Technical Guidelines for Host Schools and Student Informational Booklet

MJI
STUDY ABROAD

NOTICE: Although every attempt has been made to ensure that these Technical Guidelines are complete and accurate, MJI reserves the right to make changes to any portion of this document, as necessary. Study Abroad Host Schools and others are also reminded that any oral representations of MJI policies made by anyone may not be accurate and therefore such oral representations will not prevail over school policies available in writing and provided to all those who request them.
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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 from our website\(^1\), 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 depend on your complete understanding of and adherence to all MJI Study Abroad directives for host schools. It is also important for your application if your school also engages in the many required and recommended practices described in these guidelines.

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 2013 should use guidelines dated 2013-2014. Please discard any earlier versions of these guidelines that you may have previously obtained. Vital information may have been updated and older versions of the guidelines could now be misleading. You should also visit the MJI website FAQ page, item 155, from time to time to check on any mid-year updates. AN MJI representative also will communicate with you regarding any substantive changes that occur during the school year.

The requirements contained in this booklet are provided to help both our institutions ensure that any MJI student attending your school, as a guest student, will be able to report credits back to MJI for MJI equivalent courses taken at your school taught exclusively by your MJI-approved instructors, and if qualified, receive financial assistance while attending your program. If you think you are unable to meet any of the directives outlined in these guidelines, please let us know before you submit your application to become an MJI Study Abroad Host School and we will try to assist you in meeting those directives 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 ensure that you remember that no document should be sent to MJI exclusively in a foreign language, without an accompanying translation\(^2\). We do apologize to those of you who will find these many reminders redundant but they are provided to assist you in avoiding any frustrating delays in your application or other matters.)

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\(^1\) New! Please note: At this time MJI is unable to offer “approved host school” status to any Kollel Eruv (night Kollel). Such programs need not apply.

\(^2\) New! MJI reserves the right to translate documents submitted in foreign languages into English and at its discretion bill the applicant for this service.
We hope you will find these guidelines useful as you prepare your application to host MJJ students at your school. At the very end of these guidelines, you will find checklists to help you ensure that your preparations to become an MJJ Study Abroad Host School are complete and to assist you with your ongoing responsibilities once you become an MJJ Host School. Please use these checklists to avoid any disappointment during your application process and during the life of our formal agreements with you.

If there is anything we can do to improve these guidelines, please contact your MJJ Study Abroad Liaison or the MJJ Study Abroad Program Department Manager, Rabbi Yudi Mann at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJJ) ext. 112 or rabbimann@mji.edu. You and your students can also find additional information at the MJJ website, www.mji.edu. We look forward to working with you in providing MJJ students with a rewarding academic Study Abroad program.

A MESSAGE FOR RETURNING MJJ STUDY ABROAD HOST SCHOOLS:

Welcome Back!

The MJJ Academic Administration looks forward to another exciting academic year for those of our students who have elected to enter the MJJ 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 ensure 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 ensure that our students achieve all that they set out to accomplish by enrolling in the MJJ Study Abroad program. Although a few of these guidelines assist MJJ 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 requirements. 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 and certificates.

Please be very sure that you are using the most current edition of these guidelines. MJJ typically updates these guidelines every July for the coming academic year. For example, schools entering the MJJ Study Abroad host program starting about September 2013 should use guidelines dated 2013-2014. 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. You should also check the MJJ website FAQ page, item number 155, from time to time to check on any mid-year updates. AN MJJ representative also will communicate with you regarding any substantive changes that occur during the school year.

3 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 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 continue to date and will likely do so for the foreseeable future. These guidelines also will be updated as new regulations impacting on Study Abroad programs are promulgated by the Department of Education or MJJ’s accrediting agency. MJJ host schools will be contacted by MJJ whenever new announcements impact on the way in which host schools must conduct themselves to remain in compliance with the Higher Education Opportunity Act’s evolving rules. Should a host school find itself unable comply with a new directive, it is free to terminate its agreement with MJJ upon written notice to MJJ as described in your written agreement with MJJ and these guidelines. MJJ will then make alternate arrangements (teach-out plan) as necessary for its students attending the terminating host. New! More details on “teach-out” planning are available later in these guidelines, in the section so titled.
We have tried to minimize the intrusion of these directives 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 awarding academic credit or the manner in which any financial assistance may be dispensed and to whom. Thus, MJI and its Study Abroad host schools must partner and work together to ensure that the academic credit we award and any financial assistance 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 and any of the agencies that may provide financial assistance to our students.

Finally, if you plan to make any significant changes to your academic programs, faculty or curricula since you last applied to become an MJI host school, you should 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 should be informed of these changes before they are instituted so that we can assess their impact on our MJI students, on any financial assistance they may be receiving 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 ensure that you remember that no document should be sent to MJI exclusively in a foreign language, without an accompanying English 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 frustrating 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 ensure 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 your MJI Study Abroad Liaison or the MJI Study Abroad Program Department at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 112 or info@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.

4 New! There are no guarantees that any particular student will be eligible for and/or receive any form of financial assistance from or through MJI. Students are always ultimately responsible for the total costs of their education, whether or not they receive financial assistance from other agencies.

5 New! MJI reserves the right to translate documents submitted in foreign languages into English and at its discretion bill the applicant for this service.
**Statement of Accreditation**

Michigan Jewish Institute is a senior, career oriented college accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award Associate and Bachelor degrees and other academic certificates.

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

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

MJII is also approved by the State of Michigan to operate a private postsecondary institution awarding certificates and degrees up to and including doctoral degrees. The appropriate state office can be reached at:

State of Michigan
Department of Licensing and Regulatory Affairs
PO Box 30714
Lansing, MI 48909
Tel: (517) 241-6806

Documents related to MJI’s accreditation and licensing may be reviewed by faculty, students, prospective students and other interested parties at the MJI Administrative Offices, by appointment. Please call 1-888-INFO-MJI (1-888-463-6654) or 1-248-414-6900 ext. 110.

**Non-Discrimination Educational Policy**

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

The Michigan Jewish Institute admits qualified men of the Jewish faith to the certificate program in Talmudic Law and Jurisprudence, without unlawful discrimination to race, color, age, marital status, disability/handicap, national origin, height, weight, or other protected classifications, granting all the rights, privileges, programs, utilization’s, benefits and other activities generally accorded or made available to students at the Institute.
The Michigan Jewish Institute expressly forbids unlawful discrimination and sexual harassment in admission, training and treatment of students, education and educational opportunities, the use of Institute facilities, and the awarding of contracts.

**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 or updates were published and also placed on the MJI website (www.MJI.edu), we have marked such changes with “New!” and printed them in blue font. We hope you will find this feature useful. We invite all suggestions and comments for improving this document.  

**GLOSSARY OF KEY TERMS, AS USED IN THESE GUIDELINES**: 

**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 and/or AICE and/or NACES to evaluate all foreign academic credentials submitted to MJI by potential faculty and others.

**ACICS**: The Michigan Jewish Institute is a senior four-year, career oriented 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” unless an academic program change is desired. This should not be confused with the term, “Registration” which is very different and defined later in this Glossary.

**Credentialed (or approved) 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:

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6 Because this year’s initial edition of these Technical Guidelines contains many changes we strongly urge all host schools, regardless of length of time participating in MJI’s study abroad program to carefully reread the entire document and make all necessary changes to their operations to ensure their continued participation as MJI study abroad host schools.

7 MJI invites host schools to request additional glossary entries for items that remain unclear to them.
a. General education course instructors must minimally hold a masters degree or its equivalent in their fields of instruction;
b. Faculty members teaching MJI major or concentration-specific courses must minimally hold a bachelors degree or its equivalent in their fields of instruction;
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, AICE, NACES 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 independent study hours = 1 semester credit-hour
- 45 hours of internship / externship = 1 semester credit-hour
- 45 hours of Student Teaching = 1 semester credit-hour
- 45 hours of other related Practica = 1 semester credit-hour

FERPA: Family Educational Rights and Privacy Act: This is a U.S. federal law law that protects the privacy of student education records. The law applies to all schools that receive funds under applicable programs of the U.S. Department of Education (ED). A discussion of these rules may be found in the current MJI Academic Catalog and Student Handbook or at the ED’s website at: www.ed.gov/policy/gen/guid/fpco/index.html.

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 student passed the course and F indicating that the student 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 (sending) school” to take classes for credit at a second school (known as the “host school”) – very 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 as Host School Transfer Credits when the host school reports the guest student’s performance at the host school although the actual grades issued by the host will not be exhibited on the MJI transcript.

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8 Currently, the U.S. Department of Education requires that weekly homework be assigned based on a minimum 2:1 ratio with classroom instruction. For example a three credit course meets three (3) hours per week per 15 week semester. Thus, each week students must be assigned at least six (6) additional hours of homework in order to meet the 2:1 requirement. Host school documentation must demonstrate that this standard is being met.
Students may simultaneously continue taking some courses from the home school while a guest at a 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).

**Homework:** Assignments students must complete on their own, outside of formal classroom activities with an instructor. Currently, for each hour spent “in class” students must be assigned a minimum of 2 hours work “out of class”. Examples include: required reading of assigned texts; completion of assigned exercises, which could take place during informal study hall or library based sessions; take-home quizzes, examinations and compositions; field trips; and others.

**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, an 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 application 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 other local schools not affiliated with the host school or other independent individuals recognized for their bilingual skills including MJI’s own faculty and staff. 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 any of 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 Mesivtas which are considered secondary educational programs), 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).

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9 MJI reserves the right to translate documents submitted in foreign languages into English and at its discretion bill the applicant for this service.
Report Card: A formal, written representation of a student’s academic accomplishments each semester.

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 the section by the same title in the current MJI Academic Catalog and Student Handbook, updated and published at the beginning of each academic year and during the academic year, as needed. A copy of the current catalog may always be obtained at the MJI website (www.MJI.edu) item number 105 on the FAQ page.

Secondary Education: High School (often referred to as “Mesivta” in Yeshivas). Typically secondary education in the U.S. encompasses grades 9 through 12. In some other countries, these four U.S. yearly grades may be spread over an equivalent educational system encompassing 3 to 5 years.

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(s) where MJI students will be receiving course instruction and housing facilities wherever applicable, if different. If the Street Addresses and Mailing Addresses are different, please provide all relevant addresses, properly identified to MJI, if you have not already done so.

Teach-out Plan: In the unfortunate circumstance whereby the agreement between MJI and a Host School is terminated for any reason mid-academic semester or during any MJI students’ SA programming, both MJI and the Host School must work out a method to ensure that the effected students’ risk of losing any academic work or credits they have already earned is minimized. This is referred to as a “Teach-out plan” and is fully described later in these Technical Guidelines.

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

Transfer Credits, General: As used in these Technical Guidelines: credit appearing at the beginning of an MJI transcript representing course work credits earned elsewhere (e.g., other colleges and CLEP examinations) but accepted and counted by MJI. General transfer credits indicate the academic area in which they were earned but do not indicate course titles or the grades earned nor are they used in calculating cumulative grade point averages. MJI will only accept transfer credits for courses it determines are acceptable and with an earned grade of C- or better.

Study Abroad Host School Transfer Credits (SA transfer credits): Approved equivalent course credits earned while in MJI’s Study Abroad Program will be transferred to students’ MJI transcripts within the applicable semester and will be included in the enrollment status.
for that semester as well as in the satisfactory academic progress evaluation though grades
will not be included in the GPA calculation. They will be differentiated from **general transfer credits** (see immediately above) earned outside of MJI’s Study Abroad Program.

**INTRODUCTION:**

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

- A premier cross-cultural education and experience;
- Placement in a host school program acceptable to MJI;
- Availability of courses that are equivalent to MJI courses and therefore transferable back to MJI;
- Instruction by qualified faculty;
- Rigorous evaluation and **prompt** reporting of course accomplishments back to MJI; and,
- When applicable and eligible, financial assistance with educational expenses while abroad.

Each of these is discussed in turn, below.

**I. PREMIER CROSS-CULTURAL EDUCATION**

When your institution is accepted as an 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 and faculty, the MJI Office of Academic Administration has determined your educational program meets U.S. Department of Education\(^ {10} \) and other U.S. accrediting agency standards for providing a high quality cross-cultural educational experience for students. As indicated at the beginning of these guidelines, MJI’s accrediting agency is ACICS.

**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.

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\(^{10}\) 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 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 dictate how accredited colleges and universities are to conduct business. These efforts continue to date. 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 Higher Education Opportunity Act’s evolving rules.
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 an MJI Study Abroad Host School or to help you when renewing your agreement with MJI as a Study Abroad Host School. (The instructions that follow in this manual provide an expanded description of the items on the aforementioned checklists):

All the information and documents you provide must be in English or accompanied by English translations provided by an independent translating service\(^{11}\) (see the Glossary of Key Terms at the beginning of these guidelines for a complete explanation of “independent translating service”).

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\(^{12}\) and the Study Abroad Informational Booklet for students, attached at the end of these guidelines for your convenience and review.

Generally, the submission of complete and correct study abroad host 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 an MJI agreement to add your school to our list of acceptable study abroad host schools will quickly follow.

On the other hand, incomplete or improper applications, will cause delays in the execution of an MJI study abroad agreement between our schools and could result in rejection of your school as an 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 prevailing standards as those seeking initial approval. (The process of renewing a host school agreement should begin no less than six months prior to the expiration of the current agreement.) 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.

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

1. The full name and contact information for the person in administrative authority at your school who we can easily reach for routine and other matters. If your school has multiple sites, please provide the name and contact information for the person on-site who will

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\(^{11}\) MJI reserves the right to translate documents submitted in foreign languages into English and at its discretion bill the applicant for this service.

\(^{12}\) Digital copies of all the materials mentioned here and elsewhere in this document may be found on our website at [www.mji.edu](http://www.mji.edu) on the FAQ page. They may be viewed on your computer screen or downloaded for offline viewing or printing.
have supervisory authority over MJI students participating in study abroad at each location.

2. Complete street address(s) for the physical site(s) of your school and any 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.

3. Complete list of telephone numbers for your Administrative Offices, Academic Affairs and After Hours contact for emergencies.

4. Email addresses for your Administrative Offices and Academic Affairs.

MJI must also have a copy of your current school catalog and/or any other materials supplementing the catalog with all of the following needed information. These may be provided in printed or 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 full descriptions of each of the following:

1. Your school
2. Your academic programs
3. Admission requirements and procedures
4. Available educational resources (e.g., computer labs, library, A/V equipment, internet access)
5. Student housing and other facilities (e.g., gym, music room, student lounge, basketball courts, etc.) if provided by you, and associated fees if separate from tuition
6. Tuition rates and any other fees
7. Safety and security measures (must describe for both the physical well-being of students - see Section VII C for more details - and the security of their student academic records)
8. Arrangements for health and emergency medical care
9. Student orientation activities (See Section VII D. for complete details)
10. Student counseling (e.g., academic planning, effective study, ethics, others)
11. A copy of your accreditation, licensing, certification or other document permitting you to legally operate as a **post-secondary school** at your location(s)
12. Building code approvals for your school building(s) where MJI students will have their classes and any student housing (if MJI students are housed under your auspices) thus permitting your school to safely occupy these facilities for your academic and any domiciliary purposes

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 and taught by MJI approved faculty (much more on this in a moment) may be offered for credit to MJI students

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13 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 and properly stored in secured locations.
who are guests at your school. In section III of these guidelines we provide much detail about this particular requirement.\textsuperscript{14}

If not described 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.

The U.S. Department of Education and MJI’s accrediting agency require that college level classes be taught by qualified, formally educated and experienced faculty. Our students and their parents also have similar standards. This is such an important 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 \textbf{all} the information we need from each proposed instructor of MJI students.\textsuperscript{15} 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) an MJI Study Abroad Host School.

At MJI and at most other schools with which we are all familiar, the school calendar and schedule of classes offered changes each year. Curricula and course descriptions are updated; holidays and other vacation days move around; faculty are added and subtracted; daily class schedules are modified; and so forth. Thus, to meet a number of the requirements in these guidelines, prospective and current study abroad host schools must send MJI their annual, academic daily schedules (and any other changes) before the beginning of each academic year. These schedules should include when classes are in session throughout the year, who is teaching them and when students are not scheduled to be in attendance. 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.)

\textsuperscript{14} MJI will determine how to distribute your equivalent courses across our degree and certificate programs. Our programs currently include majors and concentrations in Computing (CIS), Business (BIS and AAS), Judaic Studies (JS) and Talmudic Law (Certificate). Most of our academic programs also require a number of General Education courses and you may offer MJI approved courses equivalent to these as well (e.g., Math, Science, Social Sciences, Humanities, etc.) to MJI students.

\textsuperscript{15} 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 submit to MJI information on instructors who will not be teaching MJI students MJI equivalent classes currently or in the foreseeable future.
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. In addition, there are strict limitations on the number of course credits you can provide to your MJI students, regardless of their length of stay at your school. These are fully discussed below at the paragraphs beginning with “Third” (page 35).

Virtually all schools have annual calendars and class schedules. These will indicate when the school is open, when classes are in session, when to schedule family vacations, etc. 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. A few applicant host schools may find it helpful to see such an example.)

Fall Schedule:

September xx, 2013: First day of classes
September yy – zz, 2013: Holiday break
October xx, 2013: Mid term exams
December yy-zz, 2013: Final exam week
December zz- January aa, 2014: Winter vacation
Etc.

On the next page you will find an example of a weekly class schedule.
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 prefer that you provide schedules restricted to just those MJI equivalent courses offered to our MJI students. We have no need to receive, for example, 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).

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.

**Who is considered an MJI approved host school**

It is critically important that all host schools understand that only those academic programs described during the application process and for which all necessary documents have been provided are approved by MJI to host MJI students participating in the Study Abroad program. Once your application has been approved by MJI you are restricted to hosting MJI students at only those locations you completely described in your application.

You spent a great deal of time and effort preparing your application to MJI. Similarly, MJI spent a great deal of time and effort reviewing your school and application materials before determining that your academic programs meet all MJI standards described in these guidelines. Thus, at the conclusion of these efforts, you understand MJI and MJI understands who you are; what your local accreditation level is; where you will be hosting MJI students; how your curricula are organized; which of your courses are equivalent to MJI’s courses; who your faculty are and their individual academic and experiential qualifications; and, many other features of your school.

However, MJI cannot approve of any academic programs, locations, branches or other activities you did not fully disclose in your application narratives and provided documentation substantiating narrative statements. If your school operates under different names not disclosed in your application, delivers classes at sites unknown to MJI or has formal or informal arrangements with other academic entities that were not described in your application, these **cannot** be used to serve MJI students in any capacity related to MJI’s study abroad program.

You do have two ways to avoid these prohibitions.

First, your application to MJI can include all the necessary information and documentation needed for your multiple sites, branches and/or academic programs. A common example of this approach follows and has been successfully used by previous applicant host schools.

A prospective host school named Associated Teachers Institute (ATI) operates gender separated academic programs under two different sub-names located in two different neighborhoods with different course curricula delivered by different faculty. ATI in its application to MJI provides **all** required materials for **each** of its two named academic programs, ATI Bais Abraham for Men and ATI Bnos Simcha for Women. MJI is provided with the opportunity to review all that is needed to fully disclose ATI’s organization and what and how programs are offered at the two
sites. MJI approves the single application and ATI is permitted to host MJI students at both named locations.

ATI can also take a second approach. It can prepare and submit to MJI two separate applications, one for Bais Abraham for Men and a second application for Bnos Simcha. Some schools take this approach because the needed paper work for each sub-program may be different. For example, the local accreditation documents each school has are independent of each other and do not recognize the two sub-programs as being associated with each other under the ATI certifications and licenses.

Although the above example describes a school with just two sub-programs or branches the same requirements apply to schools with more than two branches. Every interested branch wishing to host MJI students must be fully described in the single application or each branch should submit its own application. Branches, subsidiaries or sub-programs not fully described cannot host MJI students.

MJI does not consider either of these approaches better than the other. Applicant host schools are free to use whichever method is more suitable to their needs and in any combination when there are multiple sites seeking MJI approval.

There are other less common arrangements that applicant host schools may have with other entities. These include but are not limited to:

- Formal or informal arrangements with third parties to provide some or all of the host school’s academic programming
- Host schools providing “umbrella” services to other schools that may be missing some or all of the local academic requirements for approval as a school and/or approval by MJI
- Relationships with other schools via legal, trade, non-profit, social, communal or other associations.

None of these may be used to host MJI students unless completely disclosed in your application(s) and approved by MJI as named entities on signed MJI contracts or agreements with you. Courses you provide to MJI students taught by any entity other than those specifically approved by MJI will not be recognized for credit on MJI transcripts.

If you have any questions about how to properly prepare an application to become a Study Abroad Host School serving MJI students in multiple sites, please contact your MJI representative for additional help and instructions.

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 MJJI’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 MJJI meet our federal, regulatory and accreditation requirements and are equivalent to courses currently offered by MJJI.*

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 MJJI and a brief description of each of them.

After you have reviewed the MJJI courses, you should be better able to determine which of your courses are equivalent to MJJI courses and which you can therefore offer to our students as Study Abroad Host School Transfer Credits, transferable back to MJJI at the conclusion of their studies each semester on your campus.

It is critical that you understand the following:

Only courses that have MJJI equivalent courses can be placed on MJJI transcripts as SA Host School Transfer Credits (SA transfer credits). Students must complete at least 12 credits of MJJI equivalent courses each semester at a host school (or in combination with courses taken concurrently and directly from MJJI via our distance learning delivery systems) in order to be considered “full-time”. Further, only MJJI equivalent courses are eligible for any U.S. based financial aid and other financial assistance as may be available.

You should let us know at the beginning of each academic year prior to MJJI students’ arrival at your location, what the equivalent courses are that you will offer to them and which of your MJJI 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 MJJI:

**SAMPLE COURSE EQUIVALENCY REPORT:**

MJJI COURSE: HOST SCHOOL’s EQUIVALENT COURSE (number and name): INSTRUCTOR’S NAME, DESCRIPTION AND CREDITS AWARDED

ACC 101 AC 1010 General Accounting Principles: (Ms. Josephine McGillicuddy) A survey course and study of the general practices businesses use in maintaining all their financial records. 3 credits

JST 232 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 and their practical applications to modern society. 3 credits

CIS 101 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

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16 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 assistance they receive, reduced.
Etc.

In addition to the above course descriptions MJI also requires that you provide information about homework assignments, how students’ achievement is measured (e.g., tests, term papers, oral examinations, etc.) and how grades are calculated for each course. Such information can be provided to MJI via comprehensive course syllabi or other materials you choose to provide. These materials permit MJI to determine the equivalency of your courses to those offered directly by MJI.

If your current program already has prepared materials in English that provide the needed curriculum information (i.e., your course offerings and their full 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 an 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 such course work they complete at your program. Again, only courses provided by host schools that are equivalent to MJI courses may be used for SA transfer 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 general transfer credits by MJI at our discretion and based upon the total number of MJI credits permitted for your school by US government regulations and our other requirements.

A tangential but important final note on course equivalencies: the essential purpose of Study Abroad programs is to provide students with a global view, expanded career oriented educational opportunities and an exciting cross-cultural experience. This is discussed at the beginning of these guidelines, Section I. Premier Cross-Cultural Education. It is also discussed in detail in the Study Abroad Informational Booklet, given to MJI students interested in investigating this optional program (appended to these guidelines for your convenience and review).

We have already explained in great detail that we must make sure our students receive equivalent coursework from you. What we have not yet discussed is the actual delivery of your courses we approve for our students attending your school. If our students are to enjoy all the benefits associated with studying outside the USA, then generally speaking they must do so by being physically present at your geographic location and by attending your on-site classes. Therefore, any approved MJI equivalent courses you offer via distance education delivery modes must be clearly described to MJI in your initial application package to become an MJI approved
host school. Should you first become interested in offering distance education after you have been approved by MJI, you must inform us of this change before you start providing courses in this manner to MJI students who are guests at your school.

In addition to the cross-cultural considerations, MJI will evaluate applications for host provided distance learning on a case-by-case basis and will consider the potential impact these alternate delivery methods will have on your growth and on the administration of the SA program at your school. Host schools approved for distance education will be asked to provide annual reports to MJI permitting MJI to continuously monitor and assess their distance learning activities. MJI reserves the right to limit or revoke its approval of the distance education delivery method for MJI study abroad students.

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 both U.S. Department of Education and ACICS 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 with at least 18 graduate credits in their field. (see below).

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 with a minimum of 15 semester hour credits in the areas of their teaching assignments. Alternatively, instructors teaching MJI concentration courses not in their bachelor degree field of study may do so if they have at least two years of related work experience or evidence of specialized training or competency in the assigned teaching area. MJI must be provided with formal documentation/evidence of these alternatives before such instructors can be approved by MJI to teach its students. 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 with at least 18 graduate credits in their field).

For example, an 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 an MJI recognized instructor possessing at a minimum, a master’s degree in Chemistry or its equivalent** with at least 18 graduate credits in Chemistry.

Instructors holding master’s degrees or their equivalents may also teach courses outside the discipline of their master’s or equivalent degree but only if their formal transcripts show a minimum of 18 credits in the area of their outside teaching discipline. For example, an instructor with a Talmud based masters degree or equivalent in Judaic Studies could also teach Jewish History, but only if the instructor’s official transcripts exhibit at least 18 credits of coursework specifically in Jewish History. The Talmud based masters degree without such exhibited other course work would not permit the instructor to teach any subject other than Talmud.

At the time a foreign school applies to MJI to become an MJI Study Abroad Host School, the applicant school must provide MJI with a listing of all instructors who may teach MJI students 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\(^{17}\), the host school provide MJI with the following materials:

Initial 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 an 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.

Original transcripts from each school attended (not student copies) must be sent to MJI directly from the source schools or in envelopes sealed by the source schools. Alternatively, these may be submitted to MJI via email attachments sent directly from the source school if accompanied by the source school’s digital signature, seal or other acceptable method of authentication.

Transcripts and degrees from schools outside the U.S.A. must be evaluated for equivalency with U.S.A. degrees. At this time, these evaluations are provided by MJI for applicant host schools whose application documents are otherwise acceptable to MJI.

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**\(^{18}\).

Certified 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.

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\(^{17}\) MJI recognizes that over time faculty members come and go. We require 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.

\(^{18}\) MJI reserves the right to translate documents submitted in foreign languages into English and at its discretion bill the applicant for this service.
Translations by staff of the host school, any of its affiliates or the person the Smicha (ordination) applies to are unacceptable except as indicated in the footnote.

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). Also required are class by class students’ evaluations of those classes and an annual evaluation of each faculty member by their immediate supervisor. Again, your MJI representative can assist you in preparing these documents and annually updating them. MJI will review these records from time to time to ensure they are being maintained and current.19. Also from time to time, MJI will review each host school’s educational resources and technologies supporting MJI approved host faculty to assess their currency and adequacy in delivering MJI equivalent courses to MJI students.

Instructors who are not credentialed by MJI are not permitted to teach MJI students for MJI credits. Host schools found not honoring this commitment will be subject to termination from the MJI Study Abroad program. **Upon notification of termination the Host school will be required to engage MJI students in a “teach-out” plan as described in Section VII (c) below.** MJI students will not be permitted to take subsequent courses from such terminated Host schools and credits earned from non-credentialed faculty will not be counted as MJI earned credits. This could also adversely impact any financial assistance students are receiving.

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 different parts of the world. MJI is required to receive 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.

In addition, the methods used for calculating the number of credits earned or clock hours shown must be clearly defined. (Transcripts prepared by accredited U.S. schools show this information.). When some host schools occasionally report student accomplishments in a manner that is not readily interpretable and cannot be converted into standard U.S.A. transcripts, those foreign transcripts cannot be used by MJI.

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19 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.
It is not our intention or desire to dictate to host schools how to manage their internal reporting of student coursework and grades. However, we are required to receive the information from you regarding our students’ tenure as guests at your school in English and that it be: understandable, complete and contain all course and grade information needed to prepare an acceptable U.S.A. transcript. 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 (they may be on the school's standard stationary). The transcript must 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 academic program in which the guest student is enrolled. (For example: Teacher Certification, Bachelor of Arts in various subjects, Talmudic Letters, etc.) At some host schools, all guest students may be in the same academic program while at many other schools guest students are admitted into a variety of different academic 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 English information:

Semester (e.g., fall 2013, 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)

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<th>SEMESTER</th>
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<th>EQUIV.</th>
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<td>Teaching Theory and Practice</td>
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<td>A-</td>
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<td>Hebrew Language &amp; Literature</td>
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<td>ENG 101</td>
<td>Introduction to English Comp</td>
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<td>Foundations of the Halakhah</td>
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<tr>
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<td>The Ancient World</td>
<td>3</td>
<td>B</td>
<td>3.0</td>
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(semester credits: 15; semester GPA : 3.68)

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(semester credits: 15; semester GPA : 3.60)

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(semester credits: 12; semester GPA : 4.00)

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<td>C</td>
<td>2.0</td>
<td>8.0</td>
</tr>
<tr>
<td>CIS 343</td>
<td>Visual Programming 1</td>
<td>4</td>
<td>B</td>
<td>3.0</td>
<td>12.0</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/Independent Study in Judaic Studies</td>
<td>1</td>
<td>A</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>MAS 201</td>
<td>Finite Mathematics</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>12.0</td>
</tr>
</tbody>
</table>

(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 an 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 assistance 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.”
On the following two pages you will find a sample transcript incorporating the elements indicated in these guidelines. These should assist you in understanding all that has been described.

(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 MJII representative. S/he may be able to assist you in developing a reporting format acceptable to MJII. If you are still unable to report grades as described here, you will not be able to participate in MJII’s Study Abroad program as a Host School.)
**SG TEACHERS INSTITUTE**  
**ACADEMIC TRANSCRIPT**

**STUDENT:** PLONY, CHAIM YANKEL  
**SOC. SEC. NUM.** 123-45-6789  
**PROGRAM:** COMPUTING & INFORMATION SYSTEMS  
12345 Main Street  
Anywhere, NY 12345

**START:** September 2013  
**GRADUATED:** NA

Transfer Credit:  
Yeshivas 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>SEMESTER</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>EQUIV.</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 151 Teaching Theory and Practice</td>
<td>3</td>
<td>A-</td>
<td>3.7</td>
<td>11.1</td>
</tr>
<tr>
<td>HUM 250 Hebrew Language &amp; Literature</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>ENG 101 Introduction to English Composition</td>
<td>3</td>
<td>A-</td>
<td>3.7</td>
<td>11.1</td>
</tr>
<tr>
<td>JST 232 Foundations of the Halakah</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>HIS 201 The Ancient World</td>
<td>3</td>
<td>B</td>
<td>3.0</td>
<td>9.0</td>
</tr>
<tr>
<td>(semester hours: 15; semester GPA : 3.68)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WINTER 2014</strong></td>
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<td></td>
<td></td>
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<tr>
<td>EPH 421 Topics in the Philosophy of Judaism</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>12.0</td>
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<tr>
<td>HUM 260 Hebrew Language &amp; Literature</td>
<td>3</td>
<td>A-</td>
<td>3.7</td>
<td>11.1</td>
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<tr>
<td>JST 202 Post Medieval Biblical Exegesis</td>
<td>3</td>
<td>B</td>
<td>3.0</td>
<td>9.0</td>
</tr>
<tr>
<td>MAS 105 College Algebra</td>
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<td>A</td>
<td>4.0</td>
<td>12.0</td>
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<td>3</td>
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</tr>
<tr>
<td>CIS 110 Introduction to Computer Science</td>
<td>4</td>
<td>A</td>
<td>4.0</td>
<td>16.0</td>
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<tr>
<td>CIS 141 Intro to Procedural Programming</td>
<td>4</td>
<td>A</td>
<td>4.0</td>
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<td>ENG 102 Effective Communication</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
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<td>JST 460 Seminar/Indep. Study in Judaic Studies</td>
<td>1</td>
<td>A</td>
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<tr>
<td>(semester hours: 12; semester GPA : 4.00)</td>
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<td><strong>WINTER 2015</strong></td>
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<td>CIS 222 Advanced Procedural Programming</td>
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<td>4</td>
<td>B</td>
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<td>12.0</td>
</tr>
<tr>
<td>JST 470 Seminar/Indep. Study in Judaic Studies</td>
<td>1</td>
<td>A</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>MAS 201 Finite Mathematics</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>(semester hours: 12; semester GPA : 3.00)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**TOTAL CREDITS:** 106  
(GPA CREDITS: 54)

**CUMULATIVE GPA:** 3.58
Back of Printed Transcript Pages (could also be printed on last page of one-sided transcripts, and should be if you fax transcripts to MJI)

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
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<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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.
Thirty-week extended courses, multiple equivalent MJI courses and required reporting

MJI is recognized by the U.S. Department of Education and accredited by ACICS as a semester-based school. This means that the MJI curricula, all course work and credits are based on 15-17 week blocks of time in which a class must begin and end. When courses take more or less time than the 15-17 week range, their content must be proportionately adjusted for the credit awarded. For example a three credit 15 week course that is offered during an eight week condensed period of time must double up on all weekly classroom activity and homework assignments in order to remain acceptable to the semester based standards.

Some Study Abroad host schools offer some extended courses lasting 30 or more weeks rather than the typical 15-week courses common in the U.S.A. and at MJI. We describe elsewhere (page 34) in this guide how MJI manages 30 week courses offered by some host schools when they are direct equivalents to single 15 week MJI courses in terms of classroom time, homework and credits awarded.

In other instances, Host schools may provide thirty-week extended courses that are actually equivalent to two semester course series offered directly by MJI. For example, a host school may offer a 6 credit, 30 week course it calls, “General Accounting and Modern Computing Accounting Systems”. Upon review, MJI may determine that such a host school course is actually the equivalent of both MJI’s own ACC 101 Fundamentals of Accounting and ACC 102 Accounting and Bookkeeping with Computers.

In such situations, in order for MJI to recognize this host school delivered course and approve it for MJI students opting for study abroad, the host school must separate the 6 credit, 30 week course into two unique 3 credit courses that are equivalent to MJI’s two courses. Each of the two unique courses must have semester based starts and ends and MJI students must receive separate final grades for each of them.

By separating your 30 week courses into semester length 15 week courses, MJI can also accurately and fully calculate any student’s required Satisfactory Academic Progress (SAP) status, should one be scheduled at that point in time. You can find more information about MJI’s SAP requirements in the current MJI Academic Catalog and Student Handbook. If you do not have a copy, you may download it from the MJI website, FAQ page, item 105 or directly via the following url/web address: http://www.mji.edu/media/pdf/686/mLwg6865479.pdf

Finally, by separating your 30-week, 6 credit course into two unique 3 credit courses of 15 weeks in duration, all concerned parties are assured that students receiving any financial assistance are meeting any specific 15-week based “class load” requirements of that financial assistance award.

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 also may be offered by the host school to MJI students who still 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 as well. 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 and on homework. For example, if JST 101 meets for three hours per week for a 15 week semester, it should meet for 6 hours per week with 12 hours of weekly homework during an eight week concentrated spring semester and for 9 hours per week (18 hours of weekly homework) during a five week semester. **Moreover, MJI students are not be permitted to take more than 6 total credits of course work during such concentrated semesters (this includes any courses they may be taking directly from MJI via its distance learning delivery systems)**.

**B. Evaluation by students:**

Host schools should be aware that not only are students evaluated by MJI and their study abroad host faculties, 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/surveys 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 must be provided to MJI students studying abroad. Again, our students should be given the opportunity to evaluate the MJI equivalent courses offered by their Host schools. AN MJI representative will assist you with developing your own survey questionnaire or provide you with the one MJI uses. You are permitted to use the MJI questionnaire (as is) if you so choose, without seeking any particular permission from MJI.

On a routine basis, MJI and Host schools aggregate 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. These reports are considered when renewing agreements between MJI, its host schools and credentialed faculty. From time to time MJI will review your administration and reporting the results of these surveys to ensure they are being maintained and current.20

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20 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.
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 U.S. 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 ASSISTANCE AND REPORTED CREDITS:

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

For example, should a student be qualified, apply for and receive government assistance for 12 credits per semester but actually complete fewer equivalent credits per semester, as indicated by the timely transcript you transmit to MJI, then the balance in funding may be required to be returned to the government. (This is a financial obligation imposed on the student as managed by MJI for the assistance 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 and that you submit their grades to MJI on time or you may experience difficulty in collecting your own remaining tuition receivables from the student. You may contact the MJI

21 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.

22 There are no guarantees that any particular student will be eligible for and/or receive any form of financial assistance from or through MJI. Students are always responsible for the total costs of their education, whether or not they receive financial assistance from other agencies.

23 New! It is very important to recognize that any delays in your submission of grades to MJI at the very end of each semester can result in the loss of financial assistance being provided to the student, a very serious problem.
A. Reporting to MJI:

As a fully accredited and Title IV eligible college, MJI is subject to a variety of U.S.A. 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:

- Proper conversion of your courses to MJI equivalents;
- Timely verification of student registration and arrival at your campus;
- 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;
- A complete transcript (as described in section A above) within two weeks of every semester’s conclusion; and,
- A report on any MJI student not satisfactorily progressing academically, as soon as this has been determined.

1. Course conversion to MJI 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 academically related courses is possible. (Again, it is not our intention or desire to interfere with your curricula. Our interest is only to ensure that MJI students receive course content from host schools that is equivalent to course content at MJI so that we can properly award credits to the student.)

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

MATH 101 Beginning College Algebra, a one credit course
and

**MATH 102 Advanced College Algebra**, a two credit course

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

**MAS 105 College Algebra**

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 MATH 101 without taking any other related coursework, there is nothing that can be done to convert MATH 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 History course or a 2-credit Culinary Arts course. That would not make academic or rational sense. The student could lose the MATH 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 about 30 weeks. 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. After 15 weeks the mark of I (incomplete) will be entered on the student’s MJI transcript for this course. After the student completes the course and the host school provides a final grade, the course can be accepted as SA transfer credit on the student’s MJI transcript. As noted earlier in this guide, the mark of I could have impact on a student’s Satisfactory Academic Progress status (SAP) should a SAP calculation be required prior to the completion of the course.

It is also very important that the host school remind the MJI student to meet any credit count requirements for the second semester should the student be receiving any financial assistance based on the number of credits taken.

In other cases, the host school may award up to 6 credits for a single, 30-week extended course. When selecting MJI equivalent courses, the host school must identify TWO (2) MJI courses of three credits each that best fit such a two semester in length course. This scenario is more completely discussed above in Section V, sub-section titled, “Thirty-week extended...reporting”. (Please also attend to the above related discussion on “Course Conversions”.)
Third, it is also your responsibility to caution guest students against taking courses you offer that they need for MJI credit but have no MJI equivalent required courses or equivalent fields of study. Unless a guest student still has some “free electives” credits available to take in order to complete their MJI studies, non-equivalent courses taken at your host campus would be lost in terms of meeting graduation requirements. Keep in mind, as indicated earlier, non-MJI equivalent courses taken on your campus might possibly be used for general transfer credit but only up to the maximum number of MJI credits permitted for your school.

It is extremely important that all host schools recognize that there is a maximum total number of credits that can be offered by them to MJI students for MJI transfer credit, either as SA transfer credits or general transfer credits. Host schools that are recognized by an educational approval agency equivalent to an accrediting agency recognized by the U.S. Department of Education may offer their MJI guest students up to 49% of the total credits required for their MJI degree. For example, MJI students in an MJI bachelor degree program of 120 credits may earn a maximum of 59 of those credits from the host school.

Those MJI students attending unaccredited host schools may earn only up to a maximum of 25% host school credit. In the same example, this would be a maximum of 29 (of 120) credits earned from the host.

These maximum credit limitations also have very important Financial Aid implications as described earlier. Students who take courses that cannot be used as MJI Study Abroad transfer credits because they have exceeded the maximum credit limitation, may find that the loss of those credits drops them below the amount needed in a semester to meet Financial Aid required credit loads.

We know that all this is somewhat complicated and so offer you a concrete example that should help you understand these credit count concepts.

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 general transfer credits for the Culinary Arts course. Furthermore, even if the student can use the course for “free elective” credits, this has to be considered along with the number of all other “free electives” the student chooses to take on your host campus. They could exceed the maximums permitted and thus be useless.

Students electing to take “free electives” while at your campus should be vigorously urged to contact an MJI academic counselor before doing so. This will help ensure that course credits and/or any financial assistance the student may qualify for 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 assistance received for it. Of course, if the student took 20 credits of course work at your school, and received grant funding for only 12 equivalent 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 typically records as SA transfer credit up to a maximum of thirty credits for an academic year of study abroad. However, this cannot result in greater than 49% of an MJI academic program total credits received from a locally accredited, post-secondary host school; and, no more than 25% in total program credits received from a host school with no accreditation as a post-secondary academic institution.

**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 342 Principles of Marketing** without having previously taken and passed **BUS 121 Introduction to Business** or its equivalent would violate two (2) **BUS 342** 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 342** for credit would be jeopardized.

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 an 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 an 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 and provided with proper program planning; and, has been assisted with obtaining any financial assistance for
which they may qualify. Such crosschecking assures all concerned parties of a trouble-free Study Abroad experience and acceptance of credits earned by MJI.

You must also advise MJI once our students have arrived on your campus. This assists all of us in assuring that no financial assistance dollars are received from funding agencies for students who “at the last minute” may have decided against attending your program. Through this simple notification process, 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 by regulatory authorities in the USA.

3. Authentication of student identity and copy of registration sent to MJI within 1st two weeks of each semester:

During the initial admissions 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 MJI-provided studies once they have been accepted into any MJI academic program. MJI personnel collect these materials.

However, once MJI students have completed their 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. You may do so via post, facsimile or email. 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 notify MJI of this within two weeks or the end of the semester, whichever comes first and you must also provide the “date of last attendance”. Again, this will assure all concerned parties that no financial assistance dollars are inappropriately used. Through this simple notification process, your school and the student will be protected against the possibility of appearing to engage in fraudulent activity by regulatory authorities in the USA.

It should be noted that withdrawing from (otherwise known as dropping) courses does include certain financial ramifications. These are completely and authoritatively 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.
NOTE: Study Abroad program fees are charged by the semester.

4. A complete English transcript within two weeks of semester conclusion:

At the conclusion of each semester, you must send a copy of each MJJI student’s complete grade record or transcript (as described in section A above) to MJJI. This should be done within two weeks of every semester’s conclusion. Transcripts sent to MJJI should contain all the information described in Section A of these technical guidelines and must be in English.

This requirement is also directed at those host schools who may provide their students with several optional, final testing periods, some of which may extend well beyond the conclusion of a particular semester. These optional testing periods must not be made available to those MJJI students attending the host school. MJJI may decide not to use information from these later testing periods. We must be assured in a very timely fashion that those courses our students take at your school and the methods you use in reporting them back to MJJI meet our federal, regulatory and accreditation requirements and are equivalent to courses currently offered by MJJI.

MJJI students are advised that they must conclude all course requirements (including final testing and/or submission of final term papers) by the last day of a semester so that their host schools can meet the requirement of submitting grades to MJJI in a timely manner (i.e., within two weeks of semester end).

5. Report students not making satisfactory academic progress as soon as this has been determined:

MJJI is required to assess the Satisfactory Academic Progress (SAP) of each of its students at least once per academic year or more often for certain academic programs. Although MJJI periodically conducts SAP reviews, MJJI’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 assistance they may be receiving. (Failure to meet SAP requirements can lead to a loss of future financial assistance and possible termination from the MJJI program.)

MJJI students attending host schools abroad are not under the routine observation of MJJI 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 MJJI students begin to get into academic difficulties. In this way, MJJI, 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 routinely conducted.
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:  
jlane@mji.edu for general assistance with the Study Abroad program  
fheman@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 an 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...

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24 MJI’s main campus continues to undergo major new development. In order to maintain a degree of constancy during these campus upgrades, the conduct of much routine administrative business is temporarily located at the offices of the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Suites 200 & 210, Southfield, MI 48075-3953. All mail may be sent to the main campus address but for quickest delivery to MJI administration, the temporary Southfield address is recommended. All MJI telephone numbers and extensions remain unchanged.
country, it is vital that all our host schools understand the importance the U.S. Department of 
Education (ED) 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 ED.

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, host schools can and should (as described in Section B, above) freely provide MJI 
with any requested academic information about MJI students. However, all schools must have 
written permission from an emancipated MJI student or the parent of a minor MJI student in 
order to release information from a student's academic record to any requesting entity not a party 
to the student’s educational program (that is, not an employee of MJI or the host). This 
prohibition against providing information without the written consent of the student includes the 
parents of those students who are legally considered adults. (MJI’s website provides information 
release form templates on its Admissions page (see Email Agreement) and FAQ page (see item 
number 462.)

In addition to the intentional release of confidential student information, there also must be no 
risk of unintentional disclosure. Student records must not be left exposed to incidental passersby 
or be kept in unsecured storage. Furthermore, your own faculty and staff must not be 
indiscriminately permitted 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 breaches.

Only authorized personnel should have access to MJI student records25. During our visits to host 
schools we are required to have complete access to your records of current and past MJI 
students. We also are required to review the methods with which you store both hard copy 
student records and similar electronic files. If we note lapses in confidentiality and security of 
those records we will ask that you bring the security of 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 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 MJI approved 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

25 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.
FERPA or to obtain release forms, please contact the MJJI Office of Academic Administration. You can also obtain these forms for your students by clicking on the following links:

Student email agreement
http://www.mji.edu/media/pdf/768/tVLh7684739.pdf
Academic Information Release form
http://www.mji.edu/media/pdf/385/PwII3850586.pdf

VII. OTHER IMPORTANT NOTICES

A. Prohibition against recruitment of MJJI students

It is extremely important that you and all MJJI approved host schools recognize that no one employed outside of MJJI can recruit MJJI students. Only MJJI recruiters and other designated MJJI employees who are specifically trained for this task may recruit students on behalf of MJJI.

Of course, when you happen to meet casually and personally with people you think may be potential MJJI students you may certainly provide them with general information about your association with MJJI. You may also tell them that by meeting with an MJJI recruiter they will learn how they might benefit from applying to an American school able to provide them with an accredited U.S. degree program while attending your school as guest students.

However, you may not discuss with potential students that if admitted to MJJI they may be eligible for a host of programs and services they could not otherwise access. Only MJJI recruiters and other MJJI personnel are authorized by MJJI to discuss these matters with potential students. Further, without prior written permission from MJJI, you may not advertise your association with us to the public. The next section describes this prohibition in greater detail.

B. Advertising your association with MJJI

The advertising that MJJI is permitted to engage in is highly regulated by both the U.S. Department of Education and ACICS. MJJI must therefore absolutely forbid its host schools to use their association with MJJI in any of their own advertising or publically broadcast student recruitment activities without prior evaluation and approval from MJJI. MJJI’s name, logo or any other symbol or text directly associated with MJJI must never be used by host schools unless MJJI has provided written permission to do so in very prescribed ways.

The types of host school marketing and student recruitment activities that must not be associated with MJJI include but are not limited to:

Billboards, Posters, Radio/TV Advertisement and other public display announcements. Your marketing department must never engage in any publically displayed marketing campaigns that include your association with MJJI. This prohibition also applies to simple informal posters nailed to street posts or other public bulletin boards of any type.
Newspaper, magazine and journal advertising. Ads or other announcements your school places in such print media, whether paid for or free, must not mention your association with MJI in any manner.

Signage on host school buildings or elsewhere. For example: a sign naming a host school but also exhibiting the MJI logo or words such as, “…Associated with Michigan Jewish Institute” must never be posted without preapproval from MJI. Please do not change any of your signage because MJI students are now permitted to attend your school as guest students.

Automated Telephone Answering Machine Outgoing Messages likewise should never mention MJI.

Host School Stationary. Please continue to use your stationary as is or as your school wishes to update it. However, MJI logos, symbols or other texts describing or symbolizing your association with MJI must never be added to your stationary.

And most importantly, you must never publicly promote MJI financial assistance programs. Only MJI Financial Aid personnel may discuss these programs with students who have applied to and been admitted to MJI as fully matriculated students.

If you have any questions about this advertising policy or wish to seek approval of certain promotional activities you should first seek counsel and approval from your assigned MJI Liaison.

C. Additional Fees Charged to MJI Students and Other Guest Students

Some host schools charge Study Abroad and other guest students they admit additional fees for such academic programming they offer. Although we can understand why some host schools choose to do so, MJI is not responsible for such fees and MJI students contemplating enrolling in our Study Abroad program are advised of this. They are encouraged to very carefully evaluate the full cost they may incur by attending a particular host school and to understand how any financial assistance they may qualify for will or will not mitigate such fees and other additional expenses associated with participating as a guest student at your school.

D. Student Orientation

As we explain in the current MJI Academic Catalog and Student Handbook and in the Study Abroad Program: An Opportunity in Global Learning Informational Booklet for students, appended to this Guide, when students are first admitted to MJI they receive various orientation documents and discuss their academic program options with an MJI counselor. As part of this orientation, program plans are also developed, geared to each student’s selected academic program and any prior post-secondary education they may have completed before applying and being admitted to MJI. Students electing to participate in the MJI Study Abroad option are also provided with additional orientation about this unique academic program.
We expect that you too will provide students in the MJI Study Abroad program who choose to attend your school as their host with both pre-arrival and time-of-arrival orientations. As we mentioned in Section II above we check to see that your own academic catalog provides details about these orientation activities before we can approve you as an MJI host school.

Upon being admitted to your school and prior to arrival at your location, our students should receive communications from you, fully describing their rights and responsibilities while in your program. Understandably, they should also be informed about what they should and should not bring with them; what to expect upon arrival; and other useful information such as local customs and weather patterns they may not be familiar with.

Upon arrival, our students should receive a personal orientation, either one-on-one or in groups as the situation dictates. This orientation should review information provided in the pre-arrival orientation. It should also inform in much greater detail, a description of their academic schedule and programs; how to register for your MJI equivalent courses; and any other matters that may pertain to their successful introduction to the time they will be spending with you. A tour of your campus facilities and services is also a typical orientation provided to incoming students.

E. The Physical Safety and Security of Students

When MJI students travel abroad as part of their Study Abroad programming MJI reminds them and their parents that not all parts of the world are as safe and secure as the United States. Thus, in a section of the Study Abroad Informational Booklet, students and their parents are provided with advice on these matters. This advice was provided during a national symposium on safety issues for Schooling Abroad. Although a copy of the Study Abroad Informational Booklet is attached to these Technical Guidelines for your information and review, we also provide you here with some direct information regarding your responsibilities for students attending your school.

1. Whenever students are present on your campus (and dormitories wherever applicable) there always should be someone in authority on-site and responsible for the safety and security of the student population. This person or persons should be clearly known to all students and all students should know how to immediately contact them in case of emergency;

2. Access into your buildings should be secured and visitors should only be able to enter your facilities via protected entry points;

3. Your administration should know where your students are at all times and how to contact them when they leave your immediate facilities for an extended period of time. For example, students who leave your facilities for the weekend should be required to “sign out” and provide you with contact information should you need to communicate with them in an emergency;

4. You should have formal emergency response plans for medical, natural, criminal, geopolitical or civil disasters, including “lock-down” and/or evacuation strategies in
place. All members of your administration and faculty should be familiar with these plans and in-coming students should be trained on them during their initial orientation when first arriving at your school. Random drills on these plans throughout the academic year are also highly recommended;

5. Make sure your foreign students know how to contact their home embassies or consulates in cases of national crises, civil unrest or other emergencies. These agencies will likely have the best information on how their nationals should respond to the emergency, up to and including assisting them with safely and quickly leaving your country, if necessary. For your U.S. citizen students, you and they can find much more information about this at http://studentsabroad.state.gov/emergencies.php.

F. Teach-Out Planning

MJI 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 academic experience are admitted into the program. Additionally, we take great pains to ensure 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.

However, in the unlikely event that a host school should fail to complete a program for any single or group of MJI students mid-program year or semester, MJI is fully prepared to assist those students in completing their MJI equivalent courses. Host schools are expected to assist with this “Teach-Out” process.

Students wishing to remain in their foreign countries for the duration of their planned study abroad may complete their MJI equivalent courses in any of several ways:

- If available, MJI students may seek admission into another proximal and approved MJI host school offering the same MJI equivalent courses they were taking at the failed host school and complete their studies there;
- They may complete their course work at an MJI learning site or campus addition if one exists at their foreign location;
- They may elect to complete their course work by taking MJI’s own online version or via independent study with an MJI professor.

Upon termination of the initial host school program, the affected MJI students will either be contacted by MJI or may on their own contact their MJI advisor to discuss a customized approach and teach-out plan to complete their current academic work. Of course, students facing such a rare event as the need to respond to a teach-out plan can certainly return home and complete their work via MJI campus based classes, onsite or online.
VIII. EXPIRATION OR TERMINATION OF THE HOST SCHOOL AGREEMENT WITH MJi

A. Expiration of your Host School Agreement

All Study Abroad Host School Agreements are for a fixed length of time indicated in the Study Abroad agreements with MJi. At the time applicant host schools have submitted to MJi in correct format all required documents and MJi has completed its review and evaluation of the application, MJi will prepare, date and sign the Study Abroad (SA) Host School Agreement form for approved hosts. Typically, MJi will prepare a three-year agreement that the approved host will also be required to date and sign (returning one of two original copies to MJi) before MJi students can begin attending the host as guest students while enrolled in the optional MJi Study Abroad option as part of their academic studies.26

Although these agreements do not expire until the actual expiration date indicated on the agreement, MJi urges its approved host schools to reapply for approval renewal six months prior to the expiration date on their current SA agreement with MJi. Doing so permits the host school and MJi to spend sufficient time collecting and completing all required documents and conducting a complete review of the renewal request. This is especially important for host schools whose expiration date coincides with the middle of a then scheduled academic semester. By submitting a renewal application to MJi early, host schools are assured that no interruption in their status as an approved host school will occur.

The renewal process and requirements are virtually identical to the initial application process and requirements. The only difference is in renewal documents required of previously approved host school faculty. Host school faculty members approved during the initial application process are not required to again submit original transcripts of their post-secondary academic achievements. These are already on file at MJi and do not have to be duplicated. However, originally approved host school faculty members are required to update their annual data sheet/resume and professional development statement so that MJi has the most recent information available.

Of course, should the renewing host school wish to add faculty members to the approved list, proposed new faculty members must submit all required documents, including signed and sealed original transcripts from their post-secondary schools. (Please see earlier in this guide for details on acceptable academic and experiential qualifications approved faculty members must have for different course types and required documentation of those qualifications.)

B. Early Termination of the Host School Agreement

Unfortunately, on occasion a host school or MJi may find that it must terminate the host school agreement prior to its expiration date. When this becomes unavoidable, both parties retain

26 A facsimile of the Host signed agreement first submitted to MJi shall be considered temporarily effective and valid by MJi for a maximum period of six weeks so that the host can immediately begin teaching MJi students once the agreement has been signed by the host.
responsibility to ensure that the termination activities be conducted in a business like fashion and more importantly, minimize any negative impact on MJI students who are currently attending host school classes as SA guest students (see also, above section on Teach-out planning).

It is the responsibility of the school (host or MJI) initiating agreement termination proceedings to advise the other school in writing of the following information:

1. A succinct yet detailed reason for the early termination;
2. A preferred date when the termination will be completed;
3. A general teach-out plan for any MJI students attending the host school who are in the middle of host school provided course work;
4. A description of how tuitions owing and tuition refunds will be defined and discharged
5. A description of how any financial grants or scholarships MJI students are receiving will be handled and how the source of these funds will be advised of any changes in students’ status;
6. How parents of minor students will be contacted and advised of the changes in their children’s academic program and financial assistance and what they must do, if anything; and,
7. What arrangements will be made to relocate MJI students, if such is necessary.

In addition to the above, generally student focused matters: the early agreement termination initiating school must describe in writing how the termination will impact on any financial obligations that might exist and be outstanding between the two schools. Should MJI and the host not be able to reach a satisfactory conclusion to these matters, any disagreements will be subjected to the binding arbitration rules clearly described in the Study Abroad Host School Agreement in force at the time of the termination.

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 Study Abroad Department by telephone at 248-414-6900 (in the U.S.A. you may call toll free at 1-888-INFO-MJI) ext. 112 or via email at ymann@mji.edu. We look forward to working with you on providing our students with a rewarding, academically sound Study Abroad experience.

NOTICE: Although every attempt has been made to ensure that these Technical Guidelines are complete and accurate, MJI reserves the right to make changes to any portion of this document, as it deems necessary. Study Abroad Host Schools and others are also reminded that any oral representations of MJI policies made by anyone may not be accurate and therefore such oral representations will not prevail over school policies available in writing.
Student Informational Booklet

As distributed to students
Study Abroad Program:
An Opportunity in Global Learning

Informational Booklet

2013-2014  October 2013 update

NOTICE: Although every attempt has been made to ensure that this Study Abroad Program Informational Booklet is complete and accurate, MJI reserves the right to make changes to any portion of this document it deems necessary. MJI students and others are also reminded that any oral representations of MJI policies made by anyone may not be accurate and therefore such oral representations will not prevail over school policies available in writing.
WHAT IS MJI?

The Michigan Jewish Institute (MJI) is a senior four-year, career oriented 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 along with various certificate granting learning opportunities 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 working and 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 brief list of organizations that have employed MJI graduates includes:

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<td>Absoft</td>
<td>Henry Ford Health System</td>
<td>Sanders Consulting IT Serv</td>
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<td>ADVAL</td>
<td>Jewish Comm. Center-Detroit</td>
<td>Silverstein Hebrew Acad.</td>
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<td>AutoPro Tech. Recruiting</td>
<td>Jewish Federation - Detroit</td>
<td>The Shul</td>
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<td>Blue Cross Blue Shield MI.</td>
<td>Machon L’Torah</td>
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<td>Chrysler Corporation</td>
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<td>OYYL Lubavitch Cheder</td>
<td>Yeshiva Beth Yehuda</td>
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<td>Gale Research</td>
<td>PPOM</td>
<td>Yeshiva Darchei Torah</td>
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<td>Gardin Consulting Grp., LLC</td>
<td>PTACH</td>
<td>Many Others</td>
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A partial list of universities that have accepted MJI graduates for advanced graduate, medicine and law studies:

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<td>Columbia University</td>
<td>Indiana University</td>
<td>University of Michigan</td>
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<td>Cardozo Law School</td>
<td>Marygrove School of Educ.</td>
<td>University of Pittsburgh</td>
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<td>Duke University</td>
<td>Oakland University</td>
<td>Wayne State University</td>
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<td>Eastern Michigan University</td>
<td>Temple University</td>
<td>Yale University</td>
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<td>Einstein Medical School</td>
<td>Touro International Univ.</td>
<td>Yeshiva University</td>
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<td></td>
<td>University of Maryland</td>
<td>(&amp; many Rabbinical Colleges)</td>
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The Institute offers instruction that keeps abreast of changing technologies and is personalized to meet the student’s needs. MJI also offers academic 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 bachelor degree seeking students to spend a year or two of intensive, postsecondary study abroad.
Students participating in the MJI 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 may be transferable to MJI’s general education and core concentration requirements depending on the students’ academic program plans and courses taken. Full details about the transfer of credits while studying abroad are available in the current MJI Academic Catalog and Student Handbook in the section titled, “Study Abroad Collegiate Program.”

Michigan Jewish Institute also uniquely recognizes the value of Torah study and enrichment of core values provided within the scope of the Study Abroad program curriculum. Thus, although career oriented, MJI also acknowledges that a significant portion of Study Abroad educational pursuits may be dedicated to Jewish law, history, philosophy and pedagogical approaches and the Hebrew language and literature.

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 Dean and Provost (Vol 12, Issue 7, March 2011) global learning opportunities can help U.S. students:

- Build important interpersonal, intergroup and intercultural skills to be citizens of the globe;
- Bridge both the traditional U.S. notions of diversity based on race and other social identities with a more international/intercultural focus;
- Be intentional about interaction (i.e., intergroup relations);
- Benefit regardless of their own nationalities;
- Identify the relevance of international experience with everyday life at home; and,
- Embrace disagreement and create opportunities to work through it.

And, from the U.S. Department of Education:

"We enthusiastically encourage and support U.S. students studying abroad," Martha J. Kanter, Undersecretary for Education, and Eduardo M. Ochoa, Assistant Secretary for postsecondary education, wrote in an October 2011 memo to representatives of six foreign embassies. (As reported in the AACRAO Transcript, March 22, 2012.)

Additionally, 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 to 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 potential host schools offering a religiously and culturally sensitive environment. This assures those students needing it that the Study Abroad program will meet both their academic and religious requirements.
MJI executive staff work with potential host schools wishing to sign study abroad agreements with MJI. MJI representatives then visit many approved host schools from time-to-time to review their continuing appropriateness for our students.

MJI maintains a roster of approved host schools, which are acceptable destinations for students admitted into the Study Abroad program. Understandably, not all approved schools are actually attended by MJI guest students each year. (Since host schools and other programs are added or deleted from time-to-time, please contact the Michigan Jewish Institute for a current list of approved study abroad sites).

PROGRAM BENEFITS:

- Cross-cultural experience not otherwise possible, stateside
- Broadened, global perspective while expanding your intellectual horizons
- Credits earned abroad accepted by a number of U.S. colleges and universities
- Availability of financial assistance for your Study Abroad Program and MJI college education, if you qualify

  Virtually no loss of time in pursuing career oriented baccalaureate and more advanced degrees

- Obtained global perspective can lead to increased employment opportunities at graduation

APPLICATION AND ADMISSION PROCEDURES:

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

Students are expected to independently determine their acceptability to their school of choice, abroad (host). Most universities, colleges, yeshivot, seminaries, 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 MJI academic counselor (for post-Freshman Study Abroad programs) for assistance in selecting an appropriate host school and beginning a timely application process.

You must contact an MJI advisor to determine if your chosen host school is eligible for MJI’s current Study Abroad Program.
To ensure your acceptance into a choice host “Study Abroad” school, you should strive to complete the MJI application process and be accepted as an MJI student no later than June 1 prior to the academic year desired for the Study Abroad Program.

A complete MJI admissions request includes:

1. Completed MJI application

2. Evidence of graduation from High School or equivalent (GED) or other proof of high school completion. Students providing complete high school transcripts will be given preference in the admissions process over those submitting other proofs. (Foreign students have additional admission requirements. They should review the MJI Academic Catalog section on “Foreign Students” for complete details.)

**Very Important: Students must be admitted to one of MJI’s BAS degree programs in order to be eligible for the MJI Study Abroad option.**

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 Committees with their decision processes the applicant is urged to send in any other pertinent material such as:

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

Subsequent to admission into MJI, students are strongly urged to arrange for a face-to-face or online meeting with an 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 reporting of credits earned at the host school to MJI as each semester abroad is completed.

To ensure proper processing and timely receipt of any financial assistance that might be awarded, students applying and qualifying for financial assistance through MJI also should 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 assistance from the State of Michigan):
1. Free application for federal student aid (FAFSA):

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 “on-line” by registering for a personal FAFSA PIN number and completing the FAFSA form, both of which are available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

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

3. Income Verification Worksheets, copies of which are available on the MJI website at www.mji.edu

4. 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 assistance

Your application for financial assistance 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 for which you may be qualified or otherwise entitled. Further, even if your application for financial assistance is accurate, complete and timely submitted, MJI cannot guarantee that you will receive any awards. The awarding of financial assistance 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.

It is also important to recognize that in addition to your selected host school’s routine tuition and fees, some host schools may have separate fees they charge to study abroad and/or other guest students they admit. MJI is not responsible for any such fees that your host school may charge you.

**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 assistance dollars are not inappropriately used. You and your host school will be protected against the possibility of appearing to engage in fraudulent activity by U.S. regulatory authorities.
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* published each year and are summarized in part here for your convenience. (For full and authoritative details about these matters, you should always refer to the current MJI catalog which is conveniently available to you as a downloadable pdf file via our website at [www.mji.edu](http://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.

**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 at MJI. 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 at MJI in Study Abroad for a maximum of 59 semester credit hours earned at an approved and accredited Host School. Students may participate at MJI in Study Abroad for a maximum of 29 credit hours earned at an approved and unaccredited Host School. Although studying abroad, all students are enrolled as regular BAS seeking 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. 110.

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 sent by the host school to MJI and approved credits documented on students’ MJI transcripts as SA transfer credits.

Students are strongly urged to obtain permission from an 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 assistance and a required return of funds to the funding sponsor already distributed on behalf of the student.

Grades earned during study abroad will 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 courses offered directly by MJI) 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 written agreements between MJI and the approved host schools. Students should be aware that conversion to American credits can result in a reduction of the number classroom periods/credits reported. Semester credits recorded on the MJI transcript may be only two-thirds to one-half the classroom periods reported by the host school.

Although host schools issue grades for courses you are approved to take while studying abroad, only the credit counts will be transferred to your MJI transcript after you complete each semester abroad. The grades the host school gives you will not appear on your MJI transcript. Full details about the transfer of credits while studying abroad are available in the current MJI Academic Catalog and Student Handbook in the section titled, “Study Abroad Collegiate Program.

Students should also note that some Study Abroad host schools may provide their students with several optional, final testing periods, some of which may extend well beyond the conclusion of a particular semester. These optional testing periods must not be elected by MJI students attending the host school. MJI may decide not to use information from these later testing periods. You must conclude all your host school course requirements (including final testing and/or submission of final term papers) by the last day of a semester so that your host school can meet its requirement of submitting your grades to MJI in a timely manner (i.e., within two weeks of semester end). Your host school has also been advised of this and has formally agreed not to permit you to opt for extended final testing periods that may be offered to non-MJI students.

Should you somehow succeed in postponing any final testing beyond a semester’s conclusion, you are advised that this could adversely impact on the number of MJI credits you earn at the host school and/or result in the loss of some, if not all, financial assistance you may be receiving. If your host school, postpones your final testing without your permission, you are to immediately advise the MJI Office of Academic Administration. However, you will not be penalized in such a situation if you alert MJI as soon as you become aware of it.

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 courses taken while studying abroad to schools other than MJI. (Please review the current MJI Academic Catalog and Student Handbook for a complete and authoritative 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 and equivalent to MJI offered courses
- Insuring that any course prerequisites have been met
- Timely registration for courses
- Management of course attendance and requests for Incomplete or other non-grade marks\(^1\)
- Ethical completion of course assignments
- Communicating with MJI in English and not the local foreign language\(^2\)
- Satisfactory Academic Progress requirements
- Grievance procedures
- More…

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).

MJI STUDY ABROAD REBATE PROGRAM (SARP):

The Study Abroad Rebate Program (SARP) is available to all students that attend and complete the MJI Study Abroad program. The funds are a partial rebate of the Study Abroad program fee. This rebate can be applied directly toward the student’s continuing education at MJI, excluding Study Abroad.

The rebate amount is $1050.00 for a full year of a paid Study Abroad fee. There will be a maximum of only one $1,050.00 rebate. The rebate amount will be $525.00 for a student who attends for one semester.

The rebate can only be used toward MJI courses taken separate and apart from the Study Abroad program and is not refundable if not used. The first rebate will be issued upon the student registering for MJI courses separate from the Study Abroad program fee.

The SARP will be available only for the year following the Study Abroad program attended by the student. The rebate can only be used for offsetting standard fees and tuition, not special cohort rates. See the current *MJI Academic Catalog and Student Handbook* for full details.

\(^1\) 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 email addresses the student may have. Please contact MJI’s technical support (helpdesk@mji.edu) if you do not have an MJI email address.
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 available 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?**

Has the U.S. Department of State issued any Travel Warning or Advisory? See State Department website: [www.state.gov](http://www.state.gov); then click on “Travel Warnings.”
Are other U.S. academic institutions continuing their study abroad programs at that location?

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?

Are the students living in an environment for Americans only? With families? Others? How do students get to and from the host school? The less daily travel involved, the safer. How much local travel is permitted? The less permitted or required, the safer. What are the security arrangements at the host school?

5. Is it clear to MJI Students (and Parents) that attending the MJI Study Abroad Program is completely voluntary?

Do you understand that completion of a study abroad program is not a prerequisite to fulfilling any MJI academic requirements? Are students permitted to leave the host school if they feel unsafe? If necessary, does the host school have arrangements for allowing students to leave in the middle of the program? If the student leaves the Study Abroad program early, will accommodation be made for tuition credit by the host school? Are parents and/or students required to sign an 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?

Do you have a resource in the host country to evacuate the student fast, if necessary? Do you know how to contact the American Embassy, Consulate or assisting agency in the host country? If not, you should visit the following website before you travel to your Study Abroad host country. It provides you with much of the information you will need should you need assistance from an American Embassy or Consulate:

http://studentsabroad.state.gov/emergencies.php
7. What does insurance coverage provide?

Are there relevant exclusions?
Do you have sufficient coverage? See also Medical Care section, above.

8. What Is Your Plan for Communicating with Students?

Will you be communicating frequently with students, by e-mail or otherwise? You should know where students are at all times.
Do you have contact information for host school directors and other host faculty or staff?

TEACH-OUT PLAN:

MJI engages in a very rigorous selection process when negotiating agreements with its approved 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 ensure 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.

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

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

Upon failure of the initial host school, the affected MJI students should immediately contact their MJI 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 MJI campus based classes, onsite or online.

NOTICE: Although every attempt has been made to ensure that this Study Abroad Program Informational Booklet is complete and accurate, MJI reserves the right to make changes to any portion of this document, as it deems necessary. MJI students and others are also reminded that any oral representations of MJI policies made by anyone may not be accurate and therefore such oral representations will not prevail over school policies available in writing.
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 advance 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:

_________________________________                _____________________________
Witness (Printed) Witness Signature

Michigan Jewish Institute  6890 W. Maple  West Bloomfield, Michigan 48322 USA
(248) 414-6900   www.mji.edu   info@mji.edu
Along with an identical listing in the MJI Academic Catalog and Student Handbook, this section is updated every year as some courses are updated to keep MJI academic programs contemporary and relevant to the demands of career oriented employment markets.

**Accounting**

ACC 101 Fundamentals of Accounting  
Prerequisite: None  
(3 credits)

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  
(3 credits)

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  
(3 credits)

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  
(3 credits)

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: None  
(3 credits)

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: None  
(3 credits)

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 201 Organizational Behavior  
Prerequisite: None  
(3 credits)

This course deals with human behavior in organizations. An emphasis is placed on the complex relationships among individuals, groups, organizations and society. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and work and non-work integration. The course will
also cover topics including learning and development, group dynamics, different communication styles, power and influence, change, diversity, organizational design, and culture.

**BUS 202 The Jewish Organization**  
*Prerequisite: None*  
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 203 Business Law**  
*Prerequisite: None*  
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 211 Human Resource Management**  
*Prerequisite: None*  
There is no greater asset to a company than its employees. This course will teach the student how to maximize a firm’s potential through identifying and keeping an ideal workforce.

**BUS 301 Negotiations and Dispute Resolution**  
*Prerequisite: BUS 121*  
This course is designed to explore the processes of bargaining and negotiation as social and managerial activities. Special emphasis will be given the areas of interpersonal and inter-group conflict, in addition to interpersonal influence techniques and the tactics and strategies involved with improved bargaining and negotiation. The major purpose of the course is for each participant to gain insight into their own negotiating style and to become a more effective negotiator, as well as a more astute observer of social process. The course will involve extensive use of cases, role-plays, and related participative activities, enhanced by rigorous self-review and introspection.

**BUS 313 Administrative Law**  
*Prerequisite: BUS 203*  
This course will teach the basic issues in administrative law. Emphasis is placed on acquisition of tools for coping with theoretical and practical issues in administrative law, familiarization with sources of administrative law and the relation between administrative and constitutional law.

**BUS 323 Contract Law**  
*Prerequisite: BUS 203*  
This course will teach the basic issues in contract law. Emphasis is placed on acquisition of theoretical tools for coping with theoretical and practical issues in contract law. Particular emphasis is placed on awareness of the relationship between legislation and decision as the legal sources for promissory laws of civil law.

**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 343 Corporate Law**  
*Prerequisite: BUS 203*  
This course will teach the basic issues in corporate law focusing on limited companies. The course will acquaint the student with basic terminologies related to companies (stocks, bonds, private company, public company, stockholders, general meeting, board of directors) as well as expanded study of the problem of representation.
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>BUS 350</td>
<td>Consumer Behavior</td>
<td>3 credits</td>
<td>BUS 342</td>
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<td></td>
<td>Consumer behavior is the study of the processes</td>
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<td>involved when individuals or groups select, purchase, use, or dispose of</td>
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<td>products, services, ideas, or experiences to satisfy needs and desires.</td>
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<td>In this course we go beyond the discussion of why people buy things and explore</td>
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<td>how products, services, and consumption activities contribute to shape people’</td>
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<td>s social experiences.</td>
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<td>BUS 351</td>
<td>Marketing Research</td>
<td>3 credits</td>
<td>BUS 342</td>
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<td>This course will teach the student the</td>
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<td>fundamentals of marketing research. The use of Excel software and experiential</td>
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<td>learning exercises provides students with resources they can use in their</td>
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<td>future careers.</td>
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<tr>
<td>BUS 363</td>
<td>Tort Law</td>
<td>3 credits</td>
<td>BUS 203</td>
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<td>Presents a comprehensive review of tort law</td>
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<td>with integrated practical applications and exercises designed to develop</td>
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<td></td>
<td>skills needed by business and other undergraduate majors with a career</td>
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<td>orientation. Emphasis is placed on cases dealing with practice, procedure and</td>
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<td>ethical issues in tort litigation.</td>
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<tr>
<td>BUS 400</td>
<td>Business Information Systems Special Topic</td>
<td>up to 9 credits; max of 3/semester</td>
<td>as per consent of Dean and instructor</td>
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<td>Topics and credits to be determined</td>
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<tr>
<td>BUS 410</td>
<td>Independent Study in Business Information</td>
<td>1-3 credits</td>
<td>as per consent of instructor</td>
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<td>Systems</td>
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<td>Topics and credits to be determined</td>
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<td>BUS 450</td>
<td>Internship/Externship (no more than 6 credits</td>
<td>1-6 credits per semester (maximum of 12 “internship/externship” credits</td>
<td>Permission of Dean</td>
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<td>counted for BIS concentration)</td>
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<td>The goal of the internship/externship program is to provide students with</td>
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<td>opportunities to test their career interests and develop job-related skills</td>
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<td>through approved work experiences. Faculty sponsors guide students as they</td>
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<td>link theoretical knowledge with practical learning gained in part-time or</td>
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<td>full-time career internships/externships. A faculty member will determine the</td>
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<td>academic content of the work experience and monitor student performance. The</td>
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<td>student internee will have to maintain regular contact with the faculty</td>
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<td>supervisor reporting on experiences during the internship and analyzing the</td>
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<td>academic content and skills acquired.</td>
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<tr>
<td>BUS/ENG 452</td>
<td>Fundamentals of Public Relations</td>
<td>3 credits</td>
<td>ENG 101 or equivalent or permission from the Dean</td>
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<td>The course focuses on teaching students the</td>
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<td>fundamentals of fostering goodwill for a person, corporation, institution</td>
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<td>or product. Students will learn the tools of the craft, which include</td>
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<td>personal appearances and attitudes, customer service and some of the basic</td>
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<td>elements of paid advertising. Topics include: how to write press releases,</td>
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<td>speeches, brochures, annual reports, newsletters, and signs, and how to use</td>
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<td>them effectively.</td>
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<tr>
<td>BUS/CIS 460</td>
<td>Job Search Strategies</td>
<td>1 credit</td>
<td>Senior Standing</td>
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<td>This course develops the skills to search for</td>
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<td>jobs. It includes resume writing, job research, interview skills, and</td>
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<td>evaluation of competing job-offers.</td>
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Computer Information Systems

CIS 101 Introduction to Computer Information Systems  (3 credits)
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  (3/4 credits)
Prerequisite: Basic computer skills or attendance at MJI 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: None
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: None
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: None
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.

CIS 300 The Ethical Environment of Computing     (3 credits)
Prerequisite: CIS 110 or equivalent, Junior/Senior Standing. Cannot take if EPH 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.

CIS 321 Introduction to Object Oriented Programming     (3 credits)
Prerequisite: CIS 222
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.

CIS 333 Data Structures and Algorithms     (4 credits; Lab. = 1 credit)
Prerequisite: CIS 222
Having developed expertise with basic programming skills in previous courses, students will now gain expertise in the “standard tool sets” of the experienced professional: sorting, lists, trees, queues and stacks will be investigated. Alternative algorithms for each will be considered, with analysis of the advantages and disadvantages of each. Several out-of-class programming exercises to implement and evaluate real-life applications of these tools will be required.

CIS 343 Visual Programming I     (3 credits)
Prerequisite: CIS 110 and CIS 141
This course teaches the concepts and applications of event-driven programming. The student will learn the basic programming structure of Microsoft’s Visual Basic programming language and be introduced to beginning visual programming techniques.

CIS 351 Visual Programming II     (3 credits)
Prerequisite: CIS 343
This course continues the development of skills needed to create sophisticated windows-based programs through the use of Microsoft’s Visual Basic programming language through the development of object classes, integration with Windows applications, and other advanced Visual Basic techniques.

**CIS 362 Client/Server Based Database III**  (3 credits)
**Prerequisite:** CIS 261
A continuation of CIS 261, this course teaches advanced database concepts such as transactions, rollback, commit, locking and optimistic update strategies. The Oracle software will be used and students will learn how to develop customized applications with this software. Students will design and implement a business application using project techniques and also using object-oriented analysis and design.

**CIS 373 Information Technology Management**  (3 credits)
**Prerequisite:** CIS 110, BUS 121
This course teaches the use and maintenance of information in business from a management point of view. Issues include: the impact of information technology on businesses, management of information systems within businesses, the outcome of upgrading current and developing new information systems, strategic planning and technology assessment, and operational controls within a business.

**CIS 380 Web Graphic Design**  (3 credits)
**Prerequisite:** CIS 110 or equivalent
Creative use of PC computers in developing Web based graphics in order to communicate information via words, symbols and other graphics. The course introduces the design process using Web Design Technology for type and graphical/visual composition.

**CIS 400 Computer Information Systems Special Topic**  (up to 9 credits; max of 3/semester)
**Prerequisite:** as per consent of Dean and Instructor
Topics and credits to be determined

**CIS 410 Independent Study in Computer Information Systems**  (1-3/4 credits; Lab. = 1 credit)
**Prerequisite:** as per consent of instructor
Topics and credits to be determined

**CIS 421 Web Applications Development (includes Linux)**  (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 intern 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) (3 credits)
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 (3 credits)
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 (3 credits)
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 (3 credits)
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 (3 credits)**
*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 (3 credits)**
*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 (3 credits)**
*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 (3 credits)**
*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: CC452*
*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: None
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 121 Exploring Exceptional Children**  (3 credits, including lab)
Prerequisite: None
This will be an introductory course that will cover characteristics and educational considerations, of all areas of exceptionality. This course will outline implications in the areas of assessment, treatment and consideration for the client. EDU 121 will look at: the gifted; learning disabled; mentally, and emotionally challenged; speech and language development; hearing, visually, physically and health impaired; as well as, children on the Autism Spectrum.

**EDU 122 Introduction to Speech-Language Pathology**  (3 credits, including lab)
Prerequisite: None
EDU 122 Introduction to Speech and Language is a broad survey course that will provide students with a foundation for additional courses in basic human communication processes and disorders. This course will provide an introduction to speech, language, communication, hearing and swallowing disorders, and their etiologies in both children and adults. Additionally, the course will offer a lab that will allow the student the opportunity to work directly with children with communication disorders, as well as to learn cutting edge methods in treating autism spectrum disorders.

**EDU 131-Introduction to Early Childhood Education**  (3 credits)
Prerequisite: None
Essential elements of Early Childhood Education programs. Improved human relationships, choices for children, and play as a way of learning.

**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 concurrently or previously.
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 concurrently or previously.

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 to 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:** None

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.

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**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 100 - Introduction to the University (3 credits)
Prerequisite: None
This course facilitates students’ successful transition to college. Students learn to navigate the University system and to identify and develop strategies for enhancing their learning through academically-engaging activities that connect the classroom to the MJI community.

ENG 101 Introduction to English Composition (3 credits)
Prerequisite: None
Introduction to 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 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 MTELP scores (50 - 65) or ESL 152.
This is a multi-skills course for students enrolled in other courses who require further English language studies prior 
to entering the regular English and Communication Arts curriculum. Level III emphasizes reading, writing, and 
listening comprehension skills typical of academic course work. Students gain strategies for reading textbooks and 
technical materials, become familiar with academic English rhetorical styles, listen to lectures, develop note-taking 
skills, and practice oral presentations. Grammar and vocabulary will be introduced as needed. Students are required 
to complete lengthy reading and writing assignments for each class session.

ESL 15X English as a Second Language - INTENSIVE  (12 credits)
Prerequisite: Appropriate MTELP 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: Junior/Senior Standing or Permission from the Dean. 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 or Permission from the Dean
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
Prerequisite: Junior/Senior Standing or Permission from the Dean
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
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 or Permission from the Dean
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: None
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 201 Corporate Finance
Prerequisite: FIN 101
This course is designed to give students an applied perspective for the understanding of modern-day core financial principles. Through a problem-solving methodology and the profiling real-life financial management practices, students will be introduced to a clear valuation framework.

FIN 202 Principles of Fundraising/Grants
Prerequisite: None
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
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*  
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*  
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*  
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 212 History and Geography of Israel**  
*Prerequisite: None*  
A survey of the history and geography of the Land of Israel.

**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  (3 credits)
Prerequisite: None
This course covers the history of the United States since 1865. Lectures discuss industrialization, urbanization and emergence of the United States as a world power. Attention is given to intellectual and social developments and to major historical events.

HIS 255  The American Jewish Experience  (3 credits)
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  (3 credits)
Prerequisite: None
This course covers the history of modern Europe, highlighting the foundations of the contemporary world.

HIS 261  Exploring the Holocaust I  (3 credits)
Prerequisite: None
This course will survey Holocaust history and implications. We will begin with examining the historical, political and sociological causes of the German anti-Jewish campaign and the subsequent creation of the institutions of organized mass murder. We will 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  (3 credits)
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  Independent Study in Holocaust Research  (1-3 credits)
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  (3 credits)
Prerequisite: None
This course covers American history from the voyages of discovery to 1865, including the Colonial period, the American Revolution, the westward expansion and Reconstruction.

HIS 275  Jewish History – Biblical Period  (3 credits)
Prerequisite: None
This course covers the period from creation to the establishment of the Second Temple; it elaborates on the Five Books of Moses, The prophets of Judaism and its chronicles. A collection of later historical commentaries on these earliest precursors to the nation of Israel and the Jewish people will also be surveyed.
HIS 280 Jewish History - Second Commonwealth  
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 or Permission From the Dean  
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 aliyah to Eretz Israel in the last century and the history of the modern State of Israel. Emphasis is on political and social issues and foreign relations.

Humanities

HUM 200 Independent Studies in the Humanities (Art, Music and Drama)  
Prerequisite: None  
An interdisciplinary independent 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  
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  
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  
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**  
*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**  
*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**  
*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** (3 credits)
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** (3 credits)
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.

**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 103 Wisdom Literature (3 credits)
Prerequisite: None
To get an overview of the Proverbs, Kohelet, and Job and then to read closely important selections from each book with the benefit of classic and modern commentators.

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 121 Early Prophets (3 credits)
Prerequisite: None
A survey of the history of the Israel as related in the books of the Early Prophets, focusing on the root idea of all these books – that the purpose of G-d with the world is being realized through this history.

JST 122 Mishna (3 credits)
Prerequisite: None
Analysis of selected sections of the Mishna to reveal the conceptual categories and legal reasoning of the pre-Talmudic Sages. The course aims to train the student to comprehend the text independently and, through critical analysis of language and structure, to facilitate a transition to the study of Talmud.

JST 123 Megillot (3 credits)
Prerequisite: None
A close reading of the Five Megillot: Song of Songs, Ruth, Lamentations, Kohelet, and Esther.

JST 131 Guard Your Tongue (3 credits)
Prerequisite: None
An exploration of the importance of speech in Jewish thought and of the halachot that govern speech.

JST 132 Introduction to Halachik Concepts (3 credits)
Prerequisite: None
An exploration of the critical ideas and texts that serve as the structural underpinning of the system of Jewish law.

JST 141 Maimonides Introduction to the Mishna (3 credits)
Prerequisite: None
A close reading of this classic Maimonides text with class discussion to draw out his ideas.

JST 171 Introduction to Jewish Philosophy (3 credits)
Prerequisite: None
Overview of thinkers and texts that shaped Jewish thought and life in ancient, medieval and contemporary times; Talmud, the Midrash, the Kabbalah, and such thinkers as Saadia Gaon, Judah Halevi, Maimonides. Issues covered include concepts of God, humanity, nature, good and evil, making meaning out of life, and others.

JST 181 Classical Mussar (3 credits)
Prerequisite: None
Survey of the writings and thought of the great medieval and early modern Mussar masters.

JST 182 Contemporary Mussar (3 credits)
Prerequisite: None
A survey of the history and the literature of the modern Lithuanian Mussar movement.

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

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

**JST 213 Seminar/Independent Study in Rabbinical Literature** (1 to 6 credits)
Prerequisite: Consent of instructor
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

**JST 231 Structure and Development of the Liturgy** (3 credits)
Prerequisite: None
Using primary sources, the student traces the development and structure of the presently-used liturgical service.

**JST 232 Foundations of the Halacha** (3 credits)
Prerequisite: None
Course content is the development and fundamental philosophy of the Oral Law: Mishnah, Gemarra, and the subsequent codes of Rif, Rambam, Tur and Shulchan Oruch.

**JST 251 Sanctifying Time: The Lifecycle and the Calendar in Halacha** (3 credits)
Prerequisite: None
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.

**JST 300 Talmud I** (1 to 6 credits)
Prerequisite: Permission from Dean based on previous familiarity with Talmud study
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 301 From Sinai to Cyberspace** (3 credits)
Prerequisite: Any Jewish History Course or Permission from the Dean –This course meets Masora requirements
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.

JST 313 Topics in Halacha - Sabbath and the Festivals (3 credits)
Prerequisite: Junior/Senior Standing or Permission From the Dean
Various legal issues are discussed and analyzed, with an emphasis on modern applications.

JST 331 Essential Concepts of Jewish Prayer (3 credits)
Prerequisite: JST 231 or Permission from the Dean (must demonstrate ability to navigate through the Siddur’s (Jewish prayer book) daily, Shabbos and Holiday sections).
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.

JST 350 Talmud II (1 to 6 credits)
Prerequisite: Permission from Dean based on previous familiarity with Talmud study or JST 300
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 353 Topics in Halacha -The Family (3 credits)
Prerequisite: Junior/Senior Standing or Permission From the Dean
Specific highlighted issues are discussed and analyzed, including the family unit, parental rights and duties, children’s’ rights and other topics (at the instructor’s discretion).

JST 383 Topics in Halacha-Contemporary Problems (3 credits)
Prerequisite: Junior/Senior Standing or Permission From the Dean
Legal issues relating to the current technological and political situation are discussed and analyzed.

JST 400 Talmud III (1 to 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/Independent Study in Judaic Studies  
**Prerequisite:** Permission From the Dean  
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 460 Seminar/Independent Study in Judaic Studies  
**Prerequisite:** Permission From the Dean  
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 470 Seminar/Independent Study in Judaic Studies  
**Prerequisite:** Permission From the Dean  
To be determined for each seminar or independent 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**  
**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**  
**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**  
**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  
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:** None  
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:** None
This course teaches the derivative and its applications, exponential and logarithmic functions, the integral and its applications, and integration of functions of several variables. Emphasis is on real-life mathematical models drawn from the fields of science, life science, business and social studies.

**MAS 250 Data Analysis and Elementary Statistics (3 credits)**
**Prerequisite:** None
This course provides the tools and techniques for analyzing, extrapolating (forecasting) and presenting data. Students will learn how to process data in a manner that improves its presentation by means of moving averages, filters and graphing methods. Students will learn how to select a graph type (line, scatter, clustered bar, stacked bar, percentage bar, pie, radar and spider graphs); and the use of linear vs. logarithmic axis best suited for their purposes. Various methods will be taught to identify and highlight significant data and possibly erroneous data. The course will also teach the student how to forecast from currently available data by means of linear and exponential extrapolation; and how to add information and context in presentation by computing standard deviations, means and medians.

**MAS 252 Physics I (4 credits)**
**Prerequisite:** None
Major topics include force, motion, work, heat and energy. Concepts relating to wave theory in general with applications to acoustics and hydrodynamics are presented. The course is calculus-based and stresses modern applications and thought.

**MAS 253 Physics II (4 credits)**
**Prerequisite:** MAS 252
Major topics include thermodynamics, electricity and magnetism and optics. Concepts relating to wave theory, electro-magnetic theory, modern optics, and the basic concepts of relativistic physics are presented. The course is calculus-based and stresses modern applications and thought.

**MAS 263 Business Math and Statistics (3 credits)**
**Prerequisite:** None
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 (3 credits)**
**Prerequisite:** None
The course covers the molecular and cellular foundations of life. It includes comparative anatomy and physiology, and medical terminology.

**MAS 301 Statistics (3 credits)**
**Prerequisite:** MAS 250
This is an introductory course to business statistics. Topics include: displaying data in tables and graphs, describing data with numerical measures, concepts of probability related to discrete and continuous probability distributions, sampling distributions, and estimation and hypothesis testing. This course is similar to MAS 250 but requires more mathematical competence.

**MAS 400 Mathematical Applications to Rabbinics (3 credits)**
**Prerequisite:** MAS 105 or Permission From the Dean
This is an independent-study course dealing with the interface of mathematics and Jewish law. Topics include celestial mechanics and the Jewish calendar, and the concept of probability and doubt resolution.
Political Science

POL 101 American Politics (3 credits)
Prerequisite: None
This course covers the institutions of American government from its origins to the present. Topics include: federal-state relations; interest groups and political parties; the role of the Presidency, Congress and the court system; the federal bureaucracy.

POL 201 International Relations (3 credits)
Prerequisite: None
This course examines the major problems confronting the peoples and nations of the modern world, with an emphasis on the politics of the Middle East.

Psychology

PSY 101 Introduction to Psychology (3 credits)
Prerequisite: None
The course presents various issues and principles of psychology that reflect its current status as a behavioral science. Topics include: learning, perception, motivation, emotion, personality and intelligence, conflict and adjustment, and problems of mental health.

PSY 202 Developmental Psychology (3 credits)
Prerequisite: PSY 101 or permission from the dean
Presents theoretical and research findings of psychology pertinent to how children grow, develop and learn, as well as the educational and psychological evaluation of school achievement.

Sociology

SOS 101 Introduction To Sociology (3 credits)
Prerequisite: None
This course introduces the unique perspectives and methods of social science for understanding the social realities of everyday life. It examines the concepts of culture, socialization, social perception and cognition; semiotics and anthropological linguistics; the sociology of knowledge; social ethics and norms; groups and stratification; cultural continuity and change; and human ecology.

SOS 190 Introduction to Social Work (3 credits)
Prerequisite: None
This introduction to the theory and practice of social work focuses on the social welfare system, including federal, state and municipal programs; principles of social psychology as applied to the counseling process; and family systems theory.

Courses 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.

YJST 1271 Capstone Research Project (3 Credits)
This course acts as a capstone for the Certificate program. Each student will be guided in the preparation of an original piece of research on a topic of Bible, Rabbinic literature, Jewish law, Jewish philosophy or Jewish history being studied. The student will be expected to compare and contrast major commentaries of the latter Poskim, find the logical and textual basis of their differences as it is rooted in the earlier Rishonim and Poskim, their interpretations of the relevant passages of the Talmud and apply these differences to new cases. The student will present and defend his research to a panel of scholars.

xxvii
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title (Years)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>YJST 2210</td>
<td>The Codes I</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>YJST 2220</td>
<td>The Codes II</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>YJST 2230</td>
<td>The Codes III</td>
<td>(2 credits)</td>
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<tr>
<td>YJST 2240</td>
<td>The Codes IV</td>
<td>(2 credits)</td>
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</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>
<th>Course Code</th>
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<tbody>
<tr>
<td>YJST 2250</td>
<td>Rambam, I</td>
<td>(4 credits)</td>
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<tr>
<td>YJST 2260</td>
<td>Rambam II</td>
<td>(4 credits)</td>
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</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>
<thead>
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<tbody>
<tr>
<td>YJST 5211</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) I</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>YJST 5221</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) II</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>YJST 5231</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) III</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>YJST 5241</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) IV</td>
<td>(3 credits)</td>
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</tbody>
</table>

Prerequisite: Admission into Certificate of Talmudic Law and Jurisprudence program or Junior/Senior Standing or Permission From the Dean

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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>YJST 5251</td>
<td>Mamorim - Philosophical/Ethical Discourses of the RaShaB I</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>YJST 5261</td>
<td>Mamorim - Philosophical/Ethical Discourses of the RaShaB II</td>
<td>(3 credits)</td>
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</tbody>
</table>

Prerequisite: Admission into Certificate of Talmudic Law and Jurisprudence program or Junior/Senior Standing or Permission From the Dean

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title (Years)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>YJST 5212</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) I</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>YJST 5222</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) II</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>YJST 5232</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) III</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>YJST 5242</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) IV</td>
<td>(2 credits)</td>
</tr>
</tbody>
</table>

Prerequisite: Admission into Certificate of Talmudic Law and Jurisprudence program or Junior/Senior Standing or Permission From the Dean

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.
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)
MJ STUDY ABROAD APPLICANT HOST SCHOOL

PRE-CONSIDERATION CHECK LIST (rev 060913)

1. Are all provided materials in required English or with attached and authenticated English translations? □ Yes □ NO
   □ Name of independent translating agency/person provided □ original signature(s)
2. Do provided materials indicate Host familiarity with Tech Guides, Catalog & Brochure? □ Yes □ NO
3. Was applicant visited by C. Greenberg? □ Yes □ NO. Did he approve this applicant for MJI SA? □ Yes □ NO
4. 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
5. Current catalog and other required information provided: Catalog: [ □ printed or □ online or □ both]
   □ School Description □ Annual School Calendar □ Admissions requirements □ Student Orientation
   □ Academic Programs Description; □ Student Counseling; □ Available educational: □ Resources and □ Facilities;
   Safety and Security of: □ human and □ student academic records; □ Medical Insurance
   □ Tuition described □ Housing Facilities and □ fees (□ as part of tuition) □ Building Code approval
   □ Very brief descriptions of □ some/ □ all these catalog items appear to be prepared solely for MJI.
   □ Accredited for Post-secondary education by Dept./Ministry of Education or Council/Commission of Higher ED. Or:
   □ Amuta only*, □ Proof of Ed Ministry post secondary payments to school and/or faculty, or: □ Certificate or
   □ License to operate □ Other, describe: *Amuta = non-profit license, or other ministry license, therefore only 1 yr. (up to 25%
   credits only) □
6. *A complete daily schedule of MJI equivalent Study Abroad classes to be taught with: □ named MJI approved
   instructors, □ course titles, □ day(s) □ time(s) □ equivalency with specific MJI courses listed and offered during the:
   □ upcoming academic year, or □ next 2 academic years if applying for first & second year abroad program
   □ Course descriptions & □ number of credits awarded for each proposed MJI equivalent SA programs & courses*
   □ ALL or only □ Gen Ed □ CIS □ BIS □ AAS □ JS □ Cert. authorized for MJI students
   □ Sufficient equiv courses for 2-yrs; Sufficient equiv courses for only 1 year □ 1 semester □ insufficient # of courses □
6a □ Basis for determining amount of credit awarded for each proposed MJI equivalent SA Course
7. Listing of Host’s teaching faculty members assigned to MJI equivalent courses and credentialed by MJI, with their
   educational and experiential 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 □ and/or ordination addenda added
8. Any other materials or documents enhancing application as SA host school: □ previously contracted school with good □
   compliance with MJI requirements; □ internationally recognized post-secondary Judaic Studies
   program/yeshiva/seminary
   □ School brochures and other PR □ Admissions Application forms, various □ recreational facilities on campus;
   School has: □ computer lab □ internet access
MJI STUDY ABROAD HOST SCHOOL PROCESS CHECKLIST

HAVE YOU…

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

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

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

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

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

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? ___

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

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? ___

Ensured that courses recognized by MJI are taught by MJI credentialed instructors? ___

Collected the student signed “Student Email Agreement and Catalog Acknowledgement Form” for any MJI students about whom you will be sharing academic information with parties outside our associated school system? ___

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

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? ___

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? ___
ADDENDA (as of: 10/24/13)

This space is reserved for any substantive changes to these guidelines that may be made during the course of the current academic year. Such changes may be due to: new legislation impacting on Study Abroad programs; new accreditation requirements; or changes in MJI policies or procedures, amongst others. Repair of typos and other similar non-substantive errors that do not materially change the meaning of text shown in the originally published guidelines for this academic year are not documented in these addenda.

The initial, published version of current Study Abroad Technical Guidelines for Host Schools is made available during the summer each year. Amended “in-line” electronic copies of the guidelines are generally published as needed during the course of each academic year, but only when necessary. Such updates may be found and downloaded for review and/or printing from the MJI website at www.MJI.edu, FAQ page, item 155 or directly from the following URL: http://www.mji.edu/media/pdf/680/sPSG6808691.pdf

In-line guidelines updates are identified as such and incorporate the addenda documented below.

Changes to the initially published guidelines are also announced in a variety of ways. These include announcements on the MJI website; email messages to affected host schools; personal telephone calls; and/or, other methods as may be deemed necessary or appropriate.

Addenda29 (From Publication – October 2013):

The identification prefix New! and different font colors announcing changes since last year have been removed from this updated in-line guide to avoid confusing the reader.

Page 8, From:
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 (sending) school” to take classes for credit at a second school (known as the “host school”) – very 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. Students may simultaneously continue taking some courses from the home school while a guest at a host school.

To:
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 (sending) school” to take classes

29 Upcoming addenda are instituted within the body of the updated guidelines and fully documented here for ease of review.
for credit at a second school (known as the “host school”) – very 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 as Host School Transfer Credits when the host school reports the guest student’s performance at the host school although the actual grades issued by the host will not be exhibited on the MJI transcript. Students may simultaneously continue taking some courses from the home school while a guest at a host school.

Page 10, New Glossary entries:
Transfer Credits, General: As used in these Technical Guidelines: credit appearing at the beginning of an MJI transcript representing course work credits earned elsewhere (e.g., other colleges and CLEP examinations) but accepted and counted by MJI. General transfer credits indicate the academic area in which they were earned but do not indicate course titles or the grades earned nor are they used in calculating cumulative grade point averages. MJI will only accept transfer credits for courses it determines are acceptable and with an earned grade of C- or better.

Study Abroad Host School Transfer Credits (SA transfer credits): Approved equivalent course credits earned while in MJI’s Study Abroad Program will be transferred to students’ MJI transcripts within the applicable semester and will be included in the enrollment status for that semester as well as in the satisfactory academic progress evaluation though grades will not be included in the GPA calculation. They will be differentiated from general transfer credits (see immediately above) earned outside of MJI’s Study Abroad Program.

Page 15, From:
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.

To:
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. In addition, there are strict limitations on the number of course credits you can provide to your MJI students, regardless of their length of stay at your school. These are fully discussed below at the paragraphs beginning with “Third” (page 35).

Page 17, From:
However, MJI cannot not know and approve of any academic programs, locations, branches or other activities you use that were not fully disclosed in your application narratives and provided documentation substantiating narrative statements. If your school operates under different names not disclosed in your application, delivers classes at sites unknown to MJI or has formal or informal arrangements with other academic entities that were not described in your application, these cannot be used to serve MJI students in any capacity related to MJI’s study abroad program.
To:
However, MJI cannot approve of any academic programs, locations, branches or other activities you did not fully disclose in your application narratives and provided documentation substantiating narrative statements. If your school operates under different names not disclosed in your application, delivers classes at sites unknown to MJI or has formal or informal arrangements with other academic entities that were not described in your application, these cannot be used to serve MJI students in any capacity related to MJI’s study abroad program.

Page 19, From:
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 (or in combination with courses taken concurrently and directly from MJI via our distance learning delivery systems) in order to be considered “full-time”. Further, only MJI equivalent courses are eligible for any U.S. based financial aid and other financial assistance as may be available.

To:
Only courses that have MJI equivalent courses can be placed on MJI transcripts as SA Host School Transfer Credits (SA transfer credits). Students must complete at least 12 credits of MJI equivalent courses each semester at a host school (or in combination with courses taken concurrently and directly from MJI via our distance learning delivery systems) in order to be considered “full-time”. Further, only MJI equivalent courses are eligible for any U.S. based financial aid and other financial assistance as may be available.

Page 20, From:
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 an 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 such 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 and based upon the total number of MJI credits permitted for your school by US government regulations and our other requirements.

To:
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 an 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 such course work they complete at your program. Again, only courses provided by host schools that are equivalent to MJI courses may be used for SA transfer 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 and based upon the total number of MJI credits permitted for your school by US government regulations and our other requirements.
Page 21, From:
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. (see below).

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 with at least 18 graduate credits in their field).

To:
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 with at least 18 graduate credits in their field. (see below).

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 with a minimum of 15 semester hour credits in the areas of their teaching assignments. Alternatively, instructors teaching MJI concentration courses not in their bachelor degree field of study may do so if they have at least two years of related work experience or evidence of specialized training or competency in the assigned teaching area. MJI must be provided with formal documentation/evidence of these alternatives before such instructors can be approved by MJI to teach its students. 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 with at least 18 graduate credits in their field).

Page 22, added:
Instructors holding master’s degrees or their equivalents may also teach courses outside the discipline of their master’s or equivalent degree but only if their formal transcripts show a minimum of 18 credits in the area of their outside teaching discipline. For example, an instructor with a Talmud based masters degree or equivalent in Judaic Studies could also teach Jewish History, but only if the instructor’s official transcripts exhibit at least 18 credits of coursework specifically in Jewish History. The Talmud based masters degree without such exhibited other course work would not permit the instructor to teach any subject other than Talmud.

Page 35, From:
It is extremely important that all host schools recognize that there is a maximum total number of credits that can be offered by them to MJI students for MJI credit, whether evaluated (with
grades included) or simply as transfer credits, combined. Host schools that are recognized by an
educational approval agency equivalent to an accrediting agency recognized by the U.S.
Department of Education may offer their MJI guest students up to 49% credit toward their
degree.

To:
It is extremely important that all host schools recognize that there is a maximum total number of
credits that can be offered by them to MJI students for MJI transfer credit. Host schools that are
recognized by an educational approval agency equivalent to an accrediting agency recognized by
the U.S. Department of Education may offer their MJI guest students up to 49% credit toward
their degree.

Page 35, From:
These maximum credit limitations also have very important Financial Aid implications as
described earlier. First, students who take courses that cannot be used as MJI Study Abroad
credits because they have exceeded the maximums, may find that the loss of those credits drops
them below the amount needed in a semester to meet Financial Aid required credit loads.
Second, hosts must remember and remind students that transfer credits are not included in the
count of credits used to establish level of financial assistance offered to students enrolled at MJI,
regardless of whether or not those transfer credits come from an approved host school.

To:
These maximum credit limitations also have very important Financial Aid implications as
described earlier. Students who take courses that cannot be used as MJI Study Abroad credits
because they have exceeded the maximums, may find that the loss of those credits drops them
below the amount needed in a semester to meet Financial Aid required credit loads.

Page 36, From
Fourth, MJI typically records as evaluated credit plus transfer credit up to a maximum of thirty
credits for an academic year of study abroad. However, this cannot result in greater than 49% of
an MJI academic program total credits received from a locally accredited, post-secondary host
school; and, no more than 25% in total program credits received from a host school with no
accreditation as a post-secondary academic institution

In the sample transcript shown on pages 25-26 the MJI study abroad student took thirty credits of
evaluated course work at the locally unaccredited 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 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 not appear on the MJI transcript.

To:
Fourth, MJI typically records as transfer credit up to a maximum of thirty credits for an
academic year of study abroad. However, this cannot result in greater than 49% of an MJI
academic program total credits received from a locally accredited, post-secondary host school;
and, no more than 25% in total program credits received from a host school with no accreditation as a post-secondary academic institution

Informational Handbook pages 4 and 9, Added:
Full details about the transfer of credits while studying abroad are available in the current MJI *Academic Catalog and Student Handbook* in the section titled, “Study Abroad Collegiate Program.”

Informational Handbook page 8, from:
Students may participate for a maximum of up to two academic years (but no more than 59 semester credit hours) in the MJI Study Abroad Study Program (only if attending a host school approved by MJI for second year Study Abroad programming). Although studying abroad, all students are enrolled as regular BAS seeking 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. 110.

To:
Students may participate at MJI in Study Abroad for a maximum of 59 semester credit hours earned at an approved and accredited Host School. Students may participate at MJI in Study Abroad for a maximum of 29 credit hours earned at an approved and unaccredited Host School. Although studying abroad, all students are enrolled as regular BAS seeking 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. 110.

Informational Handbook page 8, From:
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.

To:
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 sent by the host school to MJI and documented on students’ MJI transcripts as transfer credits.

And
From:
Full details about the transfer of credits while studying abroad are available in the current MJI Academic Catalog and Student Handbook in the section titled, “Study Abroad Collegiate Program.”

To:
Although host schools issue grades for courses you are approved to take while studying abroad, only the credit counts will be transferred to your MJI transcript after you complete each semester abroad. The grades the host school gives you will not appear on your MJI transcript. Full details about the transfer of credits while studying abroad are available in the current MJI Academic Catalog and Student Handbook, in the section titled, “Study Abroad Collegiate Program.”

Informational Handbook page 10, Added:
MJI STUDY ABROAD REBATE PROGRAM (SARP):

The Study Abroad Rebate Program (SARP) is available to all students that attend and complete the MJI Study Abroad program. The funds are a partial rebate of the Study Abroad program fee. This rebate can be applied directly toward the student’s continuing education at MJI, excluding Study Abroad.

The rebate amount is $1050.00 for a full year of a paid Study Abroad fee. There will be a maximum of only one $1,050.00 rebate. The rebate amount will be $525.00 for a student who attends for one semester.

The rebate can only be used toward MJI courses taken separate and apart from the Study Abroad program and is not refundable if not used. The first rebate will be issued upon the student registering for MJI courses separate from the Study Abroad program fee.

The SARP will be available only for the year following the Study Abroad program attended by the student. The rebate can only be used for offsetting standard fees and tuition, not special cohort rates. See the current MJI Academic Catalog and Student Handbook for full details.

In-line and published amended guidelines may be reformatted to accommodate the above described addenda. Pagination in subsequent and published in-line guides can be different than in the originally published catalog. Please refer to the cover page of a guideline to determine if it is the original or an in-line updated version.