most current edition of these guidelines. MJI typically updates these guidelines every July for the coming academic year. For example, schools entering the MJI Study Abroad host program starting about September 2010 should use guidelines dated 2010-2011. Please discard any earlier versions of these guidelines that you may have obtained elsewhere. Vital information may have been updated and older versions of the guidelines could now be misleading.

The requirements contained in this booklet are provided to help both our institutions insure that any MJI student attending your school, as a guest student, will be able to transfer credits back to MJI for courses taken at your school, and if applicable, receive financial assistance while attending your program. If you think you are unable to meet any of the requirements outlined in these guidelines, please let us know and we will try to assist you in meeting those requirements with which you are having difficulties. Since it is most important that all communications (oral and written) between our two institutions always be in English, you must let us know if this will represent a significant problem for you. We may be able to offer some suggestions to you. (We will be reminding you of this all encompassing requirement throughout these guidelines to insure that you remember that no document should be sent to MJI exclusively in a foreign language, without an accompanying translation. We do apologize to those of you who will find these many reminders redundant but they are provided to assist you in avoiding any delays in your application or other matters.)

We hope you will find these guidelines useful as you prepare to host MJI students at your school. At the very end of these guidelines, you will find checklists to help you insure that your preparations to become a MJI Study Abroad Host School are complete and to assist you with your ongoing responsibilities once you become a MJI Host School. Please use these checklists to avoid any disappointment during your application process and during the life of our agreements with you.
If there is anything we can do to improve these guidelines, please contact the MJI Dean of Academic Administration at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 101 or thgardin@mji.edu. You and your students can also find additional information at the MJI website, www.mji.edu. We look forward to working with you in providing MJI students with a rewarding academic Study Abroad program.

A MESSAGE FOR RETURNING MJI STUDY ABROAD HOST SCHOOLS:

Welcome Back!

The MJI Academic Administration looks forward to another exciting academic year for those of our students who have elected to enter the MJI Study Abroad program. We are delighted that you have chosen to continue acting as a host site for these students.

In the past we received a number of requests from some of our host schools for a set of current guidelines that will help us all insure a successful Study Abroad program for our students. We listened to you.

In the following pages, we have outlined those administrative and technical steps needed to insure that our students achieve all that they set out to accomplish by enrolling in the MJI Study Abroad program. Although some of these guidelines assist MJI with its own internal processes, most of what is described here are steps U.S. post-secondary schools are required to take to meet U.S. Department of Education requirements¹. Successfully meeting these requirements means that the credits earned by Study Abroad students at their host sites will assist them in moving forward in the completion of their chosen fields of study and in earning the degrees or certificates for which they are so diligently working. Do be very sure that you are using the most current edition of these guidelines. MJI typically updates these guidelines every July for the coming academic year. For example, schools entering the MJI Study Abroad host program starting about September 2010 should use guidelines dated 2010-2011. Please discard any earlier versions of these guidelines that you may have. Vital information may have been updated and older versions of the guidelines could now be misleading.

We have tried to minimize the intrusion of these requirements on your own internal processes. However, as you know, accredited post-secondary schools in the U.S. such as MJI are subject to frequent audits, some routine and some via surprise visits by regulators. Amongst others, these audits may be focused on the quality of the academic programs and faculty, the methods of

¹ On July 31, 2008 the US Congress completed reauthorization of the Higher Education Opportunity Act. On August 14, 2008 the act was signed into law by the President of the United States of America. The new act exceeds 1100 pages of rules for US colleges and universities. It is the continuing responsibility of the US Department of Education to prepare and disseminate all the regulations that will dictate how accredited colleges and universities are to conduct business. These efforts may take two years or more to complete. These guidelines therefore will be updated as new regulations impacting on Study Abroad programs are promulgated by the Department of Education. MJI host schools will be contacted by MJI whenever new announcements impact on the way in which host schools must conduct themselves to remain in compliance with the new Higher Education Opportunity Act.
awarding academic credit or the manner in which financial aid is dispensed and to whom. Thus, MJI and its Study Abroad host schools must partner and work together to insure that the academic credit we award and the financial aid that we may obtain for some students will continue to be recognized by all agencies involved. This is the ongoing contract we have with all our students.

Finally, if you plan to make any significant changes to your program or curricula since you last applied to become a MJI host school, you must immediately advise MJI of these proposed changes. Such changes could include but are not limited to: any changes in your grading system; new methods of calculating credits awarded per course; changes in program schedules such as going from a semester system to a trimester system; academic program and faculty changes; and changes in the school calendar such as moving the academic year start date from early September to early October. **We must be informed of these changes before they are instituted** so that we can assess their impact on our MJI students, on the financial aid they may receive and your ability to remain on the MJI list of host schools. Failure to advise MJI of such changes proactively could result in great difficulty for our students and for your continued participation in the MJI Study Abroad program.

Since it is most important that all communications (oral and written) between our two institutions always be in English, you must let us know immediately if this will represent a significant problem for you. We may be able to offer some suggestions to you. (We will be reminding you of this all encompassing requirement throughout these guidelines to insure that you remember that no document should be sent to MJI exclusively in a foreign language, without an accompanying translation. We do apologize to those of you who will find these many reminders redundant but they are provided to assist you in avoiding any delays in your application or other matters.)

We hope you will find these guidelines useful as you prepare to again host MJI students at your school. **At the end of these guidelines, you will find checklists to help you insure that your preparations are complete and that you remain compliant with all requirements.**

If there is anything we can do to assist you in meeting these requirements or to improve these guidelines, please contact the MJI Dean of Academic Administration at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 101 or tthgardin@mji.edu. You and your students may also find additional information at the MJI website, www.mji.edu. We look forward to our continued partnership with you in providing MJI students with a rewarding academic **Study Abroad.**
WHAT HAS CHANGED SINCE LAST YEAR?

To assist more experienced MJI Study Abroad Host Schools recognize substantive changes since last year’s edition of these guidelines, we have marked such changes with “New!” and printed them in bold blue font. We hope you will find this feature useful. We invite comments.2

GLOSSARY OF KEY TERMS, AS USED IN THESE GUIDELINES3:

AACRAO: is a nonprofit, voluntary, professional association of more than 10,000 higher education admissions and registration professionals who represent more than 2,600 institutions and agencies in the United States and in 28 countries around the world. Michigan Jewish Institute (MJI) is a member college of the American Association of Collegiate Registrars and Admissions (AACRAO) and for purposes in these guidelines uses AACRAO to evaluate all foreign academic credentials submitted to MJI by potential faculty and others.

ACICS: The Michigan Jewish Institute is a senior four-year Jewish college, accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award Bachelor’s and Associate’s degrees and certificates. ACICS is accredited by the U.S. Department of Education to conduct evaluations of post-secondary schools to determine: initial awarding of accreditation; reaccreditation on a scheduled or spot-check basis; and, termination of accreditation when schools are found to be non-compliant with requirements for accreditation.

Application (for admission): This is a formal procedure unique to each school whereby interested parties seek to be admitted as students at the school. Once a person has been admitted as a student, typically the student will not be required to file another “application” (also defined in this glossary) unless a program change is desired. This is different than “Registration” (see below).

Credentialed faculty members: Instructors who teach MJI students must meet certain requirements regarding their academic education and experience. Although these may change from time to time, current requirements for faculty teaching MJI students include:

   a. General education course instructors must minimally hold a masters degree or its equivalent in their fields of instruction;
   b. Faculty members teaching MJI program or concentration specific courses must minimally hold a bachelors degree or its equivalent in their fields of instruction;

2 Because this year’s edition of these Technical Guidelines contains so many changes due to the new and still evolving U.S. Higher Education Opportunity Act of 2008, we have suspended this feature until next year. All host schools, regardless of length of time participating in MJI’s study abroad program are strongly urged to carefully reread the entire document and make all necessary changes to insure their continued participation as MJI study abroad host schools.

3 MJI invites host schools to request additional glossary entries for items that remain unclear to them.
c. Degrees earned at post-secondary schools foreign to the U.S.A. must be evaluated as equivalent to similar degrees earned in the U.S.A. as determined by AACRAO or other agency acceptable to ACICS.

Credit: Recognition by a school that a course of studies has been successfully completed by a student; typically measured in semester hours. MJI awards credit on a 15-week 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
- 30 directed study hours = 1 semester credit-hour
- 45 hours of internship / externship = 1 semester credit-hour
- 45 hours of Student Teaching = 1 semester credit-hour

Grade: The final evaluation of a student’s performance at the completion of each course taken. Often a final grade is exhibited as a letter with A+ through D- indicating the passing of a course and F indicating that the course was failed. Some schools use a number system or percentage score to indicate a student’s course performance. (This is more fully discussed later in these guidelines.) NOTE: At MJI the terms “Grade” and “Mark” are used for different purposes. See also “Mark” below.

Guest Student: A student admitted to and taking classes at one school (known as the “home” or “sending” school) who receives permission from the “home school” to take classes for credit at a second school (known as the “host school”) – most often located abroad. The student is a “guest” at the host school while there. The guest student retains all the rights, benefits and responsibilities associated with being a student at the home school. Further, host school courses approved by the home school will appear on the home school’s transcript when the host school reports the guest student’s performance at the host school.

Home School: A student’s school of record and where the student is matriculated. For the purposes of these guidelines, a student’s home school is the Michigan Jewish Institute (MJI).

Host School: A school attended by a student as a “guest” for a temporary period of time away from the student’s “Home School”. For the purposes of these guidelines, a MJI student enrolled in MJI’s Study Abroad program attends a Host School acceptable to MJI, while abroad.

Independent Translation Services: “Host schools” providing MJI with required documents in languages other than English must also provide at the same time English translations of these documents. Acceptable translations may be produced by professional translating services, English speaking faculty at local schools not affiliated with the host school or other independent individuals recognized for their bilingual skills. In each instance, the translator should date and sign the translation AND otherwise identify who they are. A translation whose source is not identified, is not dated and signed or produced by the host school, its affiliates or the subject of the translated document is not acceptable.
**Mark:** When a student does not complete a started course for a variety of reasons, the student’s transcript (also defined in this glossary) will record a relevant “mark” rather than a “grade” (also defined in this glossary). Some examples of “marks” include: W for withdrew from course; I for incomplete courses (with the intention to complete the course at a later date); and others. Different schools have their own set of “marks” and these are explained on their transcripts and in their school catalogs. NOTE: At MJI the terms “Mark” and “Grade” are used for different purposes. See also “Grade” above.

**Post-Secondary Education:** Educational programs taken by students subsequent to completing their Secondary Educational program. This may refer to Yeshivas (as opposed to Mesiftas), Seminaries, colleges, universities and other advanced vocational training.

**Registration:** The formal method by which a student indicates which courses they will take in the upcoming semester. A registration form is typically completed by students prior to each semester in which they will be taking courses. This is different than the “Application” for admission to a school. See “Application” (also defined in this glossary).

**Satisfactory Academic Progress (SAP):** All MJI students must maintain certain minimum standards of academic success and progress toward their chosen degrees or certificates. This is true whether they are in attendance at MJI or a Study Abroad program acceptable to MJI. A detailed explanation of how SAP compliance is determined by MJI may be found in section of the same title in the *MJI Academic Catalog and Student Handbook*, updated and published at the beginning of each academic year. A copy of the current catalog may be obtained at the MJI website (www.MJI.edu) atop the FAQ page.

**Secondary Education:** Most often referred to as High School. Typically secondary education encompasses grades 9 through 12.

**Street Address:** This is the actual location of the host school. Although some host schools may have a “mailing” address that is different than the location of their institution (or even simply a post office box number), MJI must also have a record of the actual location where MJI students will be receiving course instruction and housing facilities, if different. If the Street Addresses and Mailing Addresses are different, please provide all, properly identified, to MJI, if you have not already done so.

**Transcript:** A formal, written representation of a student’s academic accomplishments each semester. The typical transcript includes a great deal of information and this is fully explained in these guidelines.
INTRODUCTION:

MJI students apply to only those host schools where they are assured of:

I. A high quality cross-cultural education and experience;
II. Placement in a host school program acceptable to MJI
III. Availability of courses that are equivalent to MJI courses and therefore transferable;
IV. Instruction by qualified faculty
V. Rigorous evaluation and prompt reporting of course accomplishments back to MJI; and,
VI. When applicable and needed, financial assistance with educational expenses while abroad.

Each of these is discussed in turn, below.

I. HIGH QUALITY CROSS-CULTURAL EDUCATION

When your institution is accepted as a MJI Study Abroad host school the materials and documents you provided to us have been previously and thoroughly evaluated. After careful consideration of all these materials and discussions with your staff, the MJI Office of Academic Administration has determined your educational program meets U.S. Department of Education and other U.S. accrediting agency standards for providing a high quality cross-cultural educational experience for students.

II. PLACEMENT IN AN ACCEPTABLE HOST SCHOOL PROGRAM

Students, their parents or guardians, the U.S. Department of Education and ACICS expect that MJI will only offer its students study abroad programs at acceptable host schools. In order to meet this expectation, MJI maintains current files on all host schools accepted into the MJI study abroad program.

MJI must have, at a minimum the following information from each of its host schools. At the end of these guidelines we provide checklists to assist you in preparing an initial application to become a MJI Study Abroad Host School or to help you when renewing your agreement with MJI as a Study Abroad Host School. (The following instructions are an expanded description of the items on the aforementioned checklists):

1. All the information and documents you provide must be in English or accompanied by English translations provided by an independent translating service (see the Glossary of

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4 On July 31, 2008 the US Congress completed reauthorization of the Higher Education Opportunity Act. On August 14, 2008 the act was signed into law by the President of the United States of America. The new act exceeds 1100 pages of rules for US colleges and universities. It is now up to the US Department of Education to prepare and disseminate all the regulations that will dictate how accredited colleges and universities are to conduct business. These efforts may take up to two years to complete. These guidelines therefore will be updated as new regulations impacting on Study Abroad programs are promulgated by the Department of Education. MJI host schools will be contacted by MJI whenever new announcements impact on the way in which host schools must conduct themselves to remain in compliance with the new Higher Education Opportunity Act.
Key Terms at the beginning of these guidelines for a complete explanation of “independent translating service”).

2. For prospective host schools (new applicants): MJI will evaluate your application materials to determine your familiarity with these Technical Guidelines, the Current MJI Academic Catalog and the Study Abroad Informational Booklet for students, attached to these guidelines. Generally, the submission of complete and correct application materials will be regarded as evidence that the prospective host school has taken the necessary and sufficient time to review all these materials. The awarding of a MJI agreement to add your school to our list of acceptable study abroad host schools will quickly follow.

On the other hand, egregiously incomplete or error laden applications will be evidence that the prospective host school has not paid proper attention to these requirements. Such an application will not be quickly acted upon by MJI, will cause delays in execution of a MJI study abroad agreement between our schools and could possibly result in rejection of your school as a MJI host school.

In general host schools receive a maximum three year agreement with MJI. Returning host schools seeking renewal of their agreement with MJI are required to meet the same standards as those seeking initial approval. This protects the quality of the entire MJI Study Abroad Program and acts as a reminder to all our host schools that they must keep up with any changes in regulations promulgated by either the U.S. Department of Education or our accrediting agency, ACICS. MJI does its part by communicating to all its hosts schools any changing requirements via focused messages and by publishing updated Technical Guidelines at least once a year.

3. We must have complete contact information for each host school in our study abroad program. At a minimum, we must receive:

   a. The full name of a contact person in authority at your school who we can easily reach for routine and other matters.
   b. A complete street address for the physical site of your school and student housing (if different) where MJI students will be located while guest students at your school. You may additionally provide us with a separate mailing address (such as a Post Office box) if that is where you wish to receive posted mail. However, it is imperative that we know precisely where your classes are held and where students will live, if domiciled under your auspices.
   c. Complete list of telephone numbers for your Administrative Offices, Academic Affairs and After Hours contact for emergencies.
   d. Email addresses for your Administrative Offices and Academic Affairs.

4. A copy of your current school catalog if complete and/or other materials supplementing the catalog with the following needed information. These may be provided in printed or

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5 All the materials mentioned here and elsewhere in this document may be found on our website at www.mji.edu on the FAQ page. They may be viewed on your computer screen or downloaded for offline viewing or printing.
electronic format. If your website functions as your school catalog, then you may simply provide your website address. (We will print the relevant web pages for your application if you provide a list of the pages on your site to be printed) The school catalog and any supplemental material provided to us must be in English (or properly translated as described earlier) and minimally contain descriptions of:

a. Your school  
b. Your academic programs  
c. Admission requirements and procedures  
d. Available educational resources (e.g., computer labs, library, A/V equipment)  
e. Student housing and other facilities (e.g., gym, music room) if provided by you, and associated fees if separate from tuition  
f. Tuition rates and any other fees  
g. Safety and security measures (must describe for both the physical well-being of students and the security of their student records6)  
h. Arrangements for health and emergency medical care  
i. Student orientation activities  
j. Student counseling (e.g., academic planning, effective study, ethical, others)  
k. A copy of your accreditation, licensing, certification or other document permitting you to legally operate as a post-secondary school at your location  
l. Building code approvals for your school buildings (where MJI students will have their classes) and domiciles (if MJI students are housed under your auspices)  

m. We must also have a current listing of the courses you will be offering to MJI students in attendance at your programs. Only courses that are equivalent to MJI courses may be offered for credit to MJI students who are guests at your school. In section III of these guidelines we provide much detail about this particular requirement7.

5. If not in your school catalog or other provided materials, we must have a statement indicating how you determine the number of credits you award for each of your MJI equivalent courses offered to our students. It is important to note that if your method for determining course credits is significantly different than MJI’s (see entry for “Credit” in the glossary of key terms at the beginning of these guidelines), the credits shown on students’ MJI transcript for courses completed at your school may be greater than or less than the amount you award. The critical implications for such differences are fully described in sections III and VI below and you should carefully attend to them.

6 Examples of student information that must be secured include: registration forms, report cards, transcripts, attendance records, evaluation of academic progress, medical and mental health information and all similar items that students can reasonably expect will be kept confidential.

7 MJI will determine how to distribute your equivalent courses across our degree and certificate programs. Our programs currently include majors in Computing (CIS), Business (BIS and AAS), Judaic Studies (JS) and Talmudic Law (Certificate). Most of our programs also require a number of General Education courses and you may offer courses equivalent to these as well (e.g., Math, Science, Social Sciences, Humanities, etc.) to MJI students.
important a measure of a host school’s worthiness that we devote a full section (Section IV INSTRUCTION BY QUALIFIED FACULTY) to just this one measure. Further, you may find it most useful to know that the single most frequent reason prospective host schools fail to quickly become part of MJI’s study abroad program is their failure to provide us with all the information we need from each proposed instructor of MJI students. Some applicant schools have had to wait up to a full year to be admitted into the study abroad program while others have failed entirely. Bottom line: the sooner you can send us all information described in section IV below for each faculty member and in the fully described format, the sooner you can become (or at agreement renewal time, remain) a MJI Study Abroad Host School.

7. At MJI and at most other schools with which we are all familiar with, the school calendar and schedule of classes offered each year change. Curricula and course descriptions are updated, holidays and other vacation days move around, faculty changes, daily class schedules are modified, and so forth. Thus, to meet a number of the requirements sprinkled throughout these guidelines, prospective and current study abroad host schools must send MJI their annual, academic daily schedules before the beginning of each academic year. These schedules should include when classes are in session throughout the year and when students are off. Additionally, we must have your daily schedule indicating when each of your MJI equivalent classes takes place. (It is not necessary to provide us with the schedule of your other, non-MJI equivalent courses.)

If you offer a single semester or year study abroad program, we only need the schedules that apply to your MJI students during those time periods. If you offer a second year study abroad program to MJI students, we need your second year schedule as well.

Historically, we have found that virtually all schools have little trouble providing us with their annual calendars and class schedules. After all, everyone any school does business with will want to know when the school is open, when classes are in session, when to schedule family vacations, etc. It is indeed a rare school that cannot immediately provide such basic information. On the other hand, schools around the world do run the gamut in their ability to provide us with the required daily schedule. Many schools make their annual and daily class schedules readily available to all interested parties while a very few have exhibited difficulty in providing us with this information. We offer the following information to assist all our host schools.

It is not our intention at all to dictate to host schools how to display their daily class schedules. We will accept schedules in any format, as long as they are in English and contain all the necessary information elements we need to determine what classes MJI students are taking, when those classes meet and who is teaching them. Below, we offer a truncated sample of what such a schedule can look like. Experience has taught us that a few applicant host schools do find this example useful.

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8 This is an important point that will be repeated in section IV – we do not need information about your entire teaching staff, only those who will be teaching MJI students. Please do not make more work for yourself by collecting information on instructors who will not be teaching MJI students MJI equivalent classes.
Fall Schedule:

September xx, 2010: First day of classes
September yy – zz, 2010: Holiday break
October xx, 2010: Mid term exams
December yy-zz, 2010: Final exam week
December zz- January aa, 2011: Winter vacation
Etc.

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<td>FALL SEMESTER 2010: MJI STUDY ABROAD PROGRAM</td>
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As a final note, especially to larger schools with many programs: we do not require the schedules for your entire school and all its programs. Indeed, we find it much more preferable if you provide schedules restricted to just those MJI equivalent courses offered
to our MJI students. We have no need to receive your law school schedules or those from any of your undergraduate or graduate programs that are not equivalent to MJI courses and academic programs (see Section III below, Appendix A and the MJI Academic Catalog, available on the FAQ page of our website at www.MJI.edu).

8. We invite our applicant host schools and those renewing their agreements with us to provide any additional materials you think may help with the application or renewal process. These can include but are not limited to: additional certifications and accreditations you may currently have; associations with other major post-secondary schools and professional organizations; honors your school may have recently received; photographs of your educational and other facilities; etc. Please do note: we cannot return any items you submit to MJI and all relevant submissions will become part of your school’s permanent file at MJI.

III. AVAILABILITY OF EQUIVALENT AND TRANSFERABLE COURSES

It has been our experience that the curricula, content and management systems of educational institutions vary dramatically from school to school. This is especially true when international boundaries are crossed. Although it is not MJI’s intent or desire to judge the internal functionality and usefulness of any other school’s entire educational program and systems, we must be assured that those courses our students take at your program and the methods you use in reporting them back to MJI meet our federal, regulatory and accreditation requirements and are equivalent to courses currently offered by MJI.

To assist you in determining which of your courses you may offer our students, in Appendix A of this booklet, you will find a listing of all approved courses currently offered by MJI and a brief description of each of them.

After you have reviewed the MJI courses, you should be better able to determine which of your courses are equivalent to MJI courses and which you can therefore offer to our students as transferable back to MJI at the conclusion of their studies on your campus.

It is critical that you understand the following: only courses that have MJI equivalent courses can be placed on MJI transcripts, with line item grades and credits. Students must complete at least 12 credits of MJI equivalent courses each semester at a host school in order to be considered “full-time”. Further, only these courses are eligible for any U.S. based financial aid.

You should let us know prior to MJI students’ arrival at your location, what the equivalent courses are that you will offer to them and which of your MJI credentialed instructors will be teaching them (see section IV for details on credentialed instructors). We recommend that you use the following sample model in reporting your course equivalencies to MJI:

9 Students receiving marks (such as Incompletes, Withdrawals, Administrative Drops, etc.) rather than actual final grades indicating course completion will have their credit counts and possibly any financial aid they receive, reduced.
SAMPLE COURSE EQUIVALENCY REPORT:

<table>
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<tr>
<th>MJI COURSE</th>
<th>HOST SCHOOL’s EQUIVALENT COURSE (number and name):</th>
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<tbody>
<tr>
<td>JST 232</td>
<td>J 101 Jewish Law: (Rabbi Joshua Schwartz) Student’s will intensively study the codes of Jewish Law using Traditional texts, such as Mishna, Gemara, Rambam and the Shulchan Oruch. 3 credits</td>
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<tr>
<td>JST 102</td>
<td>BIB 101 Nach: (Ms. Chaya Cohen) A survey course and study of the Prophets and their approach to morality and leadership in biblical times using original texts and Rashi commentaries. 3 credits</td>
</tr>
<tr>
<td>CIS 101</td>
<td>IT 121 Concepts in Computing: (Dr. Shoshana Levi) An introduction to basic use of computers, concentrating on hardware concepts, basic word processing, spreadsheets and presentation software. 3 credits</td>
</tr>
</tbody>
</table>

Etc.

If your current program already has prepared materials in English that provide the needed curriculum information (i.e., your course offerings and their descriptions), you may submit those materials to MJI, with addenda providing MJI equivalencies. (This could be as simple as a “marked up” copy of your existing material with MJI equivalent courses “penned in”. MJI also has electronic worksheets you may use to help you with this process. Ask your MJI representative if you would like copies of these tools.) Once you have provided MJI with your statement of course equivalencies, these will be verified by members of MJI’s academic administration and faculty. MJI will advise you of any questions we have about your listed equivalencies or if any of them do not meet our determination of equivalency based on our course descriptions.

Please remember, failure to send us these course equivalencies prior to each new academic year will result in delays regarding admitting MJI students to your program. It can also lead to your school being unable to participate as a MJI Study Abroad host school in the future. MJI students already attending your school will be unable to receive credit and/or financial assistance for any course work they complete at your program. Again, only courses provided by host schools that are equivalent to MJI courses may be used for evaluated credit in the MJI study abroad program. Any other courses offered by host schools to their guest students may or may not be counted as “transfer” credits by MJI at our discretion.

IV. INSTRUCTION BY QUALIFIED FACULTY

It is expected that the faculty members of host schools meet the educational (i.e., formal training post high school) and experiential (i.e., relevant work history as shown on resumes) requirements of their local ministries of education. Although it is not our intention to impinge upon the host country or host school’s faculty credentialing requirements and processes, members of the host
school’s faculty who instruct MJI students in courses intended to be included in the MJI Study Abroad program must meet U.S. Department of Education standards for post-secondary education.

There are two levels of educational background required for host school faculty members who will be teaching MJI students for college credit.

1. Host school faculty members who teach MJI students general education courses such as in the Humanities, Mathematics, Sciences, Social Sciences and others must have an advanced degree beyond the Bachelor’s degree in their field of instruction. Typically, this is minimally a Master’s degree or its equivalent (more about this in a moment).

2. Those host school instructors who teach MJI students courses in the MJI students’ major or area of concentration must have minimally a Bachelor’s degree or its equivalent in their field of instruction. Further, they may only instruct MJI students in the following MJI fields of concentration: Computer Information Systems; Business and Information Systems; and, Judaic Studies. Courses taught in other major areas of concentration may only be counted for general education required or elective credits and then only if the instructor meets the requirements for a general education faculty member (i.e., possessing at least a masters degree or its equivalent). For example, a MJI student taking an advanced Chemistry course as part of the host school’s Chemistry major could only have those credits count for MJI’s general education science requirement or as a general education elective, but only if taught by a MJI accredited instructor possessing at a minimum, a master’s degree or its equivalent.

At the time a foreign school applies to MJI to become a MJI Study Abroad Host School, the applicant school must provide MJI with a listing of all its instructors so that MJI can credential each of them as MJI faculty members. In order to do so, MJI requires that for each proposed faculty member, the host school provide MJI with the following materials:

1. Annual Faculty Data Sheets (quite similar to a resume but standardized for accreditation requirements), minimally including: complete educational history with names of schools attended, dates of graduation and degrees awarded; relevant work experience; and any other material that will support appointment as a MJI credentialed faculty member. As with all other documents provided to MJI, Data Sheets must be provided in English. Your MJI representative can help you with these.

2. Original transcripts from each school attended (not student copies) sent directly from the source schools directly to MJI or in envelopes sealed by the source schools.
   a. Transcripts and degrees from schools outside the U.S.A. must be evaluated for equivalency with U.S.A. degrees
   b. English translations of transcripts prepared in other languages must be provided by independent translation services, on their stationary and signed by them. Translations by staff of the host school, any of its affiliates or the person the transcript applies to are unacceptable.

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10 MJI recognizes that over time faculty members come and go. We expect that when host schools retain the services of additional faculty members subsequent to acceptance into the MJI Study Abroad program they will promptly seek MJI credentialing of those new faculty members prior to permitting them to teach MJI students.
c. Copies of Letters of Rabbinical Ordination (Smicha) may be accepted in lieu of original transcripts on a case-by-case basis and when applicable, only if accompanied by English translations, again, provided by independent translation services and signed by them. Translations by staff of the host school, any of its affiliates or the person the Smicha applies to are unacceptable.

3. At this time MJI requires that host schools maintain annually updated records and documentation of their MJI credentialed faculty members’ continuing education via individualized Faculty Development Plans (that include such items as: in-service training, professional growth, additional education received and similar activities). Again, your MJI representative can assist you in preparing these documents and annually updating them.

Instructors who are not credentialed by MJI are not permitted to teach MJI students for MJI credits. Host schools not honoring this commitment will be subject to termination from the MJI Study Abroad program.

V. EVALUATION AND REPORTING OF STUDENTS’ COURSE ACCOMPLISHMENTS BACK TO MJI

A. Evaluation of students:

The MJI Study Abroad program receives transcripts representing MJI students’ academic accomplishments from many different host schools and from many different parts of the world. Most typically, MJI receives reports from host schools containing:

- A standard format for listing course numbers and titles;
- Uniformity within each school's reported grades and marks, across all students and classes taken; and,
- Explanations regarding how the reported grades and marks are to be interpreted.

Moreover, on about 65-75% of the international transcripts we receive, the methods used for calculating the number of credits earned or clock hours shown are clearly defined. (Transcripts crafted by accredited U.S. schools such as MJI all show this information.). Unfortunately, some host schools occasionally report student accomplishments in a manner that is not readily interpretable and therefore cannot be converted into standard U.S.A. transcripts.

It is not our intention or desire to dictate to host schools how to manage their internal reporting of student coursework and grades. However, it is vital that the information we receive from you regarding our students’ tenure as guests at your school is in English, understandable, complete and contains all course and grade information needed to prepare an acceptable U.S.A. transcript.

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11 It is possible that future U.S. accreditation regulations will require that these materials be submitted by host schools to MJI. If this occurs, as with all other documents, these materials will have to be provided to us in English or with English translations provided by independent translation services.
Therefore MJI asks all approved host schools to provide us with the following general transcript information:

1. Host school transcripts that are sent to MJI must be in English and printed on official school forms prepared for this purpose (may be on the school's standard stationary). The transcript should include general business information about your school such as full school name, street address, telephone numbers, e-mail addresses and any other applicable contact information.

2. Complete information about the student. This includes full student name, permanent home address, last four digits of USA social security number (i.e., provide as XXX-XX-1234) or other school ID, and any other information the school uses to distinguish between students, especially those who have the same name.

3. Name of the specific program in which the guest student is enrolled. (For example: Teacher Certification, Talmudic Letters, Bachelor of Arts in various subjects, etc.) At some schools, all guest students may be in the same host program while at many other schools guest students are admitted into a variety of different programs. Thus, to avoid errors your transcript should advise us of the program in which each guest student is enrolled.

4. Dates of enrollment at the host school.

Optional transcript information:

5. Any credits transferred in from another school (normally not necessary on the transcript issued by a host school for a guest student) or acceptable testing or advanced placement agency.

Typically, guest student course accomplishments are “charted” below the information identified in items 1 through 5 above. These accomplishments are usually presented in columnar fashion; are consistently presented within a student's transcript; and, are standardized across all transcripts issued by the host school and sent to MJI. As indicated earlier, the information reported must contain at least the following:

Semester (e.g., Fall 2009, Session Aleph, etc.)
   Course Number (optional)
   Course Title
   Number of Credits Earned (or total semester clock hours)

If credits are shown, most schools explain somewhere on the transcript how they are calculated. For example,

1 course credit = 15 classroom hours
1 lab credit = 30 supervised laboratory hours
1 practicum credit = 45 work or contact hours

   Grade (generally a letter, number or a percent)
   Grade Value or Equivalence (not used by all international schools, but USA/MJI required)
Grade Points Earned (generally, the Grade Value multiplied by Credits Earned. 

What follows is a sample of the above (Note: schools may and do alter the order of the last four columns. The style of presentation also varies from school to school)

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>GRADE</th>
<th>EQUIV. POINTS</th>
</tr>
</thead>
</table>

**SEMESTER FALL 2010 (Study Abroad Program, SG Teachers Institute - Jerusalem, Israel)**

- EPH 310 The Ethical Tradition of Judaism 3 A- 3.7 11.1 
- HUM 250 Hebrew Language & Literature 3 A 4.0 12.0 
- JST 201 Medieval Biblical Exegesis 3 A- 3.7 11.1 
- JST 232 Foundations of the Halakhah 3 A 4.0 12.0 
- JST 450 Directed Study (Joshua, Judges, Prophets) 3 B 3.0 9.0 

(semester credits: 15; semester GPA : 3.68)

**SEMESTER WINTER 2011 (Study Abroad Program, continued)**

- EPH 421 Topics in the Philosophy of Judaism 3 A 4.0 12.0 
- HUM 260 Hebrew Language & Literature 3 A- 3.7 11.1 
- JST 202 Post Medieval Biblical Exegesis 3 B 3.0 9.0 
- JST 313 Topics in Halakhah - Cont. Problems 3 A 4.0 12.0 
- JST 460 Directed Study (Samuel) 3 B+ 3.3 9.9 

(semester credits: 15; semester GPA : 3.60)

**SEMESTER FALL 2011**

- CIS 101 Introduction to Computer Information Systems 4 A 4.0 16.0 
- CIS 141 Introduction to Procedural Programming 4 A 4.0 16.0 
- ENG 102 Effective Communication 3 A 4.0 12.0 
- JST 470 Seminar/Directed Study in Judaic Studies 1 A 4.0 4.0 

(semester credits: 12; semester GPA : 4.00)

**SEMESTER WINTER 2012**

- CIS 222 Advanced Procedural Programming 4 C 2.0 8.0 
- CIS 343 Visual Programming 1 4 B 3.0 12.0 
- JST 450 Seminar/Directed Study in Judaic Studies 1 A 4.0 4.0 
- MAS 201 Finite Mathematics 3 A 4.0 12.0 

(semester credits: 12; semester GPA : 3.00)

(Cumulative credits: 54; Cumulative GPA: 3.58)

Below the complete listing of all the courses taken and grades received, transcripts exhibit, at a minimum, the cumulative number of credits earned and a cumulative grade point average. (Some schools also provide these data at the end of each semester, as is shown in the sample above and/or other data relevant to their own academic management methods).

An official signature block with protection against forgery (e.g., original signature of school official, multicolored embossed signature or seal, or other such) is placed immediately below the complete listing of courses taken and grades received.

Finally, at some convenient location on the transcript, host schools must provide an explanation of their grading system, if not the typical USA “Grades” model of A+, A, A-, B+ ....D-, and F or fail. (Some schools also have other “Marks” such as Pass/Fail grades, Incompletes, withdraw
passing, withdraw failing, etc. If you have such other marks that might appear on a transcript you send to MJI, they too should be fully explained.

It is very important to note here that courses taken via the MJI Study Abroad program must be evaluated by Grades (letters, numbers, percents etc. and as explained on your transcript). Courses taken at the host school where the MJI student receives a Mark of Pass/Fail (with the exception of certain specialized courses, such as those equivalent to MJI’s BUS 450, CIS 450, EDU 200, and JS 450), Incomplete, Withdrawn, etc. cannot be included as a MJI Study Abroad course. Those students who you provide with such non-grade marks will have implications for their final credit counts and possibly any financial aid they receive. This is discussed in greater detail in relevant sections, below.

Schools that use a numbering system for grading will provide an explanation regarding the meaning of the numbers. Two examples follow:

SAMPLE 1:
101%+ = A+, 95–100 = A, 90-94 = A-, 85-89 = B+, 80-84 = B, 75-79 = C+, 70-74 = C, 65-69 = D+, 60-64 = D, less than 60% = F

Or,

SAMPLE 2:
9.5 and higher = excellent
8.5 – 9.4 = good
7.5 – 8.4 = fair
6.5 – 7.4 = poor
Below 6.5 = fail

Many schools also include a statement/paragraph at the bottom of the transcript or on the backside indicating that

“…transcripts without... (official seal, or original signature, or multicolored imprint, or some other method)... should not be deemed official by the recipient of the transcript.”

To assist you in understanding all that has been described, on the following two pages is a sample transcript incorporating the elements indicated in these guidelines.

(If your school uses a student evaluation method that is so different from what is described here that you are currently and completely unable to meet our transcript requirements, please contact your MJI representative. S/he may be able to assist you in developing a reporting format acceptable to MJI. If you are still unable to report grades as described here, you will not be able to participate in MJI’s Study Abroad program as a Host School.)
SG TEACHERS INSTITUTE
ACADEMIC TRANSCRIPT

STUDENT: PLONY, CHAIM YANKEL
12345 Main Street
Anywhere, NY 12345

SOC. SEC. NUM. 123-45-6789
PROGRAM: COMPUTING & INFORMATION SYSTEMS

START: September 2010
GRADUATED: NA

Transfer Credit:
Yeshiva Torah Torah, Torah - Jerusalem Israel:
Social Studies: 2 Credits; Ethics/Phil/Rel: 24 Credits; Humanities: 12 Credits
Subtotal credits: 38

Oakland College:
Communication: 3 Credits; Math/Science: 8 Credits; Computer and Information Systems: 3 Credits
Subtotal credits: 14

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>GRADE</th>
<th>EQUIV. POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER FALL 2010 (Study Abroad Program, SG Teachers Institute - Jerusalem, Israel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPH 310 The Ethical Tradition of Judaism</td>
<td>3</td>
<td>A-</td>
</tr>
<tr>
<td>HUM 250 Hebrew Language &amp; Literature</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>JST 201 Medieval Biblical Exegesis</td>
<td>3</td>
<td>A-</td>
</tr>
<tr>
<td>JST 232 Foundations of the Halakha</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>JST 450 Directed Study (Joshua, Judges, Prophets)</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>(semester hours: 15; semester GPA: 3.68)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| SEMESTER WINTER 2011 (Study Abroad Program, continued) |
| EPH 421 Topics in the Philosophy of Judaism | 3 | A | 4.0 | 12.0 |
| HUM 260 Hebrew Language & Literature | 3 | A- | 3.7 | 11.1 |
| JST 202 Post Medieval Biblical Exegesis | 3 | B | 3.0 | 9.0 |
| JST 313 Topics in Halakha - Cont. Problems | 3 | A | 4.0 | 12.0 |
| JST 460 Directed Study (Samuel) | 3 | B+ | 3.3 | 9.9 |
| (semester hours: 15; semester GPA: 3.60) |

| SEMESTER FALL 2011 |
| CIS 101 Introduction to Computer Information Systems | 4 | A | 4.0 | 16.0 |
| CIS 141 Introduction to Procedural Programming | 4 | A | 4.0 | 16.0 |
| ENG 102 Effective Communication | 3 | A | 4.0 | 12.0 |
| JST 470 Seminar/Directed Study in Judaic Studies | 1 | A | 4.0 | 4.0 |
| (semester hours: 12; semester GPA: 4.00) |

| SEMESTER WINTER 2012 |
| CIS 222 Advanced Procedural Programming | 4 | C | 2.0 | 8.0 |
| CIS 343 Visual Programming 1 | 4 | B | 3.0 | 12.0 |
| JST 450 Seminar/Directed Study in Judaic Studies | 1 | A | 4.0 | 4.0 |
| MAS 201 Finite Mathematics | 3 | A | 4.0 | 12.0 |
| (semester hours: 12; semester GPA: 3.00) |

TOTAL CREDITS: 106  (GPA CREDITS: 54 )
CUMULATIVE GPA: 3.58

This Transcript Copy Sent To: Michigan Jewish Institute

Registrar/Dean/President  Date:

NOT VALID AS OFFICIAL TRANSCRIPT WITHOUT AUTHORIZED SIGNATURE AND RAISED SEAL

GRADING SYSTEM PLEASE SEE OVER

SG Teachers Institute  Etzion Gever 25500, Jerusalem, Israel
555-6900 (office), www.SGTI.edu.co.il, infor@SGTI.edu
ACCREDITATION

SG Teachers Institute is a four year college accredited by the Israel Ministry of Education to award Bachelor’s degrees and Teacher’s certificates.

The Israel Ministry of Education is the nationally recognized accrediting agency and is part of State of Israel national government. The International Council for Higher Education Accreditation recognizes the accreditation guidelines of the Israel Ministry of Education.

GRADES

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. 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. Audited courses are recorded as “AU” and are not counted for credit in determining the grade point average.

Other 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 one semester to finish work reflected by the mark of “Incomplete.” Failure to do so 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.

OFFICIAL TRANSCRIPTS

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, this information is released on the condition that you will not permit any other party to have access to this information without written consent of the individual whose record it is.

Official Transcript: An official transcript is one that has been received directly from the issuing institution. It must bear the institutional seal, date, and signature of an institutional official authorized to sign it. Transcripts that do not meet these requirements should not be considered official and should be routinely rejected for any permanent use, including documentation of accomplishment.

Any alteration or modification of this record or any copy thereof may constitute a felony and/or lead to student disciplinary sanctions.
Optional 3rd semester and required reporting

In recent years some Study Abroad host schools have advised MJI that they offer a third (spring/summer) semester to those students wishing to remain in school for a longer academic year. This third semester is also made available to MJI students who may be guests at the host school.

MJI students are permitted to register for a third semester at their host schools but only if all requirements indicated in these guidelines for the traditional two semesters are met for this third semester. Specifically and succinctly, the host school must immediately advise MJI of any MJI students staying and registering for the optional third semester. MJI must receive registration forms as previously indicated and once the semester is concluded, a timely English transcript must be forwarded to MJI as is described in the next section, B. Reporting to MJI.

Further, should the third semester be shorter than the standard semester, course schedules must be modified so that a proportionately equivalent amount of time is spent in class. For example, if JST 101 meets for three hours per week for a 15 week semester, it should meet for 6 hours per week in an eight week concentrated spring semester and for 9 hours per week in a five week semester. Moreover, MJI students must not be permitted to take more than 6 credits during such concentrated semesters.

B. Evaluation by students:

Host schools should be aware that not only are students evaluated by MJI and their study abroad hosts, but students are provided with an opportunity to evaluate MJI and host schools when such is applicable.

At the conclusion of each semester, MJI students are provided with online questionnaires that permit them to voluntarily evaluate each class they took. Items on the questionnaire include evaluations of the instructor, text books, other course support resources, and more. A similar questionnaire is provided to MJI students studying abroad. Again, our students are given the opportunity to evaluate the MJI equivalent courses offered by their host schools.

On a routine basis, MJI aggregates the submitted questionnaire data by each course and by each faculty member. Reports are issued to all relevant parties and become part of their permanent records at MJI. These reports are considered when renewing agreements between MJI, its host schools and credentialed faculty.

C. Evaluation by Host School Administrators:

At the conclusion of each academic year, as part of its standard business practices, MJI conducts evaluations of its administrative staff and academic faculty. Elements of these evaluations are required by various government agencies and specifically, evaluation of faculty by the school’s academic administration is an accreditation requirement.
MJI fully expects that host school administrators will evaluate those persons on its academic faculty credentialed to instruct MJI students. From time-to-time, MJI personnel may ask host schools to provide documentation of these annual faculty evaluations. If you would like assistance in developing your annual faculty evaluation methods, please contact your MJI representative. S/he will be happy to assist you in putting this process in place at your school.

VI. AN IMPORTANT NOTE REGARDING FINANCIAL AID AND REPORTED CREDITS:

Many MJI students who are guests at your school apply for and may receive U.S. government sponsored financial aid for just those courses taken at your school that are equivalent to MJI courses the students would otherwise take at MJI. Most often such aid is based on the number of equivalent credits taken and completed during the academic year. We stress the word “completed” because courses for which students receive marks such as “incomplete” or “dropped” rather than grades will not be included in credit counts. If their credit counts drop below the number required for the financial aid they have received, some or even all the financial aid monies received might have to be returned to the sponsoring source of those funds.

For example, should a student apply for and receive government aid for 12 credits per semester but actually complete fewer equivalent credits per semester, as indicated by the transcript you transmit to MJI, then the balance in funding has to be returned to the government. (This is a financial obligation imposed on the student as managed by MJI for the aid programs. It imposes no financial obligations upon the host school other than that stated in the next paragraph.)

Please make sure that all guest students complete the required number of credits for the funding they receive or you may experience difficulty in collecting your remaining tuition receivables from the student. You may contact the MJI Financial Aid Office at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 102 for more information.

A. Reporting to MJI:

As a fully accredited and Title IV eligible college, MJI is subject to a variety of USA Federal Government and State of Michigan audits of its records. Most often these audits are scheduled and routine. However, from time-to-time, these oversight agencies can and do engage in random and surprise “spot checks” of schools they regulate. Consequently, MJI maintains complete, accurate and current records of all its academic and financial activities in secured facilities.

Schools wishing to host MJI students as part of our Study Abroad program must partner with us in meeting certain record keeping and reporting obligations. These are listed next and then more fully described and explained:

1. Proper conversion of your courses to MJI equivalents;
2. Timely verification of student registration and arrival at your campus;
3. Authentication of student identity and a copy of the student’s registration form sent to MJI within the first two weeks of the semester every single semester, via post, facsimile or email;
4. A complete transcript (as described in section A above) within two weeks of every semester’s conclusion; and,
5. A report on any MJI student not making satisfactory academic progress, as soon as this has been determined.

1. Course conversion to MJU equivalents:

Although we generally described your course conversion reporting requirements in Section III above, there are some specific conversion concepts you should very carefully consider.

First, although your course offerings may not seemingly convert to MJI credited courses because of the amount of credit you award or the specific contents of your courses, combining related courses is possible. (Again, it is not our intention or desire to interfere with your curricula. Our interest is only to insure that MJI students receive course content from host schools that is equivalent to course content at MJI.)

For example, your program may include the following two courses:

TF 101 Tefila, a one credit course and

JS 201 Perush on the Siddur, a two credit course

We would recommend converting these two sample courses to the following individual MJI course:

JST 231 Structures and Development of the Liturgy

which is a 3 credit MJI course. (See full MJI course listing at the end of these guidelines.) The MJI grade equivalent posting would consider the student's two grades received for your two courses, proportionately.

PLEASE PAY SPECIAL ATTENTION: You are cautioned to avoid the following scenario that does present itself from time to time with Study Abroad program students.

Using the above example, if a guest student only takes TF 101 without taking any other related coursework, there is nothing that can be done to convert TF 101 into an equivalent 3-credit course offered by MJI. There certainly is no academic rationale for combining it with, for example, a 2-credit Historia course or a 2-credit culinary arts course. That would not make academic or rational sense. The student could lose the TF 101 credit as an evaluated credit. (See above discussion on Financial Aid for other possible implications of this lost credit.)
Second, in the past there have been some instances of host schools teaching a single course over a period of two consecutive semesters. Generally, there are two reasons this happens.

In some cases, a three credit course is taught on a half-time basis (e.g., rather than 3 hours per week for 15 weeks, the course is taught for 1.5 hours per week over 30 weeks). Such courses will be documented on a student’s MJI transcript as having been taken during the first semester of registration for it. Thus, it is important that the host school remind the MJI student to meet any credit requirements for the second semester should the student be receiving any financial aid based on the number of credits taken.

In other cases, the host school may award up to 6 credits for the single course. When selecting MJI equivalent courses, the host school should identify TWO (2) MJI courses that best fit such a year long course. (Please see above discussion on Course Conversions.)

Third, it is also your responsibility to caution guest students against taking courses you offer that have no MJI equivalent required courses or equivalent fields of study. Unless a guest student still has available some “free electives” credits to take in order to complete their MJI studies, non-equivalent courses taken at your host campus would also be lost in terms of meeting graduation requirements. Further, non-MJI equivalent courses taken on your campus may only be used for “transfer” credit and will not be counted as Study Abroad evaluated credits. These too will have Financial Aid implications as described earlier.

For example, if a guest student takes your 2-credit course entitled Culinary Arts for which MJI has no course equivalent, and the student already has all their needed “free electives” we will be unable to give the student usable credit for the Culinary Arts course. Furthermore, even if the student can use the course for “free electives”, this has to be considered along with all other “free electives” the student chooses to take on your host campus. Students electing to take “free electives” while at your campus should be strongly urged to contact a MJI academic counselor before doing so. This will help insure that course credits and/or any financial aid are not lost.

Note well: a student who has all needed free electives but chooses to take a “free elective” course at the host school, such as a 2-credit course entitled Culinary Arts, might have to return any financial aid received for it. Of course, if the student took 20 credits of course work at your school, and received grant funding for only 12 credits, the loss of the 2 credits of Culinary Arts would not be relevant to the grant sponsor. However, if the student only took 12 hours of credit at your school, including Culinary Arts, then only 10 hours would appear on the MJI transcript and some funding would have to be returned by the student.

Fourth, MJI can typically record as evaluated credit up to a maximum of fifteen credits per semester, or thirty for an academic year of study abroad (unless the Host school offers a third semester during its academic year, in which case up to 15 additional evaluated credits may be available if the third semester runs a full 15 weeks). Any additional or surplus credits earned by the student at your school may transfer and be listed simply as transfer credits. The top portion of the example transcript on pages 19-20 may help clarify this concept.
In the sample transcript the MJI study abroad student took thirty credits of evaluated course work at the host school, SG Teachers Institute. These are shown in the body of the transcript. The student also took course work at two other institutions before joining MJI. The course work taken at Yeshivas Torah Torah and Oakland College are counted, but only as transfer (not evaluated) credits. No grades are shown and they are not used to determine grade point averages. Had the student taken more than 30 credits at SG Teachers Institute, the additional credits would appear on the MJI transcript as do the credits earned at Yeshivas Torah Torah and Oakland College. Note: only courses with an earned grade of C- or better (or equivalent passing grade) and have equivalency to MJI courses or are otherwise shown to be of an academic nature will be considered for transfer to MJI.

**Finally,** host schools should use caution in permitting MJI students to take advanced MJI equivalent courses (those numbered above 299) if they are in their first or second year of post-secondary education while studying abroad. MJI students should also not be permitted to take MJI equivalent courses for which they do not have required prerequisites. For example, permitting a first year MJI student to take an equivalent **BUS 303 Business Law** without having previously taken and passed the equivalent **BUS 121 Introduction to Business** would violate two (2) **BUS 303** requirements, namely, that the student have Junior or Senior standing (i.e., be enrolled in their third or fourth post-secondary year of study) AND meeting the course prerequisite of **BUS 121.** Under such a circumstance, our ability to count **BUS 303** for credit could be in jeopardy.

There are several solutions to the above and other similar challenges. If the host school has independent documentation that the prerequisite has been met by a student prior to becoming a MJI Study Abroad student this documentation should be provided to MJI by the host school. Such documentation can include transcripts from previous post-secondary education completed by the student or a signed statement from the host school on its stationary addressed to the MJI Registrar that the student has demonstrated the requisite knowledge in some well-defined manner. A typical example of such a statement follows:

**Dear MJI Registrar:**

*First year MJI student, Ms. Rachel Levy (ID number: xxx-xx-xxxx) was permitted to take advanced Judaic Studies courses while a study abroad guest at our school because of her extensive primary and secondary Judaic Studies education. Our faculty assessed her knowledge and determined that it would have been academically inappropriate to place her in lower level courses with students new to Judaic Studies.*

[Signed]

[Printed name]

[Printed title]

If you need further assistance with this matter, please contact your MJI representative.

2. **Timely Verification of student registration and arrival at your campus:**

As soon as a MJI student applies for and/or registers at your school as a guest student, you should immediately contact MJI. This permits MJI to crosscheck that the student has obtained
permission from MJI for the Study Abroad program; has been counseled on proper program planning; and has been assisted with obtaining any financial aid for which they may be entitled. Such crosschecking assures all concerned parties of a trouble-free Study Abroad experience and transfer of credit back to MJI.

You must also advise MJI once our students have arrived on your campus. This assists all of us in assuring that no financial aid dollars are received from funding agencies for students who “at the last minute” may have decided against attending your program. You, the host school, and the student are protected against the possibility of being required to refund substantial monies and/or giving the appearance of engaging in fraudulent activity.

3. Authentication of student identity and a copy of the student’s English registration form sent to MJI within the first two weeks of each semester via post, facsimile or email:

During the initial application process, all MJI students are required to provide us with their social security number and photo ID. They must also complete semester registration forms in order to begin their studies once they have been accepted into a MJI program. MJI personnel collect these materials.

However, once MJI students have completed your own on-site registration forms (specifically, a list of courses each individual MJI student will be taking at your campus), you should send an English copy of the form to MJI for reasons already stated. This must be done within the first two weeks of every semester MJI students are in attendance at your host school, including the optional third semester when applicable. You should also verify the identity of students once they arrive at your site. Typically, this means that you too should collect and retain a copy of their photo ID, such as the photo page of their passport or a copy of their driver’s license.

Should a student withdraw from any course(s) mid semester or terminate their attendance at your school, you must immediately notify MJI of this. Again, this will assure all concerned parties that no financial aid dollars are inappropriately used. Your school and the student will be protected against the possibility of appearing to engage in fraudulent activity.

It should be noted that withdrawing from (otherwise known as dropping) courses does include certain financial ramifications. These are completely described in the MJI Academic Catalog and Student Handbook each year and are repeated, in part here, for your convenience. (For full details about these matters, you should refer to the current MJI catalog which is always available to you as a downloadable pdf file via our website at www.mji.edu on the FAQ page and other locations within the website):

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

Financial aid will be applied to the student’s account when verification of registered courses is provided by the host school and the drop/add period has ended.
i. When withdrawal occurs within the first five percent of the semester, the Institute will retain twenty percent of the stated Study Abroad (SA) program fees plus an administrative fee of $100.

ii. Thereafter, when withdrawal occurs within the first four weeks of the semester, the Institute will retain forty-five percent of the stated SA fees plus an administrative fee of $100.

iii. Thereafter, when withdrawal occurs within the first eight weeks of the semester, the Institute will retain seventy percent of the stated SA fees plus an administrative fee of $100.

iv. Thereafter, the Institute will retain one hundred percent of the stated SA fees plus an administrative fee of $100.

NOTE: Study Abroad program fees are charged by the semester.

4. A complete English transcript (as described in section A above) within two weeks of semester conclusion

At the conclusion of each semester, you should send a copy of each MJI student’s complete grade record or transcript to MJI for reasons already stated. This should be done within two weeks of every semester’s end. Transcripts sent to MJI should contain all the information described in Section A of these technical guidelines and must be in English.

5. A report on any student not making satisfactory academic progress as soon as this has been determined:

MJI is required to assess the Satisfactory Academic Progress (SAP) of each of its students at least once per academic year. Although MJI routinely conducts SAP reviews each summer, MJI’s Registrar, teaching faculty and counseling staff attend to students’ academic progress throughout the year. Should a student experience academic difficulties, we make every effort to assist the student in overcoming these challenges. In addition to providing for a sound and comprehensive academic experience, this assistance helps such students maintain their ongoing eligibility for any financial aid they may be receiving. (Failure to meet SAP requirements can lead to a loss in future financial aid and possible termination from the MJI program.)

MJI students attending host schools abroad are not under the routine observation of MJI faculty and staff. We are therefore unable to directly observe any students who may be experiencing academic difficulties. We must rely on host schools to advise us when any MJI students begin to get into academic difficulties. In this way, MJI, the host school and the student can work together in seeking solutions, assuring a positive academic experience for the student and producing a passing SAP review when it is conducted at the conclusion of the “Study Abroad” program year.
Submission of all the above reports or requesting assistance may be accomplished by contacting MJI via any of the following three methods:

1. Regular First Class Mail to:

Michigan Jewish Institute  
Attention: *  
6890 West Maple Road  
West Bloomfield, Michigan 48322  
United States of America

2. Facsimile:  
248-414-6907  
Attention: *

3. E-mail to:  
jcottrell@mji.edu for general assistance with the Study Abroad program  
fherman@mji.edu for Study Abroad Financial Aid matters  
registrar@mji.edu for Registrar and other academic matters  
rpeters@mji.edu for Accounting and Bookkeeping matters

* For assistance with becoming a MJI Study Abroad Host School, **Enrolling** study abroad students and/or all financial aid matters, address to: “Study Abroad Program”.

* For submission of reports or other assistance with subsequent student **registrations**, transcripts and/or satisfactory academic progress of matriculated study abroad students, address to: “Registrar’s Office”.

* For assistance with past due accounts and/or other payment matters, address to: “Accounting and Bookkeeping Office”.

For any other assistance in meeting the requirements outlined in this technical manual please contact the MJI Study Abroad Program at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 102.

**B. An Important Comment about Privacy and the Security of Student Information**

MJI is required to meet all laws governing post-secondary schools in the U.S.A. including those regarding the disclosure and storing of academic records. While such laws vary from country to country, it is vital that all our host schools understand the importance the U.S. Department of Education (DOE) and MJI place on the confidentiality and security of student records.

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA) is a U.S. Federal law that protects the privacy and security of student academic records. The law applies to all schools that receive funds under applicable programs of the DOE.
FERPA gives parents certain rights with respect to their children's education records. However, these rights transfer to the student when he or she reaches the age of 18 (emancipation) or attends a school beyond the high school level.

Generally, schools must have written permission from an emancipated student or the parent of a minor student in order to release any information from a student's academic record to any requesting entity not a party to the student’s educational program. Thus, host schools can and should (as described in Section B, above) freely provide MJI with requested information. However, this type of information should not be indiscriminately distributed to others without written permission. (Again, this includes the parents of those students who are legally considered adults.)

In addition to the intentional release of confidential student information, MJI has noted that the manner in which some applicant host schools store student information, puts that information at risk of unintentional disclosure. We have observed during site visits of host schools instances whereby student records are left exposed to incidental passersby or are kept in unsecured storage. Furthermore, some applicant host schools have been found to indiscriminately permit faculty and other staff to take student records home with them (either in electronic or hard copy form.) MJI insists that host schools with which we have agreements treat the records of our students with due diligence and that they not be exposed to security breeches.

Only authorized personnel should have access to MJI student records\textsuperscript{12}. During our visits to host schools we expect that amongst other areas of review we will have complete access to your records of current and past MJI students. We review the methods with which you store both hard copy student records and similar electronic files. When we note lapses in confidentiality and security of those records we ask that you bring those records into full compliance prior to our conclusion of the site visit. Schools that are unable or unwilling to comply with these requirements may be immediately terminated from the MJI Study Abroad program.

(We do recognize that the types of laws governing the confidentiality and security of student records vary from country to country but Host schools are cautioned to treat the records of all MJI students with at least the sensitivity described by the U.S. FERPA act.)

MJI has model information release authorization forms available for those students who wish to permit the release of their otherwise protected student information. For additional information on FERPA or to obtain release forms, please contact the MJI Office of Academic Administration.

\textsuperscript{12} Examples of student information that must be secured include: registration forms, report cards, transcripts, attendance records, evaluation of academic progress, medical and mental health information and all similar items that students can reasonably expect will be kept confidential.
We hope you found these guidelines useful in preparing to host MJI students at your school. If there is anything we can do to improve the guidelines, please contact the MJI Dean of Academic Administration by telephone at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 101 or via email at thgardin@mji.edu. We look forward to working with you on providing our students with a rewarding, academically sound Study Abroad experience.
Informational Booklet

As distributed to students
Study Abroad Program
Informational Booklet

2010-2011
WHAT IS MJI?

The Michigan Jewish Institute (MJI) is a senior four-year Jewish college, accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award Bachelor’s and Associate’s degrees and other certificates.

MJI provides excellent academic baccalaureate and associates degree-granting programs that combine an arts and sciences foundation with multiple concentrations in computer sciences, business and Judaic studies - in a warm and welcoming Jewish environment.

Supporting objectives of the Bachelors Degree, Associate Degree and Certificate Programs include in part:

- To provide in-depth education in applied disciplines such as Business Information Systems, Computer Information Systems and Judaic Organizational Leadership. This is achieved by carefully chosen, up-to-date and balanced curricula in these and other offered disciplines

- To equip students with relevant theoretical and practical backgrounds so that upon graduation they can be integrated into the business/industrial or nonprofit workforce and immediately begin making their contributions. This is achieved by ensuring a constant stress on real world applications by instructors who are experienced in their fields of expertise, and by maintaining state-of-the art educational resources, computer hardware and software labs

- To make the learning environment effective and pleasant. This is achieved by means of small class sizes and enthusiastic personal contact between teaching faculty, administration and students

- To provide a well rounded and 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 our great Jewish ethical and moral traditions. This is achieved by providing mandatory courses in such areas as ethics and philosophy

Founded in 1994, MJI has been graduating ever-growing numbers of students in: Applied Judaic Studies; Judaic Leadership; Judaic Education; and Business and Information Systems professionals with multiple language and other skills, including: JAVA, Oracle, C++, ASP, HTML, Visual Basic, Grid Computing and others. We are pleased to report that many of our graduates have been placed in choice career employment or have gone on to graduate and professional schools for additional training and scholarly pursuits.
A partial list of organizations that have employed MJI graduates includes:

<table>
<thead>
<tr>
<th>Absoft</th>
<th>Henry Ford Health System</th>
<th>Sanders Consulting IT Serv</th>
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</thead>
<tbody>
<tr>
<td>ADVAL</td>
<td>Jewish Comm. Center-Detroit</td>
<td>Silverstein Hebrew Acad.</td>
</tr>
<tr>
<td>AutoPro Tech. Recruiting</td>
<td>Jewish Federation - Detroit</td>
<td>The Shul</td>
</tr>
<tr>
<td>Blue Cross Blue Shield Mi.</td>
<td>Machon L’Torah</td>
<td>Thompson Associates</td>
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<tr>
<td>CDI</td>
<td>Michigan Jewish Institute</td>
<td>UPS</td>
</tr>
<tr>
<td>Chrysler Corporation</td>
<td>MS Title Research</td>
<td>Yeshiva Akiva</td>
</tr>
<tr>
<td>Compuware</td>
<td>OYYL Lubavitch Cheder</td>
<td>Yeshiva Beth Yehuda</td>
</tr>
<tr>
<td>Gale Research</td>
<td>PPOM</td>
<td>Yeshiva Darchei Torah</td>
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<tr>
<td>Gardin Consulting Grp., LLC</td>
<td>P’TACH</td>
<td>Many Others</td>
</tr>
</tbody>
</table>

A partial list of universities that have accepted MJI graduates for advanced graduate, medicine and law studies:

<table>
<thead>
<tr>
<th>Columbia University</th>
<th>Indiana University</th>
<th>University of Michigan</th>
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<tbody>
<tr>
<td>Cordozo Law School</td>
<td>Marygrove School of Educ.</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>Duke University</td>
<td>Oakland University</td>
<td>Wayne State University</td>
</tr>
<tr>
<td>Eastern Michigan University</td>
<td>Temple University</td>
<td>Yale University</td>
</tr>
<tr>
<td>Einstein Medical School</td>
<td>Touro</td>
<td>Yeshiva University</td>
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<tr>
<td></td>
<td></td>
<td>(many Rabbinical Colleges)</td>
</tr>
</tbody>
</table>

The Institute offers instruction that keeps abreast of changing technologies and is personalized to meet the student’s needs. MJI also offers assistance to those who have completed courses and programs of higher education at other institutions, domestically and abroad, and serves all segments of the general and Jewish communities.

MJI admits students to its degree and certificate programs without unlawful discrimination based on 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, benefits and other activities generally accorded or made available to students at the Institute.
STUDY ABROAD PROGRAM

A Worldview:

The Michigan Jewish Institute Study Abroad Program is designed to permit our students to spend a year or two of intensive, postsecondary study abroad.

Michigan Jewish Institute recognizes the value of intensive Torah study and enrichment of core values provided within the scope of the Study Abroad program curriculum. MJI also acknowledges that a significant portion of Study Abroad educational pursuits are dedicated to Jewish law, history, philosophy and pedagogical approaches and the Hebrew language and literature. Thus, students participating in the Study Abroad program enjoy an enriching and valuable experience and, by the conclusion of the program, they complete a number of courses of study, which are directly transferable to MJI’s general education and core concentration requirements.

It is well understood today by many business and academic leaders that students from the U.S. who have an opportunity to study abroad gain an understanding of a culture and language not their own. Perspectives mature and intellectual horizons expand. According to Keith Geiger, Director of Academic Programs at the U.S. Information Agency,

“The world is getting smaller, and if we think more students from other countries must come to the United States but we don’t need to go abroad to learn their cultures and speak their languages we’re sending the wrong signal.” (Chronicle of Higher Education, December 11, 1998.)

The above quote is more than ever relevant today in our global economy.

That American students should spend some time abroad during their college years is a sentiment that is also shared by the U.S. academic community.

“One would wish that they all could spend a full year abroad because we know that that has the greatest impact. But, what we are now trying to do is get students abroad at an earlier point in their college career (emphasis added) than has been the norm.” (John A. Markham, University of California, Study Abroad Program Director.)

Upon their return to the States and the collegiate environment, many MJI students are able to immediately begin their studies at the sophomore level (or junior level for those spending two years abroad), having completed the equivalent of two - four semesters of general and concentration studies while abroad. Moreover, they appear to have a deeper understanding of their continuing education’s importance in a global economy.
A religious and educational view:

In addition to recognizing accredited colleges and universities abroad and throughout Israel, Michigan Jewish Institute routinely evaluates schools offering a religious learning environment to assure students that the Study Abroad program will meet both their religious and academic requirements.

MJI executive staff work with potential host schools wishing to sign articulation agreements and MJI representatives visit many of them from time-to-time. MJI maintains a roster of approved host schools, which are acceptable destinations for students admitted into the program.

A SMALL SAMPLE OF FOREIGN SCHOOLS, YESHIVOT AND SEMINARIES CURRENTLY MEETING MJI STANDARDS FOR THE STUDY ABROAD PROGRAM:

<table>
<thead>
<tr>
<th>Programs are in Israel unless otherwise indicated</th>
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<tbody>
<tr>
<td>Afeikei Torah</td>
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<tr>
<td>Hadar Bais Yaakov</td>
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<tr>
<td>Ohel Chana - AUSTRALIA</td>
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<tr>
<td>Ateres Bnos Yerushalayim</td>
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<tr>
<td>Hebrew University (not all depts.)</td>
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<tr>
<td>Ono College (not all depts.)</td>
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<tr>
<td>Baer Miriam Seminary</td>
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<tr>
<td>Kesher Institute</td>
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<tr>
<td>Pinmayut</td>
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<tr>
<td>Bais Chana Tzfas</td>
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<tr>
<td>P’ninim (Seminar Yerushalayim)</td>
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<tr>
<td>Bais Chaya Mushka - CANADA</td>
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<tr>
<td>Machon Bais Yaacov</td>
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<tr>
<td>Bais Rivkah</td>
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<tr>
<td>Machon Bnos Menachem - CANADA</td>
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<tr>
<td>Seminary Chaya Mushka (Machon Alte)</td>
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<tr>
<td>Bais Yaakov Shoshanim</td>
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<tr>
<td>Machon Bnos Yehuda</td>
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<tr>
<td>Seminary Yerushalayim</td>
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<tr>
<td>Machon Geula Seminary</td>
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<tr>
<td>Bar Ilan University (not all depts.)</td>
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<tr>
<td>Machon Lev</td>
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<tr>
<td>Shoshanat Yerushalayim</td>
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<tr>
<td>BMC Seminary - CANADA</td>
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<tr>
<td>Machon Sara Schnirer</td>
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<tr>
<td>Bnos Chava-Nevey (not all depts.)</td>
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<tr>
<td>Mayanot Institute</td>
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<tr>
<td>Tiferet Bnos Yaacov</td>
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<tr>
<td>Bnos Yaakov Yerushalayim</td>
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<td>Mesilos Bais Yaacov</td>
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<tr>
<td>Bnot Torah Institute</td>
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<tr>
<td>Midrashet Harova</td>
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<tr>
<td>Yeshiva Ner Yaacov</td>
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<tr>
<td>Midrashet Rachel</td>
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<tr>
<td>Yeshiva Or Dovid</td>
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<tr>
<td>Chassidic Rabbinical College</td>
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<td>Yeshiva Shaarey Yerushalayim</td>
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<tr>
<td>Chochmas Lev</td>
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<tr>
<td>Nachlas Bais Yaacov</td>
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<tr>
<td>Yeshiva Tiferet Yerushalayim</td>
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<tr>
<td>Yeshivat Ohr Yerushalayim</td>
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<tr>
<td>Darchei Bina Seminary</td>
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<tr>
<td>Netsach</td>
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<tr>
<td>Yeshiva Tomchei Tmimim - CANADA</td>
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<tr>
<td>Derech Ohr Somayach</td>
</tr>
<tr>
<td>Neveh Zion</td>
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<tr>
<td>Yeshiva Tomchei Tmimim - ISRAEL</td>
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<tr>
<td>Since host schools and other programs are added or deleted from time-to-time, please contact the Michigan Jewish Institute for information on schools that may have been added or deleted since this partial list was published.</td>
</tr>
</tbody>
</table>
PROGRAM BENEFITS:

- MJJ assists you with your short and long term academic planning
- Students receive a cross-cultural experience not otherwise possible, stateside
- Achieve a broadened and global perspective while expanding your intellectual horizons
- Receive academic credits accepted by many U.S. colleges and universities
- Virtually no loss of time in pursuing career oriented baccalaureate and more advanced degrees
- Depending on your status, MJJ may be able to help you receive financial aid for your Study Abroad Program and subsequent college education
- Accomplish your educational goals in less time than you thought possible

APPLICATION AND ADMISSION PROCEDURES:

All applicants for the Michigan Jewish Institute Study Abroad Program must complete a number of steps:

1. Students are expected to independently determine their acceptability to their school of choice, abroad (host). Most Yeshivot, Seminaries, Universities and other postsecondary schools evaluate student applicants during the late fall and winter months prior to the intended academic year of study. Please see your high school counselor (for Freshman Study Abroad programs) or your college academic counselor (for post-Freshman Study Abroad programs) for assistance in selecting an appropriate host school and beginning a timely application process.

2. You must contact a MJJ advisor to determine if your chosen host school is eligible for MJJ’s current Study Abroad Program.

3. To insure your acceptance into a choice host “Study Abroad” program, you should complete the MJJ application process and be accepted as a MJJ student no later than June 1 prior to the academic year desired for the Study Abroad Program.

A complete MJJ admissions request includes:

- Completed MJJ application
• 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. Students providing complete high school transcripts will be given preference in the admissions process over those submitting other proofs.

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 its decision process the applicant is urged to send in any other pertinent material such as:

a. Scholastic Aptitude Test (SAT) scores (MJI School Code #1505) and/or American College Test (ACT) scores (MJI School Code #2023);

b. Personal references;

c. School honors and achievements.

Subsequent to admission into MJI, students are strongly urged to arrange for a face-to-face or online meeting with a MJI advisor for program orientation and to plan short and long term academic goals. (It is the student’s responsibility to avail themselves of the Study Abroad orientation and program planning made available by the host school.) MJI will contact the student’s selected host school abroad to verify the student’s admission into an acceptable academic program. MJI will also arrange for the proper transfer of credits from the host school to MJI as each semester abroad is completed.

4. To insure proper processing and timely receipt of financial aid that might be awarded, students applying for financial aid through MJI should also complete and provide to MJI the following materials, no later than June 1 prior to the academic year desired for the Study Abroad Program (March 1 if applying for financial aid from the State of Michigan):

• Free Application for Federal Student Aid (FAFSA)*

• A signed copy of your most recent Federal tax return (yours and your parents if under age 25)

• Income Verification Worksheets, copies of which are available on the MJI website at www.mji.edu
Applicants who are not citizens of the United States must also provide copies of passports, student visas, refugee papers or any other documents showing eligibility to be in the US as a student and any eligibility for financial aid.

*To complete your application in the quickest and most efficient manner, MJI’s Office of Financial Aid strongly recommends that all applicants complete their FAFSA forms “online” by registering for a personal FAFSA PIN number and completing the FAFSA form which are available at www.fafsa.ed.gov.

Your application for financial aid cannot be processed without all the materials outlined above. Incomplete and therefore delayed applications can result in failure to receive some or even all of the aid to which you may be otherwise entitled. Further, even if your application for aid is accurate, complete and timely submitted, MJI cannot guarantee that you will receive any awards. The awarding of financial aid is solely based upon the requirements and evaluation techniques of the various aid sponsors at the time you apply.

TUITIONS:

Tuition schedules and other fees can be obtained through the MJI admissions office and vary depending on the foreign school that the student attends. Students enrolled in MJI’s Study Abroad program may apply for many but not all of the financial assistance programs offered to MJI students. Please call the MJI financial aid office at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext.102 for further details.

Special Note About Dropping Course(s) While Studying Abroad:

Should a student withdraw from any course(s) mid semester or entirely terminate attendance at their host school, they must immediately notify MJI of this. This will assure all concerned parties that any financial aid dollars are not inappropriately used. You and your host school will be protected against the possibility of appearing to engage in fraudulent activity.

You should note that withdrawing from (otherwise known as dropping) courses does include certain personal financial ramifications for you. These are completely described in the MJI Academic Catalog and Student Handbook each year and are repeated, in part here, for your convenience. (For full details about these matters, you should refer to the current MJI catalog which is always available to you as a downloadable pdf file via our website at www.mji.edu on the FAQ page and other locations within the website.)

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

Financial aid will be applied to your student account when verification of registered courses is provided by your host school and the drop/add period has ended.
i. When withdrawal occurs within the first five percent of the semester, the Institute will retain twenty percent of the stated Study Abroad (SA) program fees plus an administrative fee of $100.

ii. Thereafter, when withdrawal occurs within the first four weeks of the semester, the Institute will retain forty-five percent of the stated SA fees plus an administrative fee of $100.

iii. Thereafter, when withdrawal occurs within the first eight weeks of the semester, the Institute will retain seventy percent of the stated SA fees plus an administrative fee of $100.

iv. Thereafter, the Institute will retain one hundred percent of the stated SA fees plus an administrative fee of $100.

NOTE: Study Abroad program fees are charged by the semester. You should check with your host school regarding their drop policies and resulting refund policies, if any.

Students electing to spend some time in MJI’s study abroad programs are reminded that studying abroad does not change any of their academic program requirements. MJI equivalent courses that were anticipated for completion while abroad and were not completed during the study abroad will have to be made up upon return to MJI’s on-site or on-line campuses.

TRANSCRIPTS AND GRADES:

Students may participate for a maximum of two academic years (60 semester credit hours) in the MJI Study Abroad Study Program (if attending a host school approved by MJI for second year courses). Although studying abroad, all students are enrolled as regular students in one of the academic programs offered by MJI. Please see the current *Michigan Jewish Institute Academic Catalog and Student Handbook* for details on all available academic programs. Study Abroad students are therefore subject to all the rights and obligations of both MJI and the host school. The current MJI Academic Catalog/Handbook may be downloaded from the MJI website at [www.mji.edu](http://www.mji.edu) or by contacting MJI at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 100.

Generally, students register for MJI equivalent courses at the host school and these are entered on MJI registration forms as well. At the conclusion of course work abroad, grades and credits are fully documented on students’ MJI transcripts. Grades received from the host school are included in the computation of the student’s GPA at MJI as described in the college catalog.

*Students are strongly urged to obtain permission from a MJI academic counselor before taking courses at the host school that are not directly equivalent to MJI*
courses. Failure to obtain such permission could result in non-equivalent courses being rejected for transfer to MJI. This could also result in a loss of financial aid and a required return of funds to the funding sponsor already spent on behalf of the student.

Grades earned during the study abroad must follow the American system (with letter grades A to F). In order to be considered a full time student by MJI, a student must take at least 12 American credit equivalents (and equivalent to MJI courses) each semester while abroad. Often times, “credits” reported by foreign schools are based on classroom periods and not American semester hours. Such classroom period records will be converted to American semester credits via formal articulation agreements between MJI and the host schools. Students should be aware that conversion to American credits can result in a reduction of the number classroom periods reported. Semester hours recorded on the MJI transcript may be only two-thirds to one-half the classroom periods reported by the host school.

The Michigan Jewish Institute strongly recommends that those students considering dropping out of MJI and attending another college (“destination” or “receiving” school) after completing their MJI Study Abroad Program contact an admissions advisor at the “destination” school to determine which Study Abroad credits may or may not be accepted. MJI can make no warranty about the transferability of Study Abroad host school credits to schools other than MJI. (Please review the current MJI Academic Catalog and Student Handbook for a complete discussion on Transferability of Credits.)

MJI ACADEMIC CATALOG AND STUDENT HANDBOOK:

MJI students enrolled in MJI’s Study Abroad Program are expected to adhere to all MJI policies and procedures that are relevant while they are abroad. These include but are not limited to:

- Selection of courses appropriate for their academic program
- Insuring that any course prerequisites have been met
- Timely registration for courses
- Management of course attendance and requests for Incomplete or other non-grade marks¹
- Ethical completion of course assignments
- Communicating with MJI in English and not the local foreign language²
- Satisfactory Academic Progress requirements
- Grievance procedures
- More…

¹ You are reminded that requesting non-grade marks such as incompletes can have implications for any financial aid you may receive. They will certainly affect your total credit counts.

² This includes submission of any forms, email messages or any other media. All email between the student and MJI will be conducted via the student’s MJI email service and not other personal addresses the student may have. Please contact MJI’s technical support (ksanders@mji.edu) if you do not have a MJI email address.
All of these and much more can be found in the MJI Academic Catalog and Student Handbook which is published each year. Hard copies are available from MJI’s Administrative or Academic Offices. You can also download copies in pdf format from the MJI website at www.mji.edu. (There are links to the catalog on the FAQ page and several other locations throughout the site).

ACCOMMODATIONS WHILE ABROAD:

Because MJI students entering our study abroad program select host schools scattered throughout the world, it is simply impossible for MJI to take any responsibility for their living arrangements. Study abroad students are expected to take full responsibility regarding their room and board while abroad.

Often, host schools maintain their own dormitories or student apartments. When this is the case, we recommend that students avail themselves of these options, if found acceptable by the students and their parents. In instances where such host school housing resources are not available, the student should seek assistance in finding appropriate housing from the host school. Absent that, students are on their own regarding room and board.

MEDICAL CARE:

Good health is everyone’s goal and in virtually every instance, students availing themselves of the MJI Study Abroad Program are generally in good health. Unfortunately, there are no guarantees that the health status of all students will remain the same for an entire academic year. Accidents happen and sometimes students fall ill. It is in everyone’s’ best interest that all students receive the best medical care while they study abroad. MJI recommends that all applicants for the Study Abroad Program contact their prospective host schools to learn more about the medical coverage available at those schools.

In considering the medical programs made available overseas, please keep in mind that many American health insurance plans no longer cover routine medical care while abroad. Your own local health insurer may only cover emergency treatment while away from its service area. If you should decide against purchasing a comprehensive medical policy made available through or recommended by your host school, then most likely, you will be personally liable for many of the medical costs you might incur while abroad. These could include: doctors’ and other specialist/professional fees, x-rays, lab work, prescriptions, hospital costs, etc. MJI strongly recommends that you contact your current health insurance agent or your employer’s benefits manager to determine your level of medical coverage when overseas. MJI accepts absolutely no responsibility for the health status, medical or mental health care or treatment of any students.
A WORD ABOUT SAFETY IN TROUBLED TIMES:

A national symposium on safety issues for Schooling Abroad recommended that students and their parents who may be thinking about attending study abroad programs consider the following issues:

1. Where is the Host Program Located?
   a. Has the U.S. Department of State issued any Travel Warning or Advisory? See State Department website: www.state.gov; then click on “Travel Warnings.”
   b. Are other U.S. institutions continuing their study abroad programs at that location?
   c. Consult with MJI Study Abroad counselors, faculty or administrators who may have information that will aid you with your decision.

2. Who is Actually Sponsoring the Host Program?

   Is the host school part of a larger institution or if the directors at the host school are employees of another institution, have you investigated the steps the other institution has taken to safeguard the health and safety of students, and how they will communicate with designated U.S. based family members on a regular basis?

3. Is There Adult Supervision?

   Is 24-hour contact with a supervisor available at the host school?

4. Where Are the Students Living and Studying?

   a. Are the students living in an environment for Americans only? With families? Other?
   b. How do students get to and from the host school? The less daily travel involved the safer.
   c. How much local travel is permitted? The less permitted or required, the safer.
   d. What are the security arrangements at the host school?
5. Is it clear to the Students (and Parents) that attending the Host Program is completely voluntary?
   a. Do you understand that completion of a study abroad program is not a prerequisite to fulfilling any MJI academic requirements?
   b. Are students permitted to leave the host school if they feel unsafe?
   c. If necessary, does the host school have arrangements for allowing students to leave in the middle of the program?
   d. If the student leaves the Study Abroad program early, will accommodation be made for tuition credit by the host school?
   e. Are parents and/or students required to sign a MJI release? Yes! Please see the required form at the end of this brochure.

6. Is the Student Prepared to Get Out of the Host Country, Fast?
   a. Do you have a resource in the host country to evacuate the student fast?
   b. Do you know how to contact the American Embassy, Consulate or assisting agency in the host country?

7. What does insurance coverage provide?
   a. Are there relevant exclusions?
   b. Do you have sufficient coverage? See also Medical Care section, above.

8. What Is Your Plan for Communicating with Students?
   a. Will you be communicating frequently with students, by e-mail or otherwise? You should know where students are at all times.
   b. Do you have contact information for host school directors and other host faculty or staff?
TEACH-OUT PLAN:

MJJ engages in a very rigorous selection process when negotiating agreements with Study Abroad Program Host Schools. Only schools that can provide our students with a quality education are admitted into the program. Additionally, we take great pains to insure that schools admitted into the program have demonstrated stability thus assuring our students and their parents that the study abroad program they voluntarily enter will continue throughout the duration of students’ entire study abroad period. To date, MJJ has been fortunate and no MJJ study abroad host school has experienced a total failure, mid-program. However, previous experience cannot be a completely accurate predictor of future performance.

In the unlikely event that a host school should fail to complete a program for any group of MJJ students mid-program, MJJ is fully prepared to assist those students in completing their MJJ equivalent courses. Students wishing to remain in their foreign countries for the duration of their planned trip may complete their MJJ equivalent courses in any of several ways:

1. If available, MJJ students may seek admission into another local MJJ host school offering the same equivalent courses they were taking at the failed host school and complete their studies there;
2. They may complete their course work at a MJJ learning site if one exists at their foreign location;
3. They may elect to complete their course work by taking MJJ’s own online version or via directed study with a MJJ professor.

Upon failure of the initial host school, the affected MJJ students should immediately contact their MJJ advisor to discuss a customized approach to completing their work. Of course, students facing such a rare event as a host school failure can certainly return home and complete their work via MJJ campus based classes, onsite or online.
STUDY ABROAD PROGRAM ASSURANCES AND RELEASE FORM

If I am admitted to The Michigan Jewish Institute Study Abroad Program (MJI), I understand and accept that MJI will assist with arrangements for instruction and may or may not offer advice only on transportation and lodging overseas. I understand that MJI is providing these services only as a convenience to participants and that, accordingly, MJI accepts no responsibility, in whole or in part, for delays, loss, damage or injury to person or property of any nature whatsoever, caused to me or others prior to departure, while traveling, or while residing abroad. Neither shall MJI be responsible to any person or entity for any of my acts or omissions.

I agree to release, indemnify, and hold harmless MJI from and against any claim which I, the participant, my parents or guardian or any other person may have for any losses, damages, or injuries arising out of or in connection with my participation in any MJI study abroad program option.

I have received, read and understood all of the following: 1) Participation in MJI’s Study Abroad program is completely voluntary and not required for any MJI degree or certificate program; 2) MJI’s current Academic Catalog and Student Handbook; 3) My particular program/course of study as fully described in MJI’s current Academic Catalog and Student Handbook; 4) That MJI accepts absolutely no responsibility for the safety, health status, medical or mental health care or treatment of any students; and, 5) This release form and the accompanying MJI Study Abroad Informational Booklet - all of which were provided to me in hard or electronic copy and also available to me on the MJI web site at www.mji.edu. I also fully acknowledge that I remain a fully matriculated MJI student while I am abroad and am therefore required to continue meeting all other MJI policies and procedures regarding my status as a fully matriculated (enrolled) MJI student regardless of any MJI program I attend. Should I fail to meet any MJI requirements MJI may take any corrective actions it deems necessary, up to and including expelling me from the college and/or any programs I may be in.

Required:

_________________________________ _________________
Student’s Name (Printed)   Date

_________________________________
Student’s Signature

As necessary:

_________________________________ ___________________________ ___________________________
Parent or Guardian if minor student (Printed)  Parent or Guardian Signature

Required:

_________________________________ ___________________________ ______
Witness (Printed)   Witness Signature   Date
APPENDIX A

MJI APPROVED COURSES 2010-2011

Accounting

ACC 101 Fundamentals of Accounting
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
Prerequisite: ACC 101 and CIS 101 or equivalent or CIS 110
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
Prerequisite: ACC 101 and 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
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 122 Introduction to Non-profit Management and Leadership
Prerequisite: Sophomore standing
This course is designed to explore the administration and daily management of the non-profit agency. A primary focus will be on those agencies generally serving the Jewish community, but skills learned will be applicable to other type agencies as well. This course will study the basics of non-profit office administration including Board development, staff recruitment, hiring and retention, budgeting, policy development, fundraising, strategic planning, marketing and more.

BUS 200 Principles of Management
Prerequisite: BUS 121
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 202 The Jewish Organization
Prerequisite: Sophomore standing
This course examines the unique characteristics, organizational structures, necessary personnel, and unique challenges faced by the Jewish organization. Additionally, students will develop an understanding of the unique culture of Jewish organizations in their varied forms, including issues relating to ideology, culture, structure, personnel, and mission.

BUS 303 Business Law
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**  
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**  
Prerequisite: as per consent of Dean and instructor  
Topics and credits to be determined

**BUS 410 Directed Study in Business Information Systems**  
Prerequisite: as per consent of instructor  
Topics and credits to be determined

**BUS 450 Internship/Externship (no more than 6 credits counted for BIS concentration)**  
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/ENG 452 Fundamentals of Public Relations**  
Prerequisite: ENG 101 or equivalent and ENG 313 or permission from the Dean  
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.

**BUS/CIS 460 Job Search Strategies**  
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 Introduction to Computer Information Systems**  
Prerequisite: None. May only be taken for elective credits and only if taken prior to passing CIS 110  
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 110 Introduction to Computer Science**  
Prerequisite: Basic computer skills or attendance at MJII pre-fall semester technology orientation  
Exclusions: CIS 101 (This course taken elsewhere is generally not an equivalent with CIS 110 and may not be accepted as such)  
(Required for all BAS students, CC students must take 4 credit version)

Through this course, students’ exposure to computer sciences is level set with emphasis on desktop hardware and
software essentials. Owing to their pivotal role in cooperative computing, the fundamentals of networking and security are also introduced in this introductory course. With this foundation, students taking the 4-credit version are also introduced to a working definition of cooperative computing.

CIS 122 Introduction to HTML, Web Development and e-commerce (3 credits)
Prerequisite: CIS 110 or equivalent.
This course will introduce the student to dynamic HTML content and issues of creating integrated web applications with a focus on e-commerce site needs. Students will also be introduced to the software and hardware associated with HTML programming, web development and e-commerce.

CIS 141 Introduction to Procedural Programming (C++) (4 credits; Lab. = 1 credit)
Prerequisite: Must be registered for, or have taken CIS 110 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 161 Introduction to Database I/Access (3 credits)
Prerequisite: None
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 202 Advanced Applications/Excel and VBA (3 credits)
Prerequisite: CIS 110 or equivalent
An in-depth study of computer hardware and computer applications. Topics to be covered include operating systems (Windows) and spreadsheets. This course builds upon the skills learned in CIS 110, developing greater expertise and focusing on Excel, VBA and OLE (Object Linking and Embedding).

CIS 203 Advanced Applications/Word and Excel (4 credits; Lab. = 1 credit)
Prerequisite: CIS 101 or equivalent or CIS 110
This course provides the student with an advanced level study of two most popular business applications, word processing and spreadsheet creation. The course builds upon the introductory word processing and spreadsheet skills learned during CIS 101 or CIS 110. Students are introduced to more sophisticated functionalities of the applications through the use of actual business issues and requirements.

CIS 222 Advanced Procedural Programming II (C++) (4 credits; Lab. = 1 credit)
Prerequisite: CIS 141
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 232 Presentation Technology (3 credits)
Prerequisite: CIS 110 or equivalent
This course is designed to provide students who may be required to develop professional presentations with the knowledge and skills to integrate technology in support of instruction, presentation and learning. Students will also learn how to develop a technology plan for educational and presentational purposes using presentation software, other multimedia and the internet.

CIS 261 Client/Server Based Database II (Oracle) (3 credits)
Prerequisite: CIS 161 or equivalent
This course, the second in a three-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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>CIS 300</td>
<td>The Ethical Environment of Computing</td>
<td>3</td>
<td>CIS 110 or equivalent, Junior/Senior Standing. Cannot take if EPH 300 already taken.</td>
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<td></td>
<td>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 offer current legal views as well as the Halachik viewpoint.</td>
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<tr>
<td>CIS 321</td>
<td>Introduction to Object Oriented Programming</td>
<td>3</td>
<td>CIS 222</td>
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<td></td>
<td>Having developed a strong basis in procedural programming, this course will introduce the student to Object Oriented Programming. Starting with the concept of classes and how they are designed, the course will cover in depth the three fundamentals of Object Oriented Programming - Encapsulation, Inheritance and Polymorphism. The students will have the opportunity to develop solutions to real world problems using classes and OOP techniques. Students will be exposed to writing classes in JAVA as well as C++ and similarities and differences of the two languages will be explored.</td>
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<tr>
<td>CIS 333</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
<td>CIS 222</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>CIS 343</td>
<td>Visual Programming I</td>
<td>3</td>
<td>CIS 110 and CIS 141</td>
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<td></td>
<td>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.</td>
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<tr>
<td>CIS 351</td>
<td>Visual Programming II</td>
<td>3</td>
<td>CIS 343</td>
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<td></td>
<td>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.</td>
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<td>CIS 362</td>
<td>Client/Server Based Database III</td>
<td>3</td>
<td>CIS 261</td>
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<td></td>
<td>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.</td>
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<tr>
<td>CIS 373</td>
<td>Information Technology Management</td>
<td>3</td>
<td>CIS 110, BUS 121</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>CIS 380</td>
<td>Web Graphic Design</td>
<td>3</td>
<td>CIS 110 or equivalent</td>
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<td></td>
<td>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.</td>
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<tr>
<td>CIS 400</td>
<td>Computer Information Systems Special Topic</td>
<td>up to 9</td>
<td>(max of 3/semester)</td>
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<tr>
<td></td>
<td>This course covers 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.</td>
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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 (3 credits)
Prerequisite: CIS 122
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 110 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 441 Advanced Object Oriented Programming (C++) (4 credits; Lab. = 1 credit)
Prerequisite: CIS 321
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 (no more than 6 credits counted for CIS concentration) 1-6 credits per semester (maximum of 12 “internship/externship” credits permitted)
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.

Students enrolled in the CIS/Cooperative Computing specialty must take a minimum of 2 credits of CIS 450 as part of their core degree requirements.

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 110, 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)  
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.

Cooperative Computing

CC 212 Introduction to Systems Administration 1  
Prerequisite: CIS 110  
Systems administration constitutes the operational and strategic activities required in planning, implementing, deploying, running and maintaining a network of interacting, but distinct systems. In this course, students are introduced to systems administration from a practical perspective. Attention is given to both UNIX/Linux and Microsoft Windows based platforms.

CC 213 Introduction to XML  
Prerequisite: CIS 122  
After placing the extensible Markup Language (XML) in the broader context of HTML and the WWW, this course provides a thorough introduction to XML. Students will be introduced to XML markup, Document Type Definitions (DTDs), and processing XML documents.

CC 311 Introductory Grid Computing  
Co-requisite: CC 341  
This course introduces Grid Computing from the perspective of personal computer (PC) ‘cycle stealing’ – i.e., the opportunistic use of terminate-and-stay-resident applications that perform useful calculations during PCs’ idle and/or low-use periods. This simple paradigm allows students to appreciate Grid Computing in terms of its broader context, definition, plus applications and architectures.

CC 321 Intermediate XML  
Prerequisite: CC 213  
Building on the fundamentals introduced in the introductory course (CC 213, this course introduces XML-related standards. Although a number of related standards are introduced, emphasis is placed on introducing XML Schema.

CC 323 Systems Administration II  
Prerequisite: CC 212  
This course builds on the foundation established in CC 212 by considering intermediate-level activities in the operational and strategic planning, implementation, deployment, running and maintenance of a network of interacting, but distinct systems. In this course, students are introduced to system services and customization via scripting from a practical perspective. Attention is given to both UNIX/Linux and Microsoft Windows based platforms.

CC 341 Introduction to Web Services  
Prerequisite: CC 213  
By leveraging the foundation provided by XML (CC 213 XML1), this course introduces Web Services with respect to messaging protocols and frameworks.

CC 403 An Introduction to Microsoft.net  
Prerequisite: CC 412  
Recommended: CC 442  
Building on object-oriented/based programming paradigms in tandem with the interoperability-targeted standard of Web Services, Microsoft .NET provides a next-generation infrastructure for application and service hosting. After introducing the .NET approach for multi-tier architectures, attention focuses on various .NET technologies and interactions. Microsoft .NET offers an alternative approach to hosting than that offered by Java 2 Enterprise Edition.
CC 412 An Introduction to Service Oriented Architectures (4 credits)
Prerequisites: CIS 122, CIS 321, CC 341
Co-requisite: CC 452
Recommended: CC 442
The World Wide Web (WWW) has proven itself a highly successful and useful technology for document distribution. This course considers the history, evolution and current status of dynamic resources, distributed objects to components to Service Oriented Architectures (SOAs), and their interactions, in the context of the WWW. Focal points include the Common Object Request Broker Architecture (CORBA), plus introductions to Microsoft .NET and Java 2 Enterprise Edition as SOAs based on Web services.

CC 413 An Introduction to Software Architecture (3 credits)
Prerequisites: CIS 110, CIS 141
Service Oriented Architectures (SOAs) built upon objects and components continue to gain traction due to Web Services. The programming languages (e.g., C++, Java, etc.) and hosting environments (e.g., Microsoft .NET, Java 2 Enterprise Edition, etc.) enable this paradigm shift. Thus software architecture emerges as an important discipline with immediate and lasting value as students engage in their profession.

CC 432 Advanced XML (3 credits)
Prerequisites: CC 321, CC 341
Recommended: CIS 471
Building on the foundation established through the introductory (CC 213) and intermediate (CC 321) XML courses, this course considers various advanced topics involving XML. Emphasis is placed on XML Schema at a more-advanced level, flow languages and other topics as time and relevance permit.

CC 442 Intermediate Web Services (3 credits)
Prerequisite: CC 341
Building on introductory Web Services (CC 341 WS.1), this course enhances and extends XML frameworks, introduces directory services and second-generation Web services.

CC 452 Java 2 Enterprise Edition I (4 credits)
Co-requisite: CC 412
This course has two purposes. First, it enhances and extends the foundation established in CIS 321 of Java as an Object Oriented Programming (OOP) language. Second, it introduces the Java 2 Enterprise Edition (J2EE) platform as a hosting environment – for applications and services. Web container essentials (e.g., JavaServer Pages or JSP plus servlets) and the interplay with Web Services are also introduced. J2EE offers an alternative approach to hosting than that offered by Microsoft .NET.

CC 462 Intermediate Grid Computing (3 credits)
Prerequisites: CC 311, CC 323
This course enhances and extends the foundation for Grid Computing developed in CC 311 through the perspective of dedicated resources. This resource-centric paradigm allows students to appreciate Grid Computing in terms of its broader context, definition, applications and architectures, and future directions.

CC 493 An Introduction to Project Planning and Management (3 credits)
Prerequisites: CIS 110, CIS 141
This course introduces the student to project planning and management. Through it, students will gain the knowledge and skills needed to collaborate in a team setting. Amongst other outcomes, this course demonstrates how project planning and management place software development alongside its counterparts from other disciplines of engineering.

CC 543 Java 2 Enterprise Edition II (3 credits)
Prerequisite: CC 452
Recommended Co-requisites: CC 432, CC 462
This course enhances and extends the foundation established in CC 452 of Java 2 Enterprise Edition (J2EE) as an
advanced platform for hosting enterprise applications and services. With Enterprise Java Beans (EJBs) as the container, the J2EE platform permits the introduction of business logic. This business-logic element allows students to revisit many of the topics introduced in CC 452 from an advanced perspective. Additionally, other J2EE technologies and interactions (e.g., with databases) can be introduced.

**CC 592 Cooperative Computing Project**  
(3 credits)  
**Prerequisites:** CC 432 or CC 442  
Working alone or in a small group, together with a faculty advisor, students will engage in a cooperative computing project. The project will focus on the foundation provided by XML, Web Services, or some combination of these areas. Students will propose, design, build and execute their project with the expectation of tangible outcomes.

**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 202 Principles of Micro and Macroeconomics**  
(3 credits)  
**Prerequisite:** None  
The Macroeconomic units of this course will introduce the student to the terminology, concepts and issues of economic theory and practice. These will be applied to practical management problems. The course will provide BIS students and others with an overview of the global economy, U.S. banking system, business cycles, and political efforts to influence employment, prices, and interest rates.

At the same time the course will examine microeconomic theory and principles of the small business and how they impact on quantitative decision-making techniques used in current business practices.

**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 251 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:** None  
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.

**EDU 272 Educational Values in Judaism**  
(3 credits)  
**Prerequisite:** Acceptance into the MJI Judaic Education Concentration  
This course is intended to provide students with both the traditional and latest pedagogical values of Jewish educational systems. Those planning a vocation in Jewish religious schools will acquire an understanding of the influence of Jewish beliefs, values and traditions on classroom conduct and the delivery of educational materials.

**English and Communication Arts**

**ENG 090 Remedial English Reading Comprehension**  
(3 credits)  
**Prerequisite:** None. Course only available to students requiring remedial training or who have failed to pass the CAAP Reading Comprehension proficiency test. Credits and grade (pass/fail) do not count toward degree credit requirements.  
Remedial English Reading Comprehension ENG 090 will help the student improve his or her reading comprehension as a combination of skills that can be conceptualized in the broad categories of referring and reasoning skills.

**ENG 091 Remedial English Composition**  
(3 credits)  
**Prerequisite:** None. Course only available to students requiring remedial training or who have failed to pass the CAAP writing proficiency test. Credits and grade (pass/fail) do not count toward degree credit requirements.  
Remedial English Composition teaches the principles of basic writing; how to convey what one means and mean what one says. Focus is on the short essay: a nonfiction 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 092 Remedial Critical Thinking**  
(3 credits)  
**Prerequisite:** None. Course only available to students requiring remedial training or who have failed to pass the CAAP Critical Thinking test. Credits and grade (pass/fail) do not count toward degree credit requirements.  
Critical thinking is the analysis of any attempt at persuasion, based on an evaluation of the form and content of that attempt. Thinking critically is a strategy for determining how to persuade others, and whether to be persuaded ourselves. The purpose of this course is to remediate objectively tested student with poor critical thinking skills. It will provide these students with a systematic approach to critical thinking process and components.

This course will focus on the role of cultural and individual assumptions, evidence and other types of support, arguments and fallacies, and to rhetoric and language. The study of critical thinking will be supplemented with readings and discussion. Written assignments will deal not only with elements of critical thinking, but with their application in a context of traditional values, personal non-conformity, and cultural diversity.
ENG 101 Introduction to 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 Exploration of Creative Writing I (3 credits)
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 352 Exploration of Creative Writing II (3 credits)
Prerequisite: ENG 351 or equivalent
This course continues to expose 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/BUS 452 Fundamentals of Public Relations (3 credits)
Prerequisite: ENG 101 or equivalent and ENG 313 or permission from the Dean
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 MTELPS 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.

**ESL 15X English as a Second Language - INTENSIVE**  
(12 credits)  
**Prerequisite:** Appropriate MTELPS scores (25 - 35) or demonstrated ability  
ESL 15X is a special course totally occupying the student in the study of English as a Second Language for 12 classroom hours per week. It covers all material included in the three semester series of ESL 151, 152 and 153 into an intensive one semester “full immersion” type experience. It is intended for the student who wishes to quickly become ready for mainstream college work.

**Ethics/Philosophy**

**EPH 105 Ethical Tradition of Judaism I**  
(3 credits)  
**Prerequisite:** None  
A survey course on 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 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 300 The Ethical Environment of Computing**  
(3 credits)  
**Prerequisite:** CIS 110 or equivalent, Junior/Senior Standing. Cannot take if CIS 300 already taken.  
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 offer current legal views as well as the Halachik viewpoint.

**EPH 310 Ethical Tradition of Judaism II**  
(3 credits)  
**Prerequisite:** Junior/Senior Standing or Permission from the Dean  
An advanced and in-depth analyses 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  
**Prerequisite:** Junior/Senior Standing or Permission From the Dean
(3 credits)
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  
**Prerequisite:** Junior/Senior Standing, Knowledge of Hebrew
(3 credits)
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.

Finance

FIN 101 Introduction to Finance  
**Prerequisite:** BUS 121
(3 credits)
This is an introductory level course in finance. It is designed to give students an overview of some of the issues involved with the trading and pricing of securities in modern financial markets. We will look at several basic questions: What functions do financial markets provide? Who are the important participants? How do investors approach financial decisions? What roles do regulators and government agencies play? How do economists use financial markets as laboratories for understanding behavior?

FIN 202 Principles of Fundraising/Grants  
**Prerequisite:** Sophomore standing
(3 credits)
The course will cover all aspects of searching for funding and grants, writing proposals, managing projects, and negotiating with funding sources. The course will provide opportunities for students to search out funding sources and develop a proposal for funding. Practical exercises take students through all the stages of developing a proposal and complying with funder requirements.

History

HIS 140 Encountering Jewish Civilization I  
**Prerequisite:** None
(3 credits)
This course presents a chronological survey of the development of major components Jewish life and identity from antiquity through the times of the Crusades. Students will trace the origins and founding of the Jewish community, its emergence into a national identity and its survival and development as a people in exile in juxtaposition to and through interaction with other cultures and civilizations.

HIS 142 Encountering Jewish Civilization II  
**Prerequisite:** None
(3 credits)
This course presents a chronological survey of Jewish history from the period of the Crusades to contemporary times. The course will focus on the events that shaped Jewish communal life and how Judaism developed both in juxtaposition to and through interaction with other cultures and civilizations throughout world history.

HIS 150 History of the Jews  
**Prerequisite:** None
(3 credits)
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 151 Overview of Jewish History Until the Modern Era  
**Prerequisites:** None. HIS 150 and HIS 151 may not both be counted for Judaic Studies concentration credit
(3 credits)
With broad strokes, we will sketch the outlines of Jewish history from creation until the time of Napoleon. Biblical accounts will set the theme of G-d’s manifestation within history; we will follow that theme through the history of the people through the Second Temple period and the Talmudic Age, and finally through the Middle Ages and up until the watershed of the Napoleonic epoch.

**HIS 152 Overview of Modern Jewish History**  
**Prerequisites:** None. HIS 150 or HIS 151 recommended  
Napoleon’s reordering of Europe let loose the forces of political emancipation and cultural and religious assimilation in the Jewish community. With the old order threatened or shattered, anti-Semitism reappeared in new and more virulent forms; and within the Jewish community, the new realities were met both with new ideologies and a reinvigorated tradition. The emergence of American Jewry, the destruction of Europe and the rise of Israel will round out this survey.

**HIS/HUM 201 The Ancient World**  
**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**  
**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**  
**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**  
**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 255 The American Jewish Experience**  
**Prerequisite:** None  
This course introduces students to the historical development and interaction of the Jewish community in United States. Themes examined include immigration, assimilation, integration, involvement in politics and social causes, cultural continuity and collective survival. We will also examine historic attitudes and acceptance of Jewish minority and Israel, their historic homeland. Finally, we will explore the American Jewish community’s response to important events most recent century.

**HIS 260 Modern Europe**  
**Prerequisite:** None  
This course covers the history of modern Europe, highlighting the foundations of the contemporary world.

**HIS 261 Exploring the Holocaust I**  
**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 learn about the Jewish civilization that perished and study the evolution of the idea of the Final Solution and its implementation throughout the communities of Europe, and the reaction of the world.
Finally, we will be introduced to resistance and rescue efforts, liberation and the Nuremberg Trials.

**HIS 262 Exploring the Holocaust II**  
**Prerequisite: None**  
This course examines the Holocaust in its aftermath, assessing the political and moral climate of the world, from the immediate reactions to the magnitude of this tragedy and addressing the plight of the refugees through modern-day anti-Semitism. Evidence implicating communal, corporate, financial, governmental and church involvement in abetting the genocide will be presented. We will confront the lasting impact of the Holocaust in the creation of the modern State of Israel, upon the lives of the survivors and their families, and on present-day politics and theological/philosophical thought. The Holocaust will be compared with other attempts of racial genocide. We will also confront Holocaust denial, historic revisionism, applications of holocaust imagery and terminology, trivialization, commemorative and educational efforts.

**HIS 263 Directed Study in Holocaust Research**  
**Prerequisite: Permission of Instructor**  
The student will engage in independent and original research in Holocaust history and implications. Topics could include those covered in HIS 261 or HIS 262 (consult course syllabi) or other topical areas. Topic(s) and research methods to be approved by the Instructor in consultation with the Dean of Academic Administration.

**HIS 270 United States to 1865**  
**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**  
**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**  
**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**  
**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**  
**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**  
**Prerequisite: Junior/Senior Standing or Permission From the Dean**  
Topics include aliyyah 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 200 Directed Studies in the Humanities (Art, Music and Drama) (3 credits)
Prerequisite: None
An interdisciplinary directed study in the arts. Explores various approaches to art and aesthetics. Readings and course projects are designed to help students develop critical thinking and writing skills as they experience and evaluate various art forms, specifically visual arts, drama, literature, music, and/or film.

HIS/HUM 201 The Ancient World (3 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 (3 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.

HEBREW LANGUAGE SERIES:
Students enrolling in this series will be evaluated for their knowledge and communication skills in the Hebrew language and recommended for placement at an appropriate level in the course sequence.

HUM 110 Elementary Modern Hebrew I (3 credits)
Prerequisite: None, JST 104 or a familiarity with the Hebrew alphabet and some passive vocabulary is preferred
This course introduces Modern Hebrew language beginning with a review of the letters and vowels of the alphabet in block and script forms, laying strong foundations for reading and writing skills. The focus of instruction is on developing strong communicative skills. At first, students will practice Hebrew speech using vocabulary and phrases composed only of familiar letters and vowels. Through active listening, reading, writing and speaking, students will learn how to introduce themselves, describe their background and living environment. The course will introduce basic grammar forms such as noun-adjective agreement in gender and number, use of question words, prepositions, the definite article and various verb conjugation patterns in the present tense.

HUM 120 Elementary Modern Hebrew II (3 credits)
Prerequisite: HUM 110 or equivalent
In this course, students will further develop their communicative skills in standard Modern Hebrew and transition to the intermediate level. The focus of teaching is on expanding students’ grammatical skills and active vocabulary when speaking, writing, reading and listening. The language is taught in its appropriate cultural context: a variety of texts, movies and audio materials introduce Israeli sights and communities, customs, history and everyday life. After covering all active verb forms in the present tense, students are introduced to the past tense. They use time phrases, describe daily schedules, express needs and abilities as well as their health and looks.

HUM 241 Intermediate Modern Hebrew I (3 credits)
Prerequisite: HUM 120 or equivalent
This course raises a student’s basic skills in Modern Hebrew to an intermediate level of speaking, writing, reading and listening. It places strong emphasis on developing more complex syntax and speech patterns than before as well as a richer, active vocabulary. This class is suitable for most graduates of Hebrew day schools. The class will complete the survey of past-tense active verbs, and will introduce advanced syntax including indirect speech, impersonal phrases, as well as causative and consequential and mutual actions. Readings, writing exercises, classroom discussion and dialogue will be supplemented with movies, video, audio and computer-based exercises.

HUM 242 Intermediate Modern Hebrew II (3 credits)
Prerequisite: HUM 241 or equivalent
In this advanced intermediate-level course, students will expand and strengthen their speaking, reading, listening and writing skills in standard Modern Hebrew. This class emphasizes advanced syntax and grammar as well as a rich cultural input, so that students can become more self-assured, communicative and versatile users of Hebrew as it is spoken in Israel today. This course regularly uses recent Israeli movies, media, popular music and the web to explore contemporary issues of Israeli culture and society. Students are encouraged to use Hebrew word processing and e-mailing. With this foundation, students will read, discuss and report on assigned materials, on-line work and/or a full-text play/novel/movie.

**HUM 250 Advanced Topics in Modern Hebrew I**  
*Prerequisite: HUM 242 or equivalent*

This course presents a topical encounter with central issues of contemporary Israeli culture through various genres of ‘texts’, from academic and literary to film and poetry. Students will read, listen, watch, discuss and write about topics ranging from the Jewish Identity of Israelis to the globalization of Israeli society. Linguistically, students will learn the use of advanced syntax, mainly structures that necessitate future forms, and will start using passive forms of the verb system. With this foundation, students will read, discuss and report on assigned materials, on-line work and/or a full-text play/novel/movie.

**HUM 260 Advanced Topics in Modern Hebrew II**  
*Prerequisite: HUM 250 or equivalent*

This course is geared for an intensive interaction with Hebrew of the communication media. Students will explore in depth a few central aspects of contemporary Israel using diverse sources. Emphasis is on sophisticated articulation, both verbal and written and Hebrew web literacy. Grammatically, this class will emphasize the passive voice structure that is prevalent in media reporting and advanced conditional phrases. With this foundation, students will read, discuss and report on assigned materials, on-line work and/or a full-text play/novel/movie.

**HUM 300 Seminar in Advanced Hebrew Language**  
*Prerequisite: HUM 260 or equivalent*

This course provides a transition to advanced-level conversational, comprehensive and compositional skills. Students will consistently and confidently perform narration and debate across a variety of current topics, while creating an active understanding of formal text and various media. As the most advanced Hebrew Language Seminar, instructors and their students will determine a course of study that best fits the current level of knowledge displayed by students.

**Judaic Leadership**

**JLD 101 Introduction to Communal Leadership**  
*Prerequisite: Sophomore standing*

The aim of this course is to survey selected issues of leadership in general and Jewish leadership in particular. The psychology and sociology of leadership along with communal behavior are examined. A study of traditional Jewish thought vs. contemporary theories of leadership is also explored. The current leadership styles of both North American and Israeli communal leaders are examined via current case studies and historical documents. The course emphasis is on required skill sets for successful leadership in the Jewish community.

**JLD 102 Jewish Communal and Public Relations**  
*Prerequisite: JLD 101, Sophomore standing*

This course introduces students to the basic concepts behind, and the practices of, Jewish communal relations and interactions with the public, both general and those of the Jewish faith. Upon completion of the course, students will have a basic understanding of general principles and methods of community relations and an appreciation of the nature of public opinion with respect to its formation, measurement, and its relationship to public policy.

**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.
JS 450 Internship/Externship (no more than 6 credits counted for JS concentration) 1-6 credits per semester (maximum of 12 “internship/externship” credits permitted)

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.

JST 101 The Narrative of the Chumash (3 credits)
Prerequisite: None
This course explores the narrative themes of the Pentateuch. It aims to establish a basic grasp of the founding narrative of Judaism and an understanding of how it serves as an underpinning for the legal/political structure of the Jewish people.

JST 102 The Passion of the Prophets (3 credits)
Prerequisite: None, but JST 101 is recommended
The literary prophets—the Nevi‘im acharonim—bestowed a body of writing that is unique in its expression of G-d’s passionate involvement in His creation. Through looking first-hand at the books of Isaiah, Jeremiah, Ezekiel, and the twelve Minor Prophets, we will explore the moral and philosophic significance of their vision of a G-d who cares what His name means to His people and to His world.

JST 104 Introduction to Jewish Liturgy and Written Hebrew (3 credits)
Prerequisite: None, however a minimal ability to read Hebrew is desired.
This course is designed to introduce the student to the Jewish prayer book (Siddur). Students will develop knowledge of the key elements of the Jewish liturgical cycle including daily, Sabbath and holiday prayers. Although basic ability to read Hebrew is desirable, the course will introduce the Hebrew letters and vocalization.

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 211 Seminar/Directed Study in Rabbinical Literature (1-6 credits)
Prerequisite: Consent of instructor
To be determined for each seminar or directed study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 212 Seminar/Directed Study in Rabbinical Literature (1-6 credits)
Prerequisite: Consent of instructor
To be determined for each seminar or directed study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 213 Seminar/Directed Study in Rabbinical Literature (1-6 credits)
Prerequisite: Consent of instructor
To be determined for each seminar or directed study by Instructor and Student in consultation with the Dean of
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JST 231</td>
<td>Structure and Development of the Liturgy</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Prerequisite: None</td>
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<tr>
<td></td>
<td>Using primary sources, the student traces the development and structure of the presently-used liturgical service.</td>
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<tr>
<td>JST 232</td>
<td>Foundations of the <em>Halacha</em></td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Prerequisite: None</td>
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<td></td>
<td>Course content is the development and fundamental philosophy of the Oral Law: <em>Mishnah</em>, <em>Gemarra</em>, and the subsequent codes of <em>Rif</em>, <em>Rambam</em>, <em>Tur</em> and <em>Shulchan Oruch</em>.</td>
<td></td>
</tr>
<tr>
<td>JST 251</td>
<td>Sanctifying Time: The Lifecycle and the Calendar in Halacha</td>
<td>(3 credits)</td>
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<tr>
<td>Prerequisite: None</td>
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<td></td>
<td>Jewish law specifies times and places as having special significance and holiness. And even when through much of Jewish history, the holy places were reachable only in memory or imagination; holiness in time was available to everyone. This course explores the sanctification of the time shared by the public through the calendar’s cycles and the private time of each individual through life-cycle milestones.</td>
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</tr>
<tr>
<td>JST 300</td>
<td>Talmud I</td>
<td>(3-6 credits)</td>
</tr>
<tr>
<td>Prerequisite: Permission from Dean based on previous familiarity with Talmud study</td>
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<td></td>
<td>Intensive study of the Talmud for at least three to nine hours weekly (dependent on credits taken.). Students will attend course lectures and other available seminars and cover material as determined by the instructor.</td>
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<tr>
<td>JST 301</td>
<td>From Sinai to Cyberspace</td>
<td>(3 credits)</td>
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<tr>
<td>Prerequisite: Any Jewish History Course – This course meets Masora requirements</td>
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<td></td>
<td>Jewish law is a coherent system meant to direct the mutable details of a finite worldly life to correspond to the infinite wisdom and immutable goodness of the Deity. We will investigate the fundamental principles of this system, and see how it proposes that the human mind grasp G-d’s intelligence and purpose, making it a program for practical action in government of the community and of the self.</td>
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</tr>
<tr>
<td>JST 313</td>
<td>Topics in <em>Halacha</em> - Sabbath and the Festivals</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Prerequisite: Junior/Senior Standing or Permission From the Dean</td>
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<tr>
<td></td>
<td>Various legal issues are discussed and analyzed, with an emphasis on modern applications.</td>
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<tr>
<td>JST 331</td>
<td>Essential Concepts of Jewish Prayer</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Prerequisite: JST 231 or Instructor’s permission (must demonstrate ability to navigate through the Siddur’s (Jewish prayer book) daily, Shabbos and Holiday sections.</td>
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<td></td>
<td>The Rabbis understood that serving G-d with the heart was accomplished through prayer. The liturgy of Judaism binds the Jewish people to G-d and to each other as members of a community at prayer. Through examining its structure and concepts, we will acquaint ourselves with Judaism’s understanding of G-d and with what it means to serve G-d.</td>
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</tr>
<tr>
<td>JST 350</td>
<td>Talmud II</td>
<td>(3-6 credits)</td>
</tr>
<tr>
<td>Prerequisite: Permission from Dean based on previous familiarity with Talmud study or JST 300</td>
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<tr>
<td></td>
<td>Intensive study of the Talmud for at least three to nine hours weekly (dependent on credits taken.). Students will attend course lectures and other available seminars and cover material as determined by the instructor.</td>
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</tr>
<tr>
<td>JST 353</td>
<td>Topics in <em>Halacha</em> -The Family</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Prerequisite: Junior/Senior Standing or Permission From the Dean</td>
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<td></td>
<td>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).</td>
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<tr>
<td>JST 383</td>
<td>Topics in <em>Halacha</em>-Contemporary Problems</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Prerequisite: Junior/Senior Standing</td>
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<tr>
<td></td>
<td>Legal issues relating to the current technological and political situation are discussed and analyzed.</td>
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</tbody>
</table>
JST 400 Talmud III  (3-6 credits)
Prerequisite: Permission from Dean based on previous familiarity with Talmud study or JST 350
Intensive study of the Talmud for at least three to nine hours weekly (dependent on credits taken.). Students will attend course lectures and other available seminars and cover material as determined by the instructor.

JST 441 The History and Philosophy of Chassidut - I Foundations  (3 credits)
Prerequisite: Junior/Senior Standing or Permission From the Dean
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 & Growth  (3 credits)
Prerequisite: Junior/Senior Standing, JST 441 or Permission From the Dean
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 or Permission From the Dean
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 450 Seminar/Directed Study in Judaic Studies  (1-3 credits)
Prerequisite: Consent of Instructor
To be determined for each seminar or directed study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 460 Seminar/Directed Study in Judaic Studies  (1-3 credits)
Prerequisite: Consent of Instructor
To be determined for each seminar or directed study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 470 Seminar/Directed Study in Judaic Studies  (1-3 credits)
Prerequisite: Consent of Instructor
To be determined for each seminar or directed study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

Math/Science

MAS 090 Remedial Mathematics for College Students  (3 credits)
Prerequisite: None. Course only available to students requiring remedial training or who have failed to pass the CAAP Mathematics proficiency test. Credits and grade (pass/fail) do not count toward degree credit requirements.
This course teaches the basic mathematics concepts included in pre-algebra; elementary, intermediate, and advanced algebra; coordinate geometry; and trigonometry.

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  
Prerequisite: None  
(3 credits)

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  
Prerequisite: MAS 105 or equivalent  
(3 credits)

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  
Prerequisite: MAS 105 or equivalent  
(3 credits)

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  
Prerequisite: None  
(3 credits)

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

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  
Prerequisite: MAS 252  
(4 credits)

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 263 Business Math and Statistics  
Prerequisite: MAS 105 or equivalent.  
(3 credits)

This course will cover the mathematics which is applicable to the business environment. The topics to be covered will include a review of basic algebra, linear systems, matrix methods to solve linear systems and linear programming. Introduction to basic statistics, data representation and understanding of statistical information. Sequences and series with application to financial issues such as mortgages, annuities, amortization, etc. This course will encourage the student to use software to compute and represent data, but ensure that the logic behind the computation and therefore its usefulness will be fully understood.
MAS 271 Bioscience  
Prerequisite: None  
(3 credits)  
The course covers the molecular and cellular foundations of life. It includes comparative anatomy and physiology, and medical terminology.

MAS 301 Statistics  
Prerequisite: MAS 105  
(3 credits)  
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  
Prerequisite: MAS 105  
(3 credits)  
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  
Prerequisite: None  
(3 credits)  
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  
Prerequisite: None  
(3 credits)  
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  
Prerequisite: None  
(3 credits)  
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  
Prerequisite: PSY 101 or permission from the dean  
(3 credits)  
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  
Prerequisite: None  
(3 credits)  
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 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, and 5243. Some students may wish to take in addition or as alternatives YJST 1251, 1261, 2250, 2260, 5251, 5261.

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.

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>YJST 2210</td>
<td>The Codes I</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2220</td>
<td>The Codes II</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2230</td>
<td>The Codes III</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2240</td>
<td>The Codes IV</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>YJST 2250</td>
<td>Rambam, I</td>
<td>4</td>
</tr>
<tr>
<td>YJST 2260</td>
<td>Rambam II</td>
<td>4</td>
</tr>
</tbody>
</table>

In these courses the students undertake to study and complete in its entirety Maimonides’ 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.

<table>
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<tr>
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<tbody>
<tr>
<td>YJST 5211</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Eyun</em>) I</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5221</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Eyun</em>) II</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5231</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Eyun</em>) III</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5241</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Eyun</em>) IV</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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<tbody>
<tr>
<td>YJST 5251</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses of the RaShaB I</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5261</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses of the RaShaB II</td>
<td>3</td>
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</tbody>
</table>

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.

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</thead>
<tbody>
<tr>
<td>YJST 5212</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Bekius</em>) I</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5222</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Bekius</em>) II</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5232</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Bekius</em>) III</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5242</td>
<td><em>Mamorim</em> - Philosophical/Ethical Discourses (<em>Bekius</em>) IV</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>YJST 5213</td>
<td><em>Sichos</em> of the Lubavitcher Rebbe, R. Menachem M. Schneersohn I</td>
<td>1</td>
</tr>
<tr>
<td>YJST 5223</td>
<td><em>Sichos</em> of the Lubavitcher Rebbe, R. Menachem M. Schneersohn II</td>
<td>1</td>
</tr>
<tr>
<td>YJST 5233</td>
<td><em>Sichos</em> of the Lubavitcher Rebbe, R. Menachem M. Schneersohn III</td>
<td>1</td>
</tr>
<tr>
<td>YJST 5243</td>
<td><em>Sichos</em> of the Lubavitcher Rebbe, R. Menachem M. Schneersohn IV</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

(Special Note: Due to the unique nature of the Sichos series of texts as described above and because they all delve into original biblical material, BAS seeking students should indicate which program requirements will be met when registering for these courses. Acceptable departmental references include: Ethics, Philosophy and Religion in general education; or, in the Judaic Studies concentrations: Bible; Rabbinic Literature; Jewish Philosophy and Thought; or, Jewish Law)
MJI STUDY ABROAD APPLICANT HOST SCHOOL

PRE-CONSIDERATION CHECKLIST (rev 041510)

1. Are all provided materials in required English or with attached and authenticated English translations? □ Yes
   □ Name of translating agency/person provided □ original signatures

2. Do provided materials indicate Host familiarity with Tech Guides, Catalog & Brochure? □ Yes

3. Is complete contact information provided?
   □ Name of contact person □ complete school name □ street address and □ mailing address, if different
   □ Phone numbers including: □ administration □ emergency numbers for parents □ email addresses

4. Current catalog and other required information provided:
   □ Catalog: [ □ printed or □ online or □ both] □ School Description □ Admissions requirements
   □ Academic Programs Description □ Available educational resources and □ Facilities
   Safety and Security of □ human and □ student records
   □ Student Orientation □ Student Counseling □ Tuition described □ Housing Facilities and □ fees
   □ Accreditation or □ License or □ Certification □ Other: described:
   □ Building Code approval □ Medical Insurance.
   □ Course descriptions & □ number of credits awarded for each proposed MJI equivalent SA programs & courses*
     □ ALL or only □ CIS □ BIS □ JS □ AAS □ Cert. authorized for MJI students

5. □ Basis for determining amount of credit awarded for each proposed MJI equivalent SA course

6. Complete listing* of SA teaching faculty members assigned to MJI equivalent courses, with their educational history, including:
   □ schools attended □ degrees awarded □ dates degrees obtained and □ English resumes with all relevant experience.
   □ original signed/sealed transcripts provided for each faculty member

7. *A complete daily schedule of MJI equivalent Study Abroad classes to be taught with names of:
   □ MJI approved instructors, □ course titles, □ day(s) and □ time(s) offered during the □ upcoming academic year, or □ next two academic years if applying for first and second year abroad program

8. Any other materials or documents enhancing application as SA host school.
   * Please note: many schools have simplified the preparation of these * marked items by providing all of them on the same spreadsheet. This is acceptable. (Contact MJI if you would like to see a sample of this method.)
MJSTUDY ABROAD HOST SCHOOL PROCESS CHECKLIST

HAVE YOU…

1. Obtained the most recent version of these guidelines (dated as current academic year)? __

2. Determined if your courses taught to MJI students remain equivalent to those recognized by MJI? ___

3. Combined your equivalent courses, as necessary and academically rational, so that the credits awarded are equal to those of the MJI equivalent course? ___

4. Provided MJI with an updated English equivalency chart converting your courses (and course combinations) to those recognized by MJI? ___

5. Provided MJI with all the required credentials of your instructors who will be teaching MJI students? ___

6. Developed a method of timely notifying MJI about MJI students who have:
   • Actually arrived at your campus___;
   • Registered for course work ___; and,
   • Specified which classes they will be taking each semester they are guests at your site? ___

7. Verified each guest student’s identity and documented it via photo ID? ___

8. Checked that all guest MJI students will be taking enough MJI recognized credits to satisfy the requirements of any financial aid they may be receiving? ___

9. Insured that courses recognized by MJI are taught by MJI credentialed instructors? ___

10. Collected “Release of Information” agreements for any MJI students about whom you will be sharing academic information with parties outside our school system? ___

11. A method to evaluate students’ continuing satisfactory academic progress and timely reporting any academic problems to MJI? ___

12. Developed a complete (as described in these guidelines) & standardized (uniform) English transcript for reporting guest student academic accomplishments back to MJI and are able to provide MJI with these English transcripts within two weeks of each semester’s conclusion? ___

13. Advised MJI of any changes in your program(s) since last year? For example: have you significantly changed your semester start date (e.g., from beginning September to beginning October)? Or, have you changed your course offerings or faculty? ___