ACADEMIC CATALOG & STUDENT HANDBOOK
2008-2009 MAY 2009 UPDATE
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**NOTICE:** Although every attempt has been made to insure that this catalog is complete and accurate, MJI recognizes human fallibility and reserves the right to make changes to any portion of this document, as it deems fit or necessary. Students and others are also reminded that any informal oral representations of school 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.

This catalog also contains street addresses, telephone numbers, URLs and email addresses for information created and maintained by other organizations. This information is provided for the convenience of MJI students. MJI is not responsible for controlling or guaranteeing the accuracy, relevancy, currency, continued availability and completeness of this outside information. Students are advised to review information obtained from such outside organizations before relying on its applicability to their specific MJI programs.
INTRODUCTION

This *Michigan Jewish Institute (MJI) Academic Catalog and Student Handbook* provides a compilation of basic information of immediate interest and concern to students, their families, faculty members, and academic support personnel, and outlines a general view of the various aspects of college life at MJI. It is presented to interested parties in conjunction with the Michigan Jewish Institute’s electronic *Policy and Procedures Manual* to serve as a guide to specific practices and policies of the institution. Answers to questions that are not addressed by the above-mentioned publication or resources are left to the sole discretion of the administration under the direction of the Board of Trustees.

HISTORY OF THE INSTITUTE

In 1994 a group of public-minded members of the Metropolitan Detroit Jewish community formed a Board of Trustees to take over the Norman and Esther Allen Touro College of Liberal Arts and Sciences. The name of the institution was initially changed to the Lubavitch Institute of Advanced Studies, and subsequently to the Michigan Jewish Institute. Congregation Beth-Chabad, a branch of the international Lubavitch movement, agreed to sponsor this much-needed institution of Jewish higher education.

Lubavitch, a branch of the Chassidic movement founded in the late 18th Century in Eastern Europe, was forged by its leadership into a renowned international communal service network of social services and religious programs. At present, Lubavitch has over 2,000 religious, social and educational institutions spanning the globe from Alaska to Zaire. Although Congregation Beth-Chabad sponsors the Michigan Jewish Institute, the latter operates independently under the auspices of its Board of Trustees.

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

In the fall of 1994, after intensive planning and consultation with both educators and business leaders, MJI officially opened its doors. Beginning with a bachelor’s degree program including Business and Computing concentrations, MJI strove to provide a resource for the needs of the communities described above. Today, many new and exciting accredited programs have been added, enriching MJI’s course and degree offerings and creating greater student heterogeneity and a robust environment of academic diversity.
ACCREDITATION

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

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

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

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 (463-6654).

INSTITUTE MISSION

The Michigan Jewish Institute seeks to provide excellent academic baccalaureate and other degree-granting programs that combine an arts and sciences foundation with concentrations for career development in technology, business and applied Judaic disciplines. The Institute offers instruction that keeps abreast of changing technologies and is personalized to meet the student’s individual needs.

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

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

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

Supporting Objectives of the Degree Programs

- To provide in-depth education in business related disciplines such as Business and Information Systems, various Computer Sciences (such as Computer Information Systems and Cooperative Computing) and Applied Judaica. This is achieved by a carefully chosen up-to-date and balanced curriculum in these disciplines.

- To equip the students with the relevant theoretical and practical background so that upon graduation they can be integrated into the business/industrial workforces of their chosen fields and immediately begin contributing to society. This is achieved by ensuring a constant stress on real-world applications by instructors who are experienced in their fields, and by maintaining state-of-the-art course resources, hardware and software (i.e., Instructional Resources).

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

- To provide a well rounded balanced education through required studies of the liberal arts and sciences. This is achieved by means of a carefully crafted General Education core curriculum.

- To graduate students who have acquired moral values and integrity and are cognizant of the great ethical and moral tradition of Judaism. This is achieved by providing mandatory courses in the general area of ethics, philosophy and religion.

Supporting Objectives of the Certificate in Talmudic Law and Jurisprudence

- To provide in-depth education in the system of Talmudic Law. This is achieved by a carefully chosen and balanced curriculum in these disciplines.

- To equip the students with the relevant theoretical and practical background so that upon graduation they can be integrated into a rabbinic ordination program without any difficulty. This is achieved by ensuring a constant stress on the halachik implications of the Talmud being studied.

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

- To graduate students who have acquired moral values and integrity and are cognizant of the great ethical and moral tradition of Judaism. This is achieved by providing mandatory courses in the underlying philosophy of Talmudic law as expounded by the Chabad school of Hassidic thought.
LOCATION AND FACILITIES

The Michigan Jewish Institute’s degree programs are located at our main campus - 6890 West Maple, West Bloomfield, Michigan 48322 (ACICS code M01108); 25401 Coolidge Highway, Oak Park, Michigan1 48327(L01278); 14000 West Nine Mile Road, Oak Park, Michigan 48327 (L01087) and, other learning sites.

The West Bloomfield location is a modern facility containing classrooms with state-of-the-art resource technologies and learning tools. A technology infrastructure contains both wired and wireless network support for faculty, students and administrative staff. Complete audio/visual equipment is also available to support all educational goals. The location is conveniently located near major suburban Detroit freeways and main roads.

The recently (Fall 2008) and totally remodeled two-story redbrick building in Oak Park provides classrooms, administrative offices, cafeteria space, library, media facilities and a technology infrastructure similar to that provided at the West Bloomfield site. Located right off the I-696 freeway, there is easy access to MJI from all parts of the greater metropolitan Detroit area. This building also houses the administration of financial aid and academic records for both the degree and certificate programs.

The Institute’s certificate program is housed within the Lubavitch Center of Oak Park, 14000 Nine Mile Road, Oak Park, Michigan. This school building, which also houses a synagogue, provides an appropriate setting for most of the credit-bearing courses of the certificate program offered by the institution. MJI also currently maintains learning sites in Berkley and Bloomfield Hills, MI. These MJI sites are located at Berkley High School (at 2325 Catalpa, Berkley, Michigan – L01230) and Andover High School (at 4200 Andover Road, Bloomfield Hills, Michigan – L01143) respectively.

Drive time between the two most separate MJI locations is approximately 25 minutes. Because of program diversity and careful scheduling of the different curricula, historically students have never had to spend time at more than one location during any one day. More importantly,

MJI has begun a scheduled series of transitions to its own permanent campus. Located on a unique, forty-acre setting amongst the rolling hills and lush greenery of suburban West Bloomfield, the campus, when completed, will be comprised of academic and administrative buildings, a library, museum, student and faculty housing, dining facilities, a synagogue and other facilities. Several buildings have already been erected, groundbreaking for additional buildings has already taken place and the initial site infrastructure is completed. As described above, several courses are currently offered on this developing campus. Please see course registration forms for details.

1 MJI’s campuses are undergoing major renovations and new development. In order to maintain a degree of constancy during all these campus upgrades, the conduct of routine business, administrative offices and a few classes will be temporarily located at the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Southfield, MI 48075-3953 (Northeast corner of 9 Mile and Evergreen). 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.
Computer Laboratory
The Institute’s computer laboratories are located at both campuses and are equipped with high-speed, modern PC computers, LANs, wired docking stations, wireless “hotspots” and appropriate peripherals. Laboratories are available to students enrolled in computer-related courses during specified and posted times. Other members of the MJI community are invited to use the laboratories at any time they are not specifically scheduled for use as classrooms.

Library and Other Academic Resources
The Michigan Jewish Institute houses a library that contains a collection of appropriate technological, business and Judaic reference materials that are frequently cited by MJI faculty during course delivery. Most course syllabi refer to specific library holdings and students are expected to make use of these holdings via required or suggested readings and research.

In support of its dedication to general education, MJI is also the proud owner of the Feinberg Collection, donated by the Charles and Lenore Feinberg trust. This valuable collection is comprised of many first and autographed editions of American and English literature, original manuscripts and letters, and other useful research and reference materials pertaining to the liberal arts. This collection is available to scholars and other researchers by appointment only.

The Michigan Jewish Institute is a participating member of the Michicard System. This valuable resource allows students enrolled in MJI to use participating public libraries and over thirty academic collegiate libraries located in Michigan. Lawrence Technological University, conveniently located approximately four miles from MJI’s Oak Park campus and about eight miles from the West Bloomfield campus, has an extensive technical, computer-related collection. The libraries of Oakland Community College with branches within four miles of our main campus are also available. MJI also maintains an extensive library of Judaica at its Nine Mile Road facility.

In addition to traditional library resources, Michigan Jewish Institute libraries link students to state-of-the-art on-line resources, World Catalog, internet search engines, First Search and other Michigan library listings. Students may access these resources from computer work stations logged onto the MJI network. The Oak Park campus library was initially renovated through a grant from The Library of Michigan and continues to be the recipient of additional collections donated by area scholars. MJI is currently upgrading its electronic library resources for remote worldwide access through a dedicated website.

Americans with Disabilities Act (ADA) Compliance
MJI is committed to providing facility and other resources access and reasonable accommodations to students, faculty and staff with disabilities in compliance with the American with Disabilities Act of 1990 (ADA) and corresponding state and federal laws. All facilities owned or otherwise routinely used by MJI meet current ADA guidelines.
Under the ADA, anyone who has a physical or mental impairment substantially limiting one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is considered a person with a disability. In accordance with the provisions of the ADA and Section 504 of the Rehabilitation Act of 1973, disabilities may include, but are not necessarily limited to, visual impairment, mobility and orthopedic impairments, hearing impairments, chronic medical conditions, learning disabilities, and psychological disorders.

Questions about access, accommodations and implementation issues should be addressed as follows:

**Onsite:** Mr. Paul Levine at 248-414-6900, ext. 106 or plevine@mji.edu.

**MJI libraries:** Ms. Karen R-Henry at 248-414-6900, ext. 105 or krhenry@mji.edu.

**MJI website/online:** Mr. Kerry Sanders at 248-414-6900, ext. 104 or ksanders@mji.edu.

### Community Resources

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

The Detroit metropolitan area offers varied cultural opportunities, including: the Detroit Institute of Art; the Fisher, Fox, Masonic and other theaters; numerous community playhouses including the Jewish Ensemble Theater; and the internationally renowned Detroit Symphony Orchestra performing at the “Max”. Other museums, galleries and specialized libraries are also situated close to MJI campuses.

### UNDERGRADUATE ADMISSIONS POLICIES

#### Non-Discrimination Educational Policy

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

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

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

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

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

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

ADMISSIONS OFFICE
The Michigan Jewish Institute Office of Admissions is located at 6890 West Maple Road, West Bloomfield, Michigan 48322. Admissions counseling is provided through personal conferences to aid the prospective student. Telephone: 1-888-INFO-MJI (463-6654) ext.105 or registrar@mji.edu.

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

The Decision
After all data have been reviewed, the Admissions Committee will act in one of several ways:
• Admit a student with active student status

2 MJII’s campuses are undergoing major renovations and new development. In order to maintain a degree of constancy during all these campus upgrades, the conduct of routine business, administrative offices and a few classes will be temporarily located at the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Southfield, MI 48075-3953 (Northeast corner of 9 Mile and Evergreen). All mail may be sent to any campus address but for quickest delivery, the temporary Southfield address is recommended. All MJII telephone numbers and extensions remain unchanged.
• Delay an admissions decision in order to obtain further information. The Admissions Committee might request results of high school tests, or personal references, or a personal interview with the student. (Applicants will be notified immediately if such a delay occurs and will be asked to submit the additional information.)

• Temporarily admit a student pending receipt of minimally missing application information. Students admitted with temporary status have only one semester to complete their application files or they will not be permitted to continue. Upon subsequent completion of application files, the admissions committee will again review the application to determine admissibility as an active student.

• Admit a student on provisional status. Provisionally admitted students are only permitted to register for a maximum of 12 credits per semester and are given only two semesters to demonstrate their ability to maintain satisfactory academic progress. Students maintaining an overall GPA of 2.0 or better will have their provisional status removed. Students failing to maintain an overall GPA of 2.0 for the two provisional semesters will be dismissed from MJI. They may reapply for admission to MJI anytime thereafter, once there is new evidence indicating that successful academic performance is possible. Readmission is not guaranteed.

• Deny admission.

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

APPLICATION

An official Application for Admission, along with a $50.00 non-refundable application fee, must be filed in the Admissions Office of the Michigan Jewish Institute before any consideration regarding admissions can begin. The Application for Admission form can be obtained from the Institute or downloaded from its website at www.mji.edu.

WHEN AND HOW TO APPLY FOR ADMISSION

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

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

1. Completed application;
2. Evidence of graduation from High School or equivalent (GED) or other proof of high school completion or signed statement by student affirming high school completion. Students providing complete high school transcripts will be given preference in the admissions process.
over those submitting other proofs. (NOTE: **Special Status** may be offered to a student for up to six months prior to submitting proof of high school completion or equivalent. This status will be offered to students who seek admissions to the bachelor's degree program and demonstrate both potential for success and the ability to concurrently complete high school requirements during the prescribed time period. Students admitted under Special Status are considered matriculated at MJI.) See other requirements for students transferring from other postsecondary programs, below.

3. Non-refundable application fee.

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

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

1. Scholastic Aptitude Test (SAT) scores (MJI School Code #1505) and/or American College Test (ACT) scores (MJI School Code #2023); CLEP examination scores (MJI School Code #1214)
2. Personal references;
3. School honors and achievements.

**WHERE TO APPLY FOR ADMISSION**

Your completed admissions application, all financial aid forms and any other materials, along with the non-refundable $50.00 application fee should be mailed to the:

Michigan Jewish Institute
Office of Admissions
6890 West Maple Road
West Bloomfield, Michigan 48322

Application forms may be also completed online at:

[www.MJI.edu](http://www.MJI.edu)

Application forms may be downloaded from the website for later submission to MJI via:

Fax at 248-414-6907 or via email attachments to the MJI Registrar: registrar@mji.edu.

If submitting applications electronically remember to include credit card information (type, number and expiration date) for payment of the non-refundable $50.00 application fee.
Incomplete application forms or those submitted without the application fee will be returned to sender.
ADMISSION QUALIFICATIONS FOR THE BACHELOR IN APPLIED SCIENCE DEGREE

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

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

A candidate who has earned a GED, or is a high school graduate with a grade point average less than 2.0, but whose records give indication that s/he has the potential for successful academic performance, may be admitted on Provisional Status. Students admitted under Provisional Status are considered matriculated at MJI. These students are given two semesters (in which they may take no more than twelve credits per semester) to demonstrate their ability to perform the academic work demanded of MJI students by maintaining a 2.00 GPA or better. (Successful attainment of a 2.00 GPA after two semesters results in the student being admitted to regular status.)

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

**Recommended High School Preparation**

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

- **English** (three years recommended)
- **Mathematics** (three years recommended)
- **Biological and Physical Sciences** (three years recommended, with one year of a laboratory science)
- **Social Sciences/History** (three years recommended)
- **Foreign Languages** (two years recommended)
- **Computer Literacy** (one year or more recommended)
- **Electives** (to comprise remaining units)
Transfer Students
Transfer students must document successful high school completion or equivalent with an official high school transcript or GED certificate or other proof of high school completion or signed statement by student affirming high school completion.

Transfer Students may also qualify for admission in other ways:

1. Students who have completed at least thirty transferable hours of college work at an accredited institution with a GPA of at least 2.00 (‘C’) will be considered for admission on the basis of that work;

2. The high school academic record of transfer students who have completed less than a post secondary academic year of credit with at least a 2.00 (‘C’) average at an accredited institution will be used as an additional factor in determining admissibility;

3. Transfer of credits from unaccredited institutions is determined on an individual basis. Please consult with an admissions representative to determine admissibility; and,

4. Only courses with an earned grade of C- or better and have equivalency to MJI courses or are otherwise shown to be of an academic nature will be considered for transfer.

Junior or Community College
A maximum of sixty-five (65) semester credits may be transferred from a junior or community college unless otherwise provided for by a formal articulation agreement between MJI and the specific community college.

Transfer of Previously Earned College Credits: Grade Points
A student transferring to the Michigan Jewish Institute transfers the credits earned, but not the grade points. Further, transfer credits are not considered when determining a student’s Satisfactory Academic Progress at MJI (see section on Satisfactory Academic Progress later in this catalog for more details).

All undergraduate courses taken at institutions other than the Michigan Jewish Institute and used for transfer credits must meet equivalency and accreditation standards as determined by the Michigan Jewish Institute. Only courses with an earned grade of C- (1.7 grade point value) or better and have equivalency to MJI courses or are otherwise shown to be of an academic nature will be considered for transfer. Please consult with an admissions representative to ascertain transferability of credits earned elsewhere.

Because of the rapid changes occurring in technological and business fields today, it is important for MJI students to maintain up-to-date knowledge in their field. Therefore, it may be also necessary for new MJI students to demonstrate “currency” in order to transfer credits to MJI that are over 7 years old at the time of application. You may demonstrate currency for aged courses by completing an examination (oral or otherwise) with a faculty member covering contemporary developments in the subject matter. You must be enrolled to complete this procedure.
Once a student has started course work at MJI, MJI will not accept any transfer credits in lieu of core concentration course requirements. The Academic Dean may grant rare exceptions for extraordinary circumstances but only if the proposed transferred course description matches the MJI core course it is to replace. Students are required to notify the Dean prior to enrolling as a guest student elsewhere.

**Residency Requirements**
Transfer students seeking a diploma from the Michigan Jewish Institute must complete at least forty-five semester credits of their program in residency at the Institute. (Note: active-duty members of the U.S. military are only required to complete thirty MJI credits to meet residency requirements.)

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

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

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

**Audit Students**

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

Students who wish to audit one or more courses at the Michigan Jewish Institute may be permitted to audit selected courses with the permission of the instructor and the Academic Dean. Credit from these courses may not be used for academic purposes should the student subsequently enroll at the Institute. Tuition rates for audited courses are the same as those for regular students.

**Readmission**
Students who have officially withdrawn from MJI; have been absent for more than a year (three consecutive semesters); or, were dismissed from the Michigan Jewish Institute are not automatically readmitted. Consideration for readmission will include an evaluation of:

1. The student’s prior record at MJI
2. Any additional college courses completed at other institutions
3. The student’s reason(s) for wanting to return to MJI
An application for readmission can be obtained from the Admissions Office. It should be completed and returned to that office at least two weeks prior to registration. A $50.00 fee must accompany the readmission application.

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

1. Completed application

   **Foreign students requesting an I-20, must also complete the Addendum to Application for Admission (i.e., nonimmigrant requesting acceptance into a MJI program).** The MJI Application and the Addendum may be downloaded from the MJI website at www.MJI.edu.

2. A $50.00 application fee
3. Official high school transcript/secondary school record
4. Evidence of little or no need of financial assistance. (While the Admissions Committee may find a student qualified for admission, no acceptance letter or I-20 can be sent until the student has assured MJI, via the Addendum to Application for Admission, that s/he has the necessary funds to finance her/his education at the Institute. When the international applicant has been officially accepted, an acceptance letter and an I-20 will be sent.)
5. Additional Requirements:
   Since all instruction is offered in English, students are required to demonstrate proficiency in the English Language.

   **IMPORTANT NOTE**
   MJI must immediately inform the INS about any of its international students who do not maintain **ALL** requirements for their student Visas. There can be no exceptions to this requirement.

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

**Option 1 TOEFL**
Students can make arrangements to take the Test of English as a Foreign Language (TOEFL) [the School Code for the Michigan Jewish Institute is # 1505]. Inquiries about the test, which is administered routinely throughout the world, should be addressed to the Educational Testing Service, Box 899, Princeton, New Jersey, 08541, USA. Information may also be obtained at the ETS website, www.ets.org. Information on the Internet-based TOEFL test (TOEFL iBT) may be found at www.ets.org/toefl.

**Option 2 MJI-MTELP**
Prior to admission, foreign students who have not taken the TOEFL or one of the other options listed below will be evaluated by means of three assessment methods:

1. The Michigan Test of English Language Proficiency (information about this test may be found at, www.michigan-proficiency-exams.com/mtelp.html)
2. A Michigan Jewish Institute representative will ask the student to write a short essay.
3. An interview conducted in English and supervised by a professor of ESL.

**Option 3 MJI-Assessment**
If a student has been resident for several years in the USA, or has taken extensive English studies in a foreign country, he/she may request an oral evaluation by an MJI professor of English who will determine whether the student can attend regular classes.

**Other Options:**
In May 2006, the U.S. Department of Education updated the list of approved English proficiency tests for students required to prove such proficiency. A brief listing follows. More information about these tests may be obtained from the sources indicated or via consultation with a MJI counselor.

1. ASSET Program: Basic Skills Tests (Reading, Writing, and Numerical)--Forms B2, C2, D2 and E2. Inquiries about the test should be addressed to: ACT, Inc., 500 ACT Drive, Iowa City, Iowa 52243-0168. Telephone: (319) 337-1030, Fax: (319) 337-1790. www.act.org

2. Career Programs Assessment (CPAT) Basic Skills Subtests (Language Usage, Reading and Numerical)--Forms B and C. Inquiries about the test should be addressed to: ACT, Inc., 500 ACT Drive, Iowa City, Iowa 52243-0168. Telephone: (319) 337-1030, Fax: (319) 337-1790. www.act.org

3. COMPASS Subtests: Prealgebra/Numerical Skills Placement, Reading Placement, and Writing Placement. Inquiries about the test should be addressed to: ACT, Inc., 500 ACT Drive, Iowa City, Iowa 52243-0168. Telephone: (319) 337-1030, Fax: (319) 337-1790. www.act.org

4. Combined English Language Skills Assessment (CELSA), Forms 1 and 2. Inquiries about the test should be addressed to: Association of Classroom Teacher Testers (ACTT), 1187 Coast Village Road,
Note: The CELSA test is approved only for certain students whose native language is not English and who are not fluent in English as provided in 34 CFR 668.153(a)(2).

5. Computerized Placement Tests (CPTs)/Accuplacer (Reading Comprehension, Sentence Skills, and Arithmetic). Inquiries about the test should be addressed to: The College Board, 45 Columbus Avenue, New York, New York 10023-6992. Telephone: (800) 486-8497.

6. Descriptive Tests: Descriptive Tests of Language Skills (DTLS) (Reading Comprehension, Sentence Structure and Conventions of Written English)--Forms M-K-3KDT and M-K-3LDT; and Descriptive Tests of Mathematical Skills (DTMS) (Arithmetic)--Forms M-K-3KDT and M-K-3LDT. Inquiries about the test should be addressed to: The College Board, 45 Columbus Avenue, New York, New York 10023-6992. Telephone: (800) 486-8497. www.collegeboard.com

7. ESL Placement Test (COMPASS/ESL). Inquiries about the test should be addressed to: ACT, Inc., 500 ACT Drive, Iowa City, Iowa 52243-0168. Telephone: (319) 337-1030, Fax: (319) 337-1790.
www.act.org

Note: The COMPASS/ESL test is approved only for certain students whose native language is not English and who are not fluent in English as provided in 34 CFR 668.153(a)(2).

8. Wonderlic Basic Skills Test (WBST)--Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2. Inquiries about the test should be addressed to: Wonderlic Personnel Test, Inc., 1795 N. Butterfield Road, Libertyville, IL 60048. Telephone: (877) 605-9499, Fax: (847) 680-9492. www.wonderlic.com

9. WorkKeys Program--Reading for Information Forms A01AA, A02AA, C01AA & D10AA; Applied Mathematics Forms A01BB, A02BB, C01BB, & D01BB. Inquiries about the test should be addressed to: ACT, Inc., WorkKeys Development, Professional Development Services, 101 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168. Telephone: (319) 337-1296, Fax: (319) 337-1229.
www.act.org

Results
Because tests such as the TOEFL have undergone tremendous changes in the past couple of years, (e.g., adding new testing modes such as Internet Based examinations and changes in scoring methods) it is not possible to publish passing scores here. Students who are required to prove English proficiency as indicated above are advised to seek out the most current information about the listed tests and their standardized passing scores. This information is available at the indicated testing websites. Students should also seek counseling from MJI regarding the most appropriate tests for them and required passing scores.

Based upon the results achieved on any of the above mentioned tests students will be:
1. Allowed to enter their selected MJI academic program; or
2. Required to take a reduced load of regular classes and be required to attend ESL classes; or
3. Be denied admission and directed to enroll at another institution in order to develop adequate English language skills (e.g., TOEFL score less than 250, MJI-MTELP score less than 25)
ADMISSION QUALIFICATIONS FOR THE ASSOCIATE IN APPLIED SCIENCE DEGREE – BUSINESS INFORMATION SYSTEMS

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

Admission requirements for the MJI Associate in Applied Science Degree – Business Information Systems (AAS-BIS) are the same as those for the Bachelor Degree. Therefore, students who successfully earn their AAS-BIS may elect to continue their studies and earn the Bachelor degree without requiring further application or admission.

Please see admission requirements for the Bachelor in Applied Science degree above and the alternate MJI residency requirement for the AAS-BIS degree described next.

Residency Requirements for AAS-BIS Degree

Transfer students seeking the AAS-BIS degree from the Michigan Jewish Institute must complete at least thirty semester credits of their AAS-BIS program in residency at the Institute. Students electing to continue their studies at MJI subsequent to earning their AAS-BIS degree must complete at least forty-five semester credits (inclusive of those earned toward to AAS-BIS degree) in residency at the Institute in order to earn a Bachelor degree. (Note: active-duty members of the U.S. military are only required to complete fifteen or thirty MJI credits to meet Associate or Bachelor degree residency requirements, respectively.)
ADMISSION QUALIFICATIONS FOR THE CERTIFICATE IN TALMUDIC LAW AND JURISPRUDENCE

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

The certificate program is for men only.

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

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

ADMISSION REQUIREMENTS

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

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

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

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

Courses Offered in the Certificate of Talmudic Law and Jurisprudence Program

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

Please see Courses of Instruction section at the back of this catalog for course titles and descriptions.
Dual Enrollment Program – High School Students

Since 1996 the Michigan State Board of Education has encouraged high school students to enroll for some college courses during their junior and senior years. Colleges and School Boards are mandated to help with this drive to offer diverse alternatives to high school juniors and seniors. MJI is cooperating with this effort and offers current high school students the chance to enroll in various courses.

MJI also extends the opportunity for students to enroll in Modern Hebrew Language courses as early as their sophomore year of high school as deemed an appropriate curricular choice for the student by the assessment of their high school guidance counselor. High school students wishing to avail themselves of dual enrollment and/or guest student opportunities are directed to contact the counseling office of their high school and the MJI office.

Dual Enrollment students are not eligible for financial aid, but the Michigan Postsecondary Enrollment Options Act requires that public school districts pay toward college tuition costs of high school students as eligible under the Act. Qualifying high school students attend MJI classes at substantially reduced or no out of pocket cost. For more details please contact the MJI office at 1-888-INFO-MJI (463-6654) extension 106 or info@mji.edu.

Credits earned while a dual enrollment student at MJI will count towards MJI residency requirements, should the high school student later apply for and be admitted to MJI as a fully matriculated student.

Other Visiting Students

Guest Students Seeking College Credits:
Students currently enrolled in other post-secondary educational programs and other adults wishing to enroll in some MJI courses as guest students are required to complete a MJI guest student admissions application form. Upon admission, guest students will be responsible for all tuition and other fees related to their course work. At the conclusion of the guest attendance and if all financial accounts are current, MJI will send a copy of the guest student’s MJI transcript to whatever entity (e.g., home college, employer, etc.) the guest student indicates on an official MJI transcript request form. (Guest students are strongly urged to first check with their home college counselors or employers to insure that the course work taken at MJI will satisfy particular requirements of those entities, before applying as a guest to MJI.) Guest students are generally not permitted to take directed studies or internship/externship courses at MJI. For more details please contact the MJI office at 1-888-INFO-MJI (463-6654) extension 106 or info@mji.edu.

Credits earned while a guest student at MJI will count towards MJI residency requirements, should the guest later apply for and be admitted to MJI as a fully matriculated student.

Continuing Education Students (those not seeking college credits):
As a community resource, MJI recognizes that there are many people who seek college level coursework for personal enrichment or professional growth (CE students). However, since they have no need for grades, transfer credits or transcripts they expect that tuition will be discounted. MJI accommodates this by opening its scheduled college courses to interested parties agreeing to the following conditions:

1. CE students are not matriculated as degree or credit seeking candidates at MJI;
2. CE course work will not be formally graded and recorded by MJI;
3. MJI will not issue any transcripts for CE course work, however, MJI CE certificates will be issued upon request and with the approval of course instructors;
4. CE students are not permitted to take directed studies or internship/externship courses at MJI;
5. CE students who later enroll in MJI as matriculated, degree seeking students will have to repeat any CE courses they took which are required for their degree program; and,
6. Scheduled courses not meeting matriculated student registration number requirements may be cancelled.

Tuition for CE students is 1/3 the tuition charged for matriculated students. For more details please contact the MJI Registrar’s Office at 248-414-6900, extension 105 or registrar@mji.edu.

**Study Abroad Collegiate Program**

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 cultures and languages not their own. Perspectives mature and intellectual horizons expand. MJI permits and encourages students to participate in intensive, postsecondary study abroad as an integral part of their MJI academic program. Enrolled MJI students may complete approved courses abroad that can be applied to core degree program requirements and/or elective credit.

In order to assure students that the Study Abroad Program will afford the opportunity to meet their academic requirements, the Michigan Jewish Institute routinely evaluates a number of schools abroad. MJI executive staff contact schools wishing to sign articulation agreements and MJI representatives visit many of them from time-to-time. Only after a potential host school meets MJI's requirements will it be added to the Study Abroad Program's published roster of acceptable destinations for students admitted into the program.

A brochure fully describing the MJI Study Abroad program is available from the MJI Office of Academic Administration and on-line at [www.mji.edu](http://www.mji.edu).

Please note: Study abroad is not required for any MJI degree and is a completely voluntary option for MJI students.
STUDENT SERVICES

Academic Advising

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

The purpose of academic counseling is to assist students in completing their selected degree programs. Counselors work with students to help them understand the Institute’s academic standards and requirements. The counselors work with students to set academic goals, discuss opportunities within the students’ chosen disciplines, and help students select and sequence individual courses.
Faculty Counseling

The faculty of the Michigan Jewish Institute maintain regular office hours that are announced at the beginning of each semester to each class they teach. It is recognized that there may be conflicts with the specified times, and students wishing to meet with faculty at times other than those scheduled must make arrangements with the individual faculty member. Faculty members can be reached by leaving an appropriate message with MJI at 1-888-INFO-MJI (463-6654) ext 100 or via email at info@mji.edu.

Student Residence

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

Student Name and Name Changes

Michigan Jewish Institute will use the student name shown on the official photo ID (such as a valid driver’s license) presented by the student at the time of admission to the college. This name will be used consistently by MJI on all correspondence, forms and documents and should be so used by the student as well. If different first or last names appear on past documents (such as application forms, transcripts, letters of recommendation, etc.) the student will be responsible to authenticate these different names to MJI.

If a student wants his or her name changed during their tenure at MJI (for example, changing to or from a Hebrew name or because of a new married name) this fact should be communicated to MJI via a signed and notarized MJI name change request form. The form is available on the MJI Website: www.mji.edu. (The MJI Office of Academic Administration can provide notary services upon request during regular office hours.) Upon graduation, students will be contacted by MJI for confirmation of name form and spelling to be used on final transcripts and diplomas.

Transcript Requests

MJI issues transcripts only upon the written and signed request of the student. Official (sealed) transcripts intended for other educational institutions or employers must be mailed by MJI directly to them. Transcripts mailed directly to students or their families are not considered official by MJI.

The transcript request must include the student’s name, social security number, home address, student’s signature and the complete address of the recipient. Transcript request forms are also available at the MJI Academic Administration office (and in downloadable form on our website at
Although any request letter containing all the required information will be accepted, unsigned transcript requests cannot be honored.

Approximately one month is needed to process grades and record them. Therefore, transcripts issued less than one month after the conclusion of a semester may not contain a record of that semester. Students requiring that issued transcripts be up to date should wait one month after their last semester of attendance before requesting a transcript.

Students may request one student’s copy and/or one official (sealed) transcript per year of attendance, at no charge. There is a $5.00 charge for any additional transcripts that are requested.

Transcripts cannot be issued for students whose financial accounts are not current.

An Important Note About Transferring Credits

Students request the issuance of their MJI transcripts for a variety of reasons. For some students, the transcript request is predicated on a need to transfer from MJI to another college or university, mid program. Students considering transferring from MJI to another school before completing their MJI academic programs should carefully evaluate how such a transfer might affect their earned MJI credits and those credits MJI accepted as transfer credits from other institutions.

Colleges and universities will generally accept degree students from accredited institutions such as MJI for graduate and professional study, as long as the students meet other entrance requirements (e.g., sufficiently high undergraduate GPAs, relevant undergraduate coursework, qualifying scores on entrance examinations, strong reference letters, successful interviews, etc.) Indeed, MJI graduates have gone on to earn advanced degrees in Computer Sciences, Business, Law, Social Work, Education and other professional fields.

Unfortunately, when students transfer from one school to another before completing a program or degree, there is a high probability that not all credits will transfer from the first school (also known as the “sending school”) to the second or “receiving school”. There are a number of reasons for this. Only some of the more common ones are described below:

1. Many post secondary schools, including MJI, have residency requirements that must be met before they will issue a degree. At MJI we require a minimum of 45 in-residency credits in order to earn a MJI bachelor degree (or thirty credits for active-duty members of the U.S. military). Some schools require the same number, while many others require 60 or even more in-residency credits. Thus, a student transferring from one school to another with a large number of completed credits will find that some are lost because of the residency requirements at the new “receiving” school. (Members of the U.S. military should not lose any relevant credits if transferring to another SOC college or university.)
2. Transferring students may change majors or academic programs when enrolling at a new (receiving) school. This too carries a risk of credit loss. Often, some or even all credits earned for a specific major or program at MJI (the sending school) are not applicable for a second major or program. When this happens, credits can be lost.

3. Every school has its own policies about credits earned in such programs as: study abroad; life experience; internships; and CLEP examinations, to name but a few. As is described elsewhere in this catalog, MJI has its own set of policies regarding such programs. The policies that different schools have about these credits are not always in agreement. This is especially true for credits awarded for studies completed abroad. Although MJI may have accepted some of these international credits for transfer as the first receiving school, departing MJI students may find that other and subsequent receiving schools they wish to transfer into do not accept such “foreign” credits and they are lost in the transfer process.

4. Course descriptions for similarly titled courses are generally not identical. Typically they are close enough so that they are transferable. However, occasionally similarly titled courses have descriptions different enough so that a particular course at a sending school may not be an acceptable substitution for a similarly titled course at a receiving school. The course has to be “repeated” by the transferring student. Credit awarded for the initial course may be counted as free electives or entirely discounted by the new “receiving” school. MJI maintains such a policy as well and not all courses taken elsewhere are accepted as MJI course equivalents when students transfer to MJI (please see MJI credit transfer policy in Admissions Qualifications section at the beginning of this catalog for details).

5. Some receiving schools will only accept transfer credits when a B grade or better has been earned for courses completed at the sending school.

There are many other reasons why transferring students may lose credits and no list of such reasons can be exhaustive about why any particular destination or receiving school might refuse to accept some sending school credits for transfer.

Although MJI strives to retain all its students until graduation, we do recognize that life’s vicissitudes can lead to a student’s need to change schools before completing a MJI program. Students with plans to leave MJI for another college or program are encouraged to schedule a personal counseling session so that MJI may be able to ease their transition to the new school. Transferring MJI students are also very strongly urged to carefully examine any available written requirements and confer with an admissions counselor at the new school to which they wish to transfer. This should be done very early in the student’s decision-making process regarding transferring out of MJI. It is entirely the transferring student’s responsibility to be informed of the requirements at the destination school.

MJI can make no guarantee that all credits appearing on a student’s MJI transcript will be acceptable to a new school. The only way any school can assure that all authorized credits earned by a
A student will be counted towards a degree is for the student to complete the program at which the credits were earned.

Career Services

MJI offers its students various career services, especially as they approach graduation. While actual placement can never be guaranteed, every effort is made by our career services staff to help prepare graduates for their employment seeking activities. MJI will provide assistance in preparing resumes, advise students on appropriate job seeking efforts, and help prepare students for successful interviewing.

The student’s own motivation and effort are absolutely necessary in order for MJI’s career services to be effective. Student preparation of draft resumes; availability for employment seminars at MJI and elsewhere; orientation and job referrals; and individual job-seeking efforts are vital components of the placement process. Ultimately, the responsibility for placement rests with the students. The MJI Career Services can only be as successful as students’ own job seeking efforts dictate.

Campus Security and Statistics

The Office of Postsecondary Education of the U.S. Department of Education (OPE) requires that by October 1 of each year, any school that is Title IV eligible publish and distribute an annual campus security report to all current students and employees. This requirement was authorized by Congress with the 1998 amendment to the Higher Education Act of 1965 (HEA) to help potential college students and their parents research criminal offenses on college campuses. This congressional act is known as the federal Student Right to Know and Campus Security Act.

The OPE and covered schools such as MJI are committed to providing students with a safe environment in which to learn and to keep parents, students, those with legitimate business on campus and other concerned parties well informed about campus security.

MJI provides the required data to the OPE using a Web-based data collection tool. The statistics represent alleged criminal offenses reported to campus security authorities or local police agencies. Therefore, the data collected do not necessarily reflect prosecutions or convictions for crime. (Note: because non-police authorities provide these statistics, the data are not directly comparable to data from the FBI’s Uniform Crime Reporting System, which only collects statistics from police authorities.

The MJI Policy And Procedures Handbook contains more valuable information about MJI security practices and procedures to be followed during and after campus related security incidents. Items of interest to students, parents, faculty, administration and other visitors to the MJI campus that are covered in the Policy And Procedures Handbook include:

- How to report a security incident
- What to do during a security incident
• Where MJI reports security incidents
• What MJI programs exist for maintaining campus security and safety
• Where to seek follow-up assistance and treatment (see also section on Controlled Substances later in this catalog)
• How MJI will respond to offenses alleged to have been committed by MJI employees or members of the student body, and
• Other security and safety matters

The MJI Policy And Procedures Handbook may be viewed at the Office of Academic Administration. Interested parties may also obtain copies of any policies and procedures by contacting MJI at info@mji.edu.

At the time this catalog was published MJI had not had a single reported incident of criminal or hate offenses nor had there been any arrests on campus. This has been true since the reporting requirement was enacted and implemented in 1999. A comprehensive campus security report regarding MJI security statistics is posted and may be viewed at the Office of Academic Administration. MJI also makes this report available through a link on the MJI website at www.mji.edu. Per Federal Title IV requirements, a summary table is also exhibited here.

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*As of latest catalog publication date

All questions regarding campus security and security incident reports (that is, any personal, property or hate crime) should be directed to Ms. Rebecca Peters, MJI Security Officer, at 1-888-INFO-MJI (463-6654) ext. 107.

ALL URGENT OR EMERGENCY EVENTS SHOULD BE IMMEDIATELY REPORTED TO THE WEST BLOOMFIELD, OAK PARK OR SOUTHFIELD DEPARTMENTS OF PUBLIC SAFETY BY DIALING 911 FROM ANY TELEPHONE ON CAMPUS.

Voter Registration

The right to vote is basic and a foundation of the American way of life. Students who have not yet registered to vote are urged to do so. The Office of Academic Administration can provide Michigan Voter Registration Applications to all those who request them. If you have not registered to vote, pick up an application at MJI, today! Or, for direct internet access to the application form, log onto www.michigan.gov/documents/voterreg-app_16084_7.pdf
Constitution Day

At the end of 2004 the U.S. Congress passed an amendment to the "Consolidated Appropriations Act of 2005" requiring all schools receiving federal funds to hold an educational program on the United States Constitution each September 17. Section 111 of the act requires that “…Constitution Day be held on September 17 of each year, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.”

Since then, MJI has provided educational programs on the U.S. Constitution either on September 17th or as otherwise permitted by the act. These programs are prominently announced on MJI campuses at the beginning of every fall semester. Students wishing to take advantage of these programs and learn more about the U.S. Constitution may choose to do so at no cost. Please check the current MJI Comprehensive Academic Calendar or watch campus bulletin boards and other media for details, each year.

Additional information about this congressional act may be found at the May 24, 2005 edition of the Federal Register. It is also available on line at:

http://frwebgate5.access.gpo.gov/cgi-bin/waisgate.cgi?WAISdocID=15053010128+0+0+0&WAISaction=retrieve

Weather Related and Other Emergency College Closings

The lack of predictability in Michigan weather occasionally results in unexpected college closings. This can happen due to spring storms and winter snow. MJI has made arrangements with WWJ news radio 950AM to announce whenever MJI is closed due to inclement weather. There are four ways to get this information:

1. Listen to WWJ News Radio 950 AM  
2. Call 248-304-4995  
3. Check the WWJ website at schoolclosed.com  
4. Register at www.schoolclosed.com to get email of school delays, closings and other weather related information.
SUCCEEDING AS A STUDENT AT MJI

What to Expect at MJI

For many students entering MJI, this will be your first exposure to college level education. Research has shown that all students perform better and experience greater success during their college years when they know what to expect and how to appropriately respond. Therefore, we offer this section as a brief orientation to college life at MJI. We also recommend that in addition to carefully reading this material, entering students should consult with their academic advisor, faculty members or other more experienced students whenever questions arise that are not addressed here.

Personal Responsibility:

As at most colleges and universities, at MJI you will find that you now have a level of personal freedom with schooling that you have not previously experienced. Absent testing and the completion of course assignments, no one will be monitoring your school related activities the way you were monitored when in high school or earlier. Basically, you will be solely responsible for your own academic progress. You are an adult and are treated as such by the MJI faculty and administration.

Critical Thinking:

At MJI you are expected to understand and remember class lectures and discussions and what you read in your textual assignments. You will be asked to draw conclusions, form opinions and evaluate the ideas of others. In other words, the rote memory you relied on most often during your pre-college education will not serve you quite as well now. You will not only have to learn specific and detailed material but you will have to think about it and demonstrate your understanding of it in new ways.

Great Emphasis on Independent Study:

While at MJI you will be expected to do most of your learning on your own. For every hour of class time, you should plan on spending between one and three hours out of class reading, studying and completing assignments. The nature of courses you take, your own study habits and other factors will generally determine the actual amount of time you will have to spend out of class learning course material.

Class Size:

Class size at all colleges can vary widely depending on a number of factors including the field of study, level of complexity and the college student census. Some courses can have hundreds of students while others may have less than ten. At MJI, you should expect class sizes to be relatively small. However, there may be occasions when a class will contain more than 25 students. At this time, this is rare.
Emphasis on Testing and Written Assignments:

Generally, instructors at MJI will assign work to be done outside of the classroom. While homework assignments may account for part of your final grade, it will generally account for only a portion of it. In many courses, midterm exams, finals, term papers, case studies and other projects will make up the greater portion of your final grade.

Serious Consequences for Low Grades:

MJI, along with all other colleges and universities, has academic standards that students must meet in order to stay enrolled and succeed. Students who let their grades fall are generally put on probation for a period of time. If improvement does not occur within a defined period, students are dropped from the college. Please review other sections of this catalog for discussions on Satisfactory Academic Progress, probation and termination for poor academic performance.

Ten Steps to Good Grades and Success

1. Attend Every Class

If you want to get good grades, you have to attend classes - not just some, not just many. You must attend every class, coming on time and prepared. Even if your instructor does not seem to mind if you “cut” classes, don’t think that missing lectures or perhaps even a test or quiz won’t hurt. You cannot make up what you miss, even if you get someone else’s notes. Someone else’s notes cannot replace classroom lectures and interaction. If your instructor does not seem to care about attendance it is because s/he is treating you as an adult. Coming or not coming remains your choice and the grade you earn will reflect the choices you, not your instructor, make.

2. Stay Organized

MJI provides all students with a comprehensive academic calendar every year and a schedule of classes every semester. Pay attention to these valuable materials. They will keep you on track regarding being where you are supposed to be and at the correct times.

All MJI instructors provide students with a course syllabus on the first day of class. These syllabi will list all assignments along with due dates. Your syllabi are not casual documents. They are intended to guide you throughout the semester. Keep all your course syllabi handy so that you always know what is due and when.

Since much of your work at MJI will be done on computers, always follow the first three rules of computing:
Backup;
Backup;
Backup.

Keep copies of all the work you turn in. As careful as instructors are, with the amount of work flowing to them from students, occasionally something may get misplaced.
Get to know your classmates. Exchange telephone numbers or email addresses with them. These may be helpful to you if you miss a class or otherwise need some help. For the very same reasons, find out how to contact your instructors. This information is often found on your course syllabi.

Consider forming study groups that meet on a regular basis. They can help clarify course materials and even reduce the amount of effort you must make to learn and retain the material.

3. Manage Time

Since so many students at MJJI have other obligations (jobs, other learning programs, family, etc.) time management is critical to success. Consider that each 3 credit hour course you take at MJJI will require between 6 and 12 hours of your time each week (3 hours in the classroom and between 3-9 hours of homework). If you are taking 12 to 15 hours of coursework and are working 25 hours or more a week, you are likely overextended. You will have to make some changes in order to manage everything.

Rigorously plan your days and weeks: planning what you do and how you do it will make you more organized and efficient. Revise your plans as needed and as you complete assignments. Try to combine tasks in order to save time. For example, jogging to school rather than driving will both get you there and provide important exercise. If your commute is too long for jogging, then carpool and study along the way. Control time spent viewing TV or socializing on school nights.

4. Succeed in the Classroom

Learn to adapt to different instructors. As with the people you meet throughout life in general, you will come across all kinds of instructors with varying methods of instruction and teaching styles. Some instructors encourage a great deal of discussion and the exchange of ideas. Other instructors will lecture and expect you to take meticulous notes. You don’t have to like particular methods and styles but you must learn to adapt to them.

Come to class prepared. You will better understand what is going on. As soon as the class is called to order, give it your full attention. Come on time, or even early. You will be more relaxed as a result.

If you have questions, ask. Make sure you know how to contact instructors and do so whenever you need help from them (but do respect their privacy – contact them during times typically provided on the syllabi they give you. Don’t call them late at night or on holidays.) Remember, while most instructors are happy to help you, you must initiate the contact.

Participate in class discussions. When placed in work groups or study groups, actively participate and chip in on the work. Do your assignments and a fair share of any busy work that may be required. These skills will not only help you succeed in the classroom but in the workplace as well.

5. Take Good Notes

In addition to your homework assignments, most tests cover material from your course lectures. It is therefore quite important that you take good classroom notes from which to study and review.

Taking notes in class turns you from a passive to an active listener. When you just listen to what is being said it is easy for you to become distracted and for your mind to wander. However, when you are thinking about what you are hearing in order to take notes, you are forced to concentrate on the message. Simply, taking notes helps you pay attention.

Pay attention to the instructor for cues about what s/he considers very important. Instructors may change their tone of voice or pace when discussing something of specific importance. They may use words like “the most significant finding”, “an important reason” or “the main point is”. These are your
indicators that what is being said should be written in your notes. If your instructor takes the time to write something on the board, it too is probably deemed very important by her/him.

Review your notes as soon as possible after the class, while the information is still fresh. You may find that your notes are a little skimpy on some points that you still remember. Add to your notes at this time. By reviewing your notes and improving them, you are helping yourself fix the information in your long term memory.

Finally, make sure you can read your notes!

6. Read All Assigned Textbooks

It is surprising how many people reach college without ever having thought of a strategy regarding how to read for learning and comprehension. Here we will briefly discuss the three steps to good textbook reading.

First, scan your reading assignment. Modern textbook authors and their publishers have made their books much easier from which to study. They use such tools as bolding or italicizing key phrases and words. They have inserted graphics, pictures, charts, glossaries, summaries and practice/review questions to assist you in recognizing what is important. By scanning your reading assignment first, you will be provided with a great deal of information within a rather short period of time. You now have a broad overview of the subject which will make it much easier for you to read, understand and remember all the material.

After scanning, your second approach to the reading assignment is to actually read it. With the benefit of the information learned from your scan, you will find it much easier to read the entire assignment. You may also want to turn section headings into questions before you read the sections. For example, a section heading in a history book might state, “The U.S. Enters the War. Change this title into, “Why did the U.S. enter the war?” Having this question in mind while your read will focus your attention on the material and your mind will be less apt to wander. You will remember much more about what you read.

Finally, review the reading assignment once more. Essentially, you should rescan the assignment as you did in step one. This may seem like an unnecessary step but by reviewing the entire reading assignment one more time, you will more likely move the information from short to long term memory. Reviewing the bolded phrases and other tools provided by the author and publisher will lead to better understanding, retention and, of course, better grades.

7. Study Smart (not hard)

As with most things you will do in life, studying smart and not hard will provide you with the most effective and efficient approach to accomplishing your goals.

You should try to establish a place where you regularly study, although alternative locations that meet your requirements may be used from time to time. Your primary study location should be comfortable, well lit, supplied with all the things you need (paper, pencils, computer, calculator, etc.) and have room for you to spread out work, as necessary. It should not be exposed to any stimuli (a turned on TV) that could distract you and break your concentration. Although many effective students prefer complete quiet when they study, others find that background music helps them concentrate. Find a place that is right for you.

Generally, getting started on a study session is the hardest hurdle for students to overcome. Less effective students will find any excuse to put off a study session. Don’t let this happen to you. If you
have studying or homework to complete, schedule it and then do it on schedule. If you find that you still have trouble starting, start off with the easiest or most interesting material.

If you do not know it by now, you should be aware that everyone has an optimum learning style and pattern. These vary from person to person. Some people find that writing tasks are easier in the afternoons while reading assignments are completed more effectively in the evenings. For others this pattern is reversed. Some people use visual cues such as flash cards and video recordings. Others prefer using technology such as the internet. Many students find that working in study groups and talking about assignments improves their performance. Every student should think about how they best learn and then use that approach in their studies.

In addition to having a study place and understanding your personal study style, you should have a study plan. You must organize your approach to completing all your assignments and learning new material.

- Plan your approach in concrete terms. Instead of just thinking, “I will study history”, plan to read a specific chapter in your text and complete the essay question assignment;
- Prioritize all your work making sure you have enough time to do the most important items;
- Always allow more time than you think you will need;
- Break up larger assignments into less challenging smaller parts;
- Alternate your assignments to keep from getting bored with any one subject;
- Do your rote memory activities first and then again at the end of your study session;
- Make sure you take breaks as you need them. Get up and stretch from time to time;
- Study during those times of the day when you are most productive and alert.

8. Effective Test Taking Strategies

The most effective students are always aware of the most basic of test taking strategies: they know what material a test will cover and that is what they study. Surprisingly, many students who do poorly on tests do so because they reviewed the wrong material. Therefore, pay very close attention to what instructors tell you about forthcoming examinations. They are letting you know what you need to know to prepare.

Make sure you are up-to-date on all your reading assignments. Do not wait until the night before an exam to read all your assignments. Even if you do get through it all, you will not be able to absorb all the information nor will you be able to synthesize and remember it. Review your class notes carefully as instructors do provide information during their lectures that may not be covered in the reading assignments. If your instructor provides study guides for tests, study and know everything on them. There is a reason the instructor went to the trouble to provide you with these additional materials.

There are also many practical skills you can employ to assist you in improving test scores:

- Make sure you are well rested;
- Get to the test on time and make sure you have everything you need to take the test (pens, paper, notebook computer, calculator – whatever you were instructed to bring);
Once you have received your exam, scan it quickly and make a few notes of things you want to be sure to remember while taking the test. These could include such facts as dates, equations, acronyms and other mnemonic devises you have create. By making such notes at the beginning of the testing period, you will insure remembering these items when you come to the related questions;

After quickly scanning the test and making your notes, develop a test response plan. If you have one hour to answer four essay questions you may want to limit your initial responses to ten minutes each. This will provide you with time to review your answers and make any improvements to them;

On multiple choice exams, move quickly through them responding to questions to which you immediately know the correct answer. Skip harder questions but be sure to mark them in some fashion so that you do not forget to get back to all of them. There are other strategies you can use to increase success with multiple choice tests:

1. Try to answer the question on your own before looking at the choices available;
2. Read all the alternatives very carefully before making your choice – don’t mark the first one that looks right before reading all the choices;
3. If you are not sure of the correct answer, cross out those you know are incorrect. This may help you better determine the correct answer from the remaining choices;
4. Statements that use such words as always, never, every, all and none are typically wrong. Those that contain the words usually, often, sometimes, most and many are often true;
5. If two choices are very similar or there are two opposites, one of them is likely correct;

Essay exams require a different approach. You should first scan all the questions and select those that you find the easiest. By answering these first you will warm up to the exam. Additionally, you will gain time to think about the harder questions. Pay attention to the point spread across the questions and spend more time on those that are worth more points. Before writing your essay, jot down an outline. This will insure that when you do write the essay, it will be organized and flow sensibly. Even if you are not sure about the answer to a question, you should write what you do know. You may earn partial credit for your answer. Make sure you write neatly and clearly. Studies have shown that the neater and easier to read of two identical essay responses typically garners more points;

Prepare for open book exams by book marking important information in your textbooks and other materials with sticky flags or other devise. Highlight your class notes so that you can easily find information you think you will be tested on. You may even want to prepare a reference sheet that tells you exactly where to find specific information. All these preparations will save you from having to spend precious test time searching for the information you need to answer questions.

Finally, regardless of test type, make sure you time your test period so that you have adequate time to review all your answers and make any corrections you think necessary. However, if you are unsure about your original answer, don’t change it. Again, studies have shown that unless you make a careless mistake, your first response to a question will more likely be correct than any “second guessing” of yourself you may do.

9. Control Your Anxiety

When they first enter college some students experience anxiety about their studies, exams and how they will ultimately perform during their tenure. While this is not particularly unusual, if left
uncontrolled, too much anxiety can actually inhibit good performance. Even though you have meticulously studied course materials, anxiety can produce “mental noise” that interferes with recall of this material. If you experience significant anxiety about your MJI studies, there are some things you can do about it.

First, you must study your course work and complete assignments on time. As we have already indicated above, this is your best approach to success while at MJI. As you work your way through course syllabi in a timely and effective manner, your confidence will grow and replace most of your anxiety with a positive attitude.

Get enough sleep. Sleep deprivation not only makes you feel ill at ease, it also reduces your capacity to engage in error free activity and responses. Tired people feel justifiably anxious as their ability to concentrate and complete work diminishes. Staying up all night before an exam and cramming for it may work on rare occasions but for the most part it is a plan that will reduce your effectiveness in the long run. Your grades will suffer and your overall feeling of anxiety about college will increase.

Surprisingly, posture can have an impact on your feelings of anxiety. If you walk into a class or exam with your head up and your shoulders back, you may just find that this appearance of confidence makes you feel more confident. You will be more relaxed and without feelings of undue anxiety that can inhibit your performance.

Try some relaxation techniques. Some of the more common relaxation exercises include:

1. Take a deep breath, hold it and then slowly release it along with any tension;
2. Flex and relax every part of your body, in turn, working from your head on down;
3. Close your eyes and visualize a warm place. Feel the warmth melt away your anxiety;
4. Close your eyes, relax and imagine the tension flowing out of the tips of fingers and toes
5. Take a few moments and daydream about a calm and relaxing place you know

If none of these tips helps you reduce your anxiety, talk to a counselor or advisor. They may be able to help or to refer you to someone who can. There are also many self-help books, CDs and DVDs on this subject that you may wish to acquire.

10. Use Available MJI Services When Needed

MJI has a variety of services available to its students. These are described throughout this catalog/handbook. Don’t wait until you are hopelessly behind or deeply in trouble. Use them at the first sign of difficulty and as needed.

Top Ten No Sympathy Lines (Plus a Few Extra)

(Essay by Dr. Steven Dutch of the University of Wisconsin at Greenbay, Natural and Applied Sciences. reprinted here with permission from the author.)

This Course Covered Too Much Material...

Great! You got your money's worth! At over $100 a credit, you should complain about not getting a lot of information. If you take a three credit course and get $200 worth of information, you have a right to complain. If you get $500 worth, you got a bargain.
The Expected Grade Just for Coming to Class is a B

This belief seems to be making the rounds in some college circles. The expected grade for just coming to class and not doing anything else is a D or an F. The average grade is supposed to be C although grade inflation is a perennial problem.

Unlike Lake Wobegon, all the children in the real world are not above average.

I Disagreed With the Professor's Stand on ----

The time to deal with this issue is when it comes up in class. I have no respect for anyone who complains on the course questionnaires.

*But the professor might put me down, or the students might laugh at me.*

Not too likely, but even if it happens, so what? If you don't have courage in the safe setting of a classroom, when exactly are you planning to develop it? When your boss asks you to falsify figures or lie under oath? When someone throws rocks through your minority neighbor's windows? When the local hate group burns the synagogue?

Some Topics in Class Weren't on the Exams

The point of a class is the material, not the exam. The exam is a check to see whether you learned the material.

Do You Give Out a Study Guide?

Hmm. The textbook simplifies a vast amount of material, then I simplify it more in lecture. Then you want me to extract the most important ten per cent of *that* and put it on a study guide, so if you know most of it you can get an A.

So what you're saying is the cutoff grade for an A should be 10%, right?

I Studied for Hours

How many? A college credit is defined as *three hours' work per week*; one in class and two outside. That's why adding a three-hour lab to a class only results in one additional credit. This means that 12 credits translates to an average of 36 hours' work a week. That's why 12 credits is considered full time; it's the equivalent of a full-time job.

If you have a course that meets three hours a week for 3 credits but doesn't require six hours of outside work a week to keep up, consider yourself lucky. Other courses may require more time. Also,
individual students require different amounts of study time. It does no good to complain that three hours a week per credit is excessive, any more than it does to complain that 26 miles is too long for a marathon. They are what they are.

The one thing you can count on is that a few hours of cramming before the final will not give good results. I recently heard from a student who lamented that she stayed up until 2 A.M. studying, then got up at 6 A.M. and studied some more, and did poorly. And she was surprised? She'd have been better off getting a decent night's sleep.

**I Know The Material - I Just Don't Do Well on Exams**

Leprechauns, unicorns, Bigfoot, the Loch Ness Monster, hobbits, orcs - and students who know the material but don't do well on exams. Mythical creatures.

I've met students who claim to know the material but not do well on exams, but when you press them, it turns out they don't know the material after all. If you can't answer questions about the material or apply the knowledge in an unfamiliar context, you don't know it. You might have vague impressions of specific ideas, but if you can't describe them in detail and relate them to other ideas, you don't know the material.

In addition to content, every type of exam used in college requires specific, vital intellectual skills. Essay exams require you to organize material and present it in your own words. Short-answer exams require you to frame precise, concise answers to questions. Multiple choice exams require you to define criteria for weeding out false alternatives and selecting one best answer. All of these are useful skills in themselves. If you can't do well on some specific type of test - learn the appropriate skill.

**I Don't Have Time For All This**

Life is about choices. We all have more to do than we can do completely, and we have to set priorities. So we may have to accept tradeoffs. Some options:

- Reduce your credit load and take longer to get through
- Cut back on social events
- Cut back on work hours and accept a lower standard of living and fewer possessions
- When you have two conflicting assignments, focus on the most important one
- Accept lower grades

The one option that is never on the table in life is to choose a course of action and choose the consequences. If you select a course of action, you also select the consequences. If you want to avoid or achieve a certain set of consequences, you select your course of action accordingly. So easier grading and fewer assignments to free up time for non-college activities are not an option. Don't waste time asking.
But you don't understand. I have a job

No, you don't understand. This is your job. If you don't believe me, just go out with what you have on your resume now and try to launch a career.

I got a message from one guy who did just that - dropped out of school and is now earning six figures as a Systems Administrator. This guy didn't finish college but still has a successful career. When he found out college wasn't for him, he quit and accepted the consequences. He didn't expect college to loosen its standards for him. So if college is cramping your style, go and do likewise. Get a job as a Systems Administrator, or buy a foreclosed property and sell it for a huge profit, or get in on the ground floor of some new business, or invent a perpetual motion machine. Or start a company to topple Microsoft. Instead of saying that Bill Gates didn't finish college, show me that you're a Bill Gates (would Windows be the mess it is if Gates had spent a few more years learning to think coherently?). Einstein and Edison didn't finish school either. Show us you're an Einstein or an Edison.

Just don't wake up on your fortieth birthday, say "my life sucks," and blame your lack of life satisfaction on your school taxes.

Students Are Customers

True. Students are customers, and they have every right to complain about poor service, unprofessional behavior, and out-of-date material. They also have a right to complain about low standards that water down their credentials.

Students are also products, and employers outside the University are also our customers. These customers have a right to complain if our graduates are lacking in skills, knowledge, and motivation. They have a right to complain if we certify someone as being a potentially good employee and that person turns out to be unqualified.

Despite the rising share students pay for their college education, students still only pay 40 per cent of the total cost. That means the University's responsibility is 40 per cent to students, and 60 per cent to the community. And our customers in the community want people who can communicate, reason, and have a good general stock of knowledge they can call on for unexpected needs. They also want us to provide an assessment that accurately reflects the quality of work students are likely to turn out as employees.

Do I Need to Know This?

You can survive without the things you learn in college. People survive scrounging out of dumpsters and sleeping in doorways. If you want to talk about quality of life, we need to be a bit more demanding.
There Was Too Much Memorization

Sad to say, students have been victims of a cruel hoax. You've been told ever since grade school that memorization isn't important. Well, it is important, and our system wastes the years when it is easiest to learn new skills.

Memorization is not the antithesis of creativity; it is absolutely indispensable to creativity. Creative insights come at odd and unpredictable moments, not when you have all the references spread out on the table in front of you. You can't possibly hope to have creative insights unless you have memorized all the relevant information. And you can't hope to have really creative insights unless you have memorized a vast amount of information, because you have no way of knowing what might turn out to be useful.

Rote memorization is a choice. If you remember facts and concepts as part of an integrated whole that expands your intellectual horizons, it won't be rote. If you merely remember things to get through the next exam, it will be rote, and a whole lot less interesting, too. But that is solely your choice.

It is absolutely astonishing how many people cannot picture memorization in any other terms than "rote memorization," - even after reading the paragraph just above.

This Course Wasn't Relevant

If something as vast as mathematics or science or history can pass through your brain without even scraping the sides on the way through, that's a pretty big hole. Are you sure it's the course that doesn't relate to anything?

Our other customers in the community want people who have a good general stock of knowledge they can call on for unexpected needs. Being able to cope with unexpected needs means learning things that may not be immediately needed. You need to stop worrying about whether you need it now and begin worrying about whether your boss might need it later. A ten year old girl in Thailand saved hundreds of lives on December 26, 2004. She had just learned about tsunamis in school, recognized the warning signs, and convinced her parents to warn the resort management. As a result there were almost no casualties at her resort. In all likelihood none of her classmates will ever have need to know about tsunamis. A number of indigenous groups in the region escaped the tsunami with almost no casualties. They recognized the warning signs, which had been passed along through generations with no tsunamis, until finally that "irrelevant" knowledge became relevant.

Exams Don't Reflect Real Life

Some critics of education have said that examinations are unrealistic; that nobody on the job would ever be evaluated without knowing when the evaluation would be conducted and what would be on the evaluation.
Sure. When Rudy Giuliani took office as mayor of New York, someone told him "On September 11, 2001, terrorists will fly airplanes into the World Trade Center, and you will be judged on how effectively you cope."

Examinations *are* unrealistic. On the job evaluations where people are told in advance when they will be evaluated and exactly what will be covered are even more unrealistic. They're utterly artificial, carefully neutered attempts to be as fair as possible. The most meaningful evaluations in life are:

- Completely unexpected.
- Totally comprehensive. Absolutely everything you ever learned could be included.
- Include material you never studied and maybe never even heard of.

When you skid on an icy road, nobody will listen when you complain it's unfair because you weren't warned in advance, had no experience with winter driving and had never been taught how to cope with a skid.

**I Paid Good Money for This Course and I Deserve a Good Grade**

Right on! And ---

I paid good money to get on this golf course and I have a right to shoot par. Anyone can enter the U.S. Open - that's what "open" means. But if you don't make the cut, you don't play in the tournament. Nor do you get a refund of your entry fee.

I paid good money for a lawyer and I have a right to win my case.

I paid good money for a house and I have a right to see it increase in value, even if I haven't lifted a finger to maintain it in ten years.

I paid good money for this stock and I have a right to see it go up, even if I haven't bothered to watch the stock market. (I just *know* the XYZ Beta Video and 8-Track Tape Company is poised for growth!)

Almost everything you pay for in life is an entry fee. What happens next is up to you. Buy a Lexus and never change the oil and see what happens. Get a triple bypass and keep on smoking and snorking down the cholesterol - you'll be back.

**All I Want is the Diploma**

The work force is full of people who do the minimum necessary to get by. Give me one reason why I, as a citizen or consumer, should help create more of them.
Call me elitist, but there are a lot more people who want good jobs than there are good jobs to go around. I think society has a perfect right to reserve those positions for people who demonstrate a commitment to excellence.

For people who want to get by on the minimum, there's a reward already established. It's called the minimum wage.

SO, YOU ARE SEEKING AN ADVANCED DEGREE AFTER MJi?

Historically, many students who graduate from MJi have moved on to their career paths via full-time employment. Others have successfully gone on to graduate and professional studies.

MJi alumni have been accepted into such law schools as Wayne State University (also in the Detroit area), Cordoza in New York, Temple and University of Pittsburgh in Pennsylvania and Yale University (In at least one instance, MJi alumni have received full three-year scholarships for their law school tuition!)

MJi alumni have received MBAs from Wayne State and Duke University. At least one student was accepted to Nursing School and we have had an alumnus go on to medical school at Einstein College of Medicine in NY. A MJi graduate has gone on to earn a Masters Degree in Social Work from the University of Michigan and of course a number of other graduates have continued their educations in the computer sciences, earning advanced degrees. Other MJi graduates are now college professors, having earned advanced degrees in Business, Computers and Education. There are many more such success stories.

All of these successful MJi alumni had one thing in common: they understood that acceptance to graduate or professional school is not solely determined by achieving a bachelor degree, from MJi or anywhere else for that matter. They understood that students are accepted into advanced educational programs based on a variety of factors and that there is never any guarantee that any particular student will be accepted into any particular professional school.

Unfortunately, not all students are so informed or prepared. Some have heard and accepted the hearsay that previous graduates were not admitted into certain programs solely on the basis of their undergraduate degree source. Others have applied for admissions to graduate study without proper preparation and therefore have not been admitted. And finally, some were just evaluated as not having the appropriate educational successes and skills required by a particular advanced program and were therefore rejected.

Although it is beyond the scope of a student catalog to fully describe what is necessary for successful admissions to a graduate program, the following are some basics that all students should be aware of if they plan on continuing onto advanced educational programs after graduating from MJi.
1. **Completion of an undergraduate degree program:** While there are some exceptions, the vast majority of advanced educational programs require that all applicants have achieved an undergraduate degree. However, at the risk of being redundant, earning a BA, BS or BAS degree is not an automatic guarantee of acceptance into graduate or professional programs. Virtually every advanced program has a number of additional acceptance criteria. It is up to you, the potential applicant to be completely familiar with all the acceptance criteria of the graduate schools in which you are interested. We discuss some of the more common ones, next.

2. **Grade Point Average (GPA):** In today’s highly competitive environment for acceptance into advanced degree programs, it is essential that you maintain a very high undergraduate GPA. It is not unusual for some advanced programs to receive 4 or 5 times as many applications from students who have better than 3.5 GPAs for the limited number of students they will accept. Study and work hard to keep your undergraduate GPA high.

3. **Prerequisite Courses:** Depending on the advanced program you are considering, you may be required to have taken certain undergraduate courses. Some graduate schools call these “foundational” courses. You must find out early on what these courses are and you must take them while at MJI. For example, if you are interested in earning a MBA degree from the “ABC University”, find out what they require of undergraduates. Many MBA programs expect to see that their applicants have already taken certain undergraduate business courses (such as Accounting, Business Statistics and Marketing). If you plan on attending ABC U. in the future, take your foundational courses while at MJI! Otherwise, your application may not be considered for acceptance. You may have to go back to an undergraduate school and take the required prerequisites.

4. **Entrance Examinations:** Very many graduate schools require that you achieve a certain score or better on specific entrance exams. Even though you have a bachelor degree with a high GPA and with appropriate prerequisites, again if you do not take the required entrance exams and achieve the necessary scores on these exams, your application to the graduate school will not be reviewed. It is incumbent upon you to find out what your intended advanced program requires by way of examinations and to take these examinations prior to applying to the program. Some of the more common examinations required by advanced programs include: GREs (for many graduate programs in the arts and sciences), GMATs (for many business schools), MCATs (for medical schools), and LSATs (for law schools).

5. **Exhibited interest in your chosen field:** A very powerful factor in successfully gaining admission into an advanced program is documented previous interest and experience in your proposed field of study. If a graduate school of Clinical Psychology has to choose between two students who are similarly prepared academically the one with voluntary work in, for example, a special ed program as an undergraduate will likely get the “nod”. Applicants to law schools with undergraduate internships at law firms will score more admissions points than those who have never exhibited any interest in the law. Most importantly, these preparatory efforts during your undergraduate years will provide you for the next criterion as well.

6. **Letters of Recommendation:** All good students can get boiler-plate letters of recommendation from professors who gave them A grades. These are nice but generally pretty weak in terms of
influencing an acceptance decision. All undergraduates with 3.5+ GPAs can get a handful of them. On the other hand, undergraduates who spent a year successfully volunteering with a special ed program or working in a law firm will generally get very influential letters from their supervisors. Letters from these people will contain much more personalized information about the student’s actual skills and interest in the field. Often times, these letter writers may also be connected to the graduate school of choice or are distinctive in their fields. Imagine the decision of a law school considering accepting only one of two otherwise academically equal applicants. The first applicant has a three paragraph recommendation letter from a professor indicating that, “the student earned an A and contributed to class discussions”. The second applicant has a three page letter from a Judge specifically describing all the excellent legal research the applicant did for the Judge during the previous two summer vacations. Which of the two students would you accept into your law school?

7. **Proper completion of ALL application documents and requirements**: Applicants who do not complete all the application forms and requirements of any advanced program will not be considered. If you are required to provide a biographical statement, do so, and do it well! If you are asked to provide three (3) letters of recommendation send in three and not two or one. If you must take a particular entrance examination before being considered, properly prepare for it and take it. Enough said.

8. **The “Interview”**: If you are one of the lucky few applicants to be invited for an interview, prepare for it. Try to find out about the person who will be interviewing you and the types of questions they ask. If you are applying to a business school, you may want to wear business attire. If you are applying to a computer school, more casual clothing may be a better selection for you. The point is, do not assume anything. Learn what is appropriate and follow through. By all means, be clean and on time! This is your final opportunity to score those essential additional points in your bid to be accepted for one of those limited number of seats in the advanced program. Don’t mess it up by being late or worse, a “no-show”.

Finally, we have had previous experience with a few MJI alumni who claimed they did not get into a desired program because of their "MJI degree". After much time consuming research on our part, we ultimately learned that these students were not accepted because of: poor scores on entrance exams; failure to complete the application process properly; poor showing at the interview; or more simply, there were many more qualified applicants than available slots and so were not chosen to be amongst “the select few”.

Although MJI counselors do what they can to assist MJI students in preparing for the competitiveness of admissions into advanced programs of study, students too must take responsibility for preparing themselves and their applications. If you have not personally followed through on meeting all criteria for admissions, please do not expect that MJI personnel will otherwise be able to assist you in being admitted.
MJI Institute  
Student Code of Conduct

PREAMBLE
Higher education at MJI is presented in a manner and within an environment that adheres to the highest ethical standards and religious traditions of Judaism. MJI values academic and personal integrity and expects all students and faculty to display honesty and responsibility in scholarship and comply with all policies, procedures, standards, processes and guidelines published in this *Academic Catalog & Student Handbook*, the *MJI Policies and Procedures Manual* and all other official postings.

ACADEMIC INTEGRITY
The faculty and administration of the Institute have established the following acts as serious violations of personal honesty and academic ideals that jeopardize the quality of education within an institution of higher learning:

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

CAMPUS SECURITY
Students, faculty and staff are prohibited from engaging in and are urged to report any activities at any MJI learning site or campus that threaten the safety and security of the MJI community, including: arson; assault; hate crimes; injury or illness; suspicious persons, abandoned vehicles or parcels; possession or sale of illegal drugs and other controlled substances; theft; robbery; threats; vandalism; and, any other acts of violence or illegal activity.

ALL URGENT OR EMERGENCY EVENTS SHOULD BE IMMEDIATELY REPORTED TO THE SERVICING POLICE DEPARTMENT BY DIALING 911 FROM ANY TELEPHONE ON CAMPUS. All such events should be also reported as soon as possible to available MJI staff and the designated MJI Campus Security Officer at the MJI Administrative Office: 1-888-INFO-MJI (463-6654) ext. 107.

(Note: Crime statistics are published annually in this *MJI Academic Catalog & Student Handbook* and posted on campus.)

DRUGS AND ALCOHOL ABUSE ON CAMPUS
MJI is committed to providing a safe environment and to fostering the well being and health of its students, faculty and staff. That commitment is jeopardized when any MJI member illegally uses drugs or alcohol on the premises, comes to MJI under the influence or possesses, distributes or sells drugs on the campus. Therefore, MJI has established the following policy:
1) It is a violation for any MJI faculty, staff member or student to possess, sell, trade or offer for sale illegal drugs or otherwise engage in the illegal use of drugs on the campus;
2) It is a violation for anyone to report to work or class under the influence of illegal drugs or alcohol;
3) It is a violation for anyone to use prescription drugs illegally. However, nothing in this policy precludes the appropriate use of legally prescribed medications;
4) Violations of this policy are subject to disciplinary action up to and including termination.

Everyone shares responsibility for maintaining a safe campus environment and administration, faculty and students should encourage anyone who may have a drug problem to seek help.

**ELECTRONIC AND OTHER ASSETS**

Members of the MJI college community are permitted to use college-owned or licensed software solely for educational and business pursuits directly related to MJI college activities. Permitted usage is limited to MJI equipment upon which a duly authorized MJI systems administrator has installed the software. MJI prohibits the copying of college-owned or licensed software to any other equipment or device on or off the MJI campus.

In instances where a student may be required to use *MJI owned or licensed software* on a personal computer (most typically, in the course of a directed study), MJI will authorize the temporary installation of one legal and licensed copy of said software (if available) on the student’s personal computer. Prior to receiving a copy of the software, the student will be required to sign a witnessed agreement that expressly prohibits the copying or sharing of the installed software and provides for the deletion of the software files at the conclusion of their officially sanctioned use.

MJI also prohibits the access or use of any MJI computer facility (virtual and campus) without authorization; any willful activities to intercept, access, disclose, disrupt, damage, or destroy any MJI electronic communication, data, software or hardware and any activities that would in any way

1) Violate, breach or attempt to breach the security of any MJI computing facility (including the unauthorized or intentionally deceptive use of network privileges, accounts, access codes, identities, other identifiers, addresses or passwords)
2) Intentionally disrupt or interfere with others' authorized use of any MJI software or computing equipment through malicious alteration of MJI owned or licensed software.
3) Send or store confidential information without authorization.
4) Infringe copyrights or violate other intellectual property rights and laws.
5) Threaten, intimidate, harass, or defame others in any manner and/or in violation of MJI policies or state and federal laws.
6) Violate any other College policies or state and federal laws now or hereafter adopted.
7) Access, view, or store obscene or other offensive materials.

**MISBEHAVIOR**

Students, faculty and staff are expected to abide by appropriate standards of conduct, and should always demonstrate the following attributes:

1) A respect for the rights, human dignity and property of others;
2) An understanding of the rights and needs of MJI to develop and maintain an atmosphere conducive to academic study and spiritual growth;
3) The willingness to assist others in need of help, support, guidance or friendship;
4) An abiding respect for all federal, state and local laws and ordinances;
5) An acceptance of the policies, procedures, standards, processes and guidelines established by the college to ensure appropriate administration of activities and the welfare of the MJI community.

PENALTIES
Incidents of academic dishonesty, abuse of privileges, misbehavior, illegal activities or other misconduct may lead to the assignment of failing course grades, suspension or expulsion from MJI academic programs.

Disputes may be resolved informally if the charged student, at any time prior to an official hearing, admits violating the Code or otherwise accepts any resolution provided by an informal disciplinary conference, chaired by the Academic Dean.

Absent an informal resolution, the Academic Dean will convene a hearing panel to consider the seriousness of any misconduct and the imposition of additional sanctions, up to and including expulsion and termination from the college. Students may appeal the decision of the Dean’s hearing panel to the MJI President.

APPEALS/GRIEVANCES/ARBITRATION
To assure that the rights of all students are protected, students have the right to due process and may appeal any decision according to the terms described elsewhere in this MJI Academic Catalog & Student Handbook.
TUITION AND FEES

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

Tuition and Fees Per Semester

$50.00 Registration fee plus $350.00 per credit for the degree programs, up to fifteen credits per semester. There is no charge for additional credits above 15 per semester. The Certificate program costs $10,500.00 per year ($350.00 per credit.) There are no additional tuitions charged for online courses.

Payment of Tuition and Fees

Checks or money orders must be made payable to the Michigan Jewish Institute. MJI also accepts Master Card, VISA and American Express credit cards.

Refund Policy

The refund policy applies equally to all students regardless of form or source of tuition funds. This refund policy only applies in a case of total withdrawal from enrollment. For dropping and/or adding single courses please see the REGISTRATION/Drops and Adds of Individual Courses section of this catalog. (Wherever current Title IV Federal Aid refund policy may differ from MJI policy, it will supersede the MJI policy.)

First semester of enrollment at MJI:

1. When notice of cancellation is given before the close of business on the first day of instruction, the Institute will retain application, registration and administrative fees in amount not to exceed $100. All other money received by the Institute will be returned to the student. Said refund will be made within 30 days of the date of notification.

2. When withdrawal occurs after the close of business of the student’s first day of attendance but prior to completion of 4 calendar days into the semester, the college will retain the lesser of:
   a) the application fee of $50, the registration fee of $50, and an administrative fee of $100 plus an amount not to exceed 10% of the stated tuition and other instructional charges; or
   b) a total of $300.

3. Thereafter, the Institute will retain the registration fee of $50 and make a pro rata refund of unearned tuition, fees, and other charges as set forth, minus an administrative fee of $100, to a student attending the institution for the first time who withdraws or otherwise fails to complete sixty percent of the initial semester of enrollment. For students terminating after completing
more than sixty percent of initial semester, the Institute will retain the balance of tuition, fees, and other charges for the initial term of enrollment plus the registration fee of $50 and an administrative fee of $100. (A full explanation of the pro rata refund policy and examples of how it applies are available upon request from the Financial Aid Office.)

After the initial semester of attendance, the following applies:

1) When withdrawal occurs within the first five percent of the semester, the Institute will retain twenty percent of the stated tuition plus the registration fee and an administrative fee of $100.

2) Thereafter, when withdrawal occurs within the first four weeks of the semester, the Institute will retain forty-five percent of the stated tuition plus the registration fee and an administrative fee of $100.

3) Thereafter, when withdrawal occurs within the first eight weeks of the semester, the Institute will retain seventy percent of the stated tuition plus the registration fee and an administrative fee of $100.

4) Thereafter, the Institute will retain one hundred percent of the stated tuition plus the registration fee and an administrative fee of $100.

NOTE: Tuition is charged by the semester.

After the first day of class, students of majority age or the parents or legal guardians of minors are asked to submit written notice of cancellation or withdrawal in person or by registered or certified mail. **In lieu of written notice, an unexplained absence of 30 days constitutes constructive notice of cancellation to the Institute.** Refunds, if appropriate, will be based on the last date of recorded attendance, and will be made within thirty days of the date the Institute determines the student has withdrawn. Refunds due students will be made to the original sources of money refunded, e.g., lending agency, foundation, student, parent/guardian, etc. The Institute will retain refunds not exceeding $25.

Refunds to programs will be distributed as follows:
Federal Family Education Loans
   Plus
   unsubsidized
   subsidized
Federal Pell Grant
Federal SEOG
Michigan Tuition Grant and Michigan Competitive School Scholarship
Michigan Adult Part-time Grant
Other Grants and Scholarships
An Important Note About the Full Cost of Higher Education

All prospective students are reminded that the full cost of obtaining an education is likely to be higher than the direct cost of tuition and fees described above. Prospective students should consider their indirect costs of attending MJI as well.

Depending on your personal situation, your indirect costs while attending MJI could include: room and board, transportation to and from home, and miscellaneous personal expenses like clothing, laundry, entertainment, and recreation. Tuition and room and board costs, if you have them, will account for the major share of your financial obligations while attending MJI.

If you are an “out-of-area” student, you may expect to pay about $450.00 - $550.00 per month to rent a room in a nearby private home. If you require board as well, expect to pay about $4.00 to $7.00 per day for three meals (with kosher meals at the higher end of the scale). Rent for an efficiency apartment in the area will cost about $600.00 per month while a full one-bedroom apartment will cost $750.00 and up. (All listed fees are estimates available at the time this catalog was published. They are subject to change at any time.)

Students with spouses should expect total living expenses to be about 30% higher than indicated above. Those with children should add about 15% per child (Ref.: International Graduate, Vol. G, No. 7, winter 2006). (MJI will attempt to assist those students who seek rooms, apartments and/or roommates with whom to share these costs but can make no guarantees as to the success of finding domiciles and/or roommates.)

Students should also consider the cost of books and supplies, which can vary greatly according to the nature of your program. On average, however, MJI students spend between $30 to $45 per credit hour on books and supplies. MJI faculty are very sensitive to the cost of textbooks and other supplies and thus these costs at MJI are generally a little lower than at similar other area colleges and universities.

The cost of transportation varies, too. Although many students live quite close to MJI and can easily walk to the campus, because of employment, health and safety concerns or other personal needs, some students choose to drive rather than walk to school. According to the U.S. Internal Revenue Service you should expect your automobile costs to be about 52 cents per mile should you choose to own an automobile while at school.

Your other miscellaneous expenses will depend largely on your personal spending habits. A good rule of thumb is to allow about $500 to $1,000 per academic year for miscellaneous expenses not otherwise outlined here (e.g., clothing, laundry, entertainment, and recreation).

Ownership of Personal Computers

Computer literacy and appropriate use of information technology is a central component of all current academic programs at MJI. Therefore faculty and staff require that all students own their own notebook computer (for use with MJI wired and wireless networks). Further, these personal computers should provide, at a minimum: access (wireless preferred) to e-mail accounts and the
worldwide web using a current browser; database and spreadsheet capability; word-processing; and, enough additional disk space to load required course software and other materials. (Complete technical specifications are listed at the end of this section.)

The rational for personal ownership of computers includes:

Proper completion of most course assignments requires access to computer facilities; computers have become as necessary as pen and paper in the world of education and work; and, when students exit MJI they do so with the fundamental knowledge and ability to use these resources in their everyday life and their future occupations with complete confidence.

Although MJI maintains several computer facilities, these computer labs are not available to all students at all times and the number of wired workstations at each is limited. Therefore, students wishing to have maximum flexibility in scheduling their time on computers will find personal ownership of wireless enabled equipment indispensable during their tenure at MJI and beyond.

MJI recognizes that computer ownership may represent an additional financial burden. If you receive financial aid through the financial aid office, the cost of your computer can be considered an additional cost of attending the college. You may have access to additional financial aid via loans, grants, scholarships etc. at the time you purchase your computer. MJI may also be able to assist you in purchasing equipment at discounted rates using the school’s own purchasing power. However, experience shows that students searching for their own discounted equipment can usually find pricing as good as or even better than pricing available through an MJI purchase plan. (Students admitted to the Cooperative Computing program should see their faculty advisors for other available options.)

Technical Specifications of required personal computer:

- Processor: 3.0 GHz equivalent Celeron, AMD or Pentium (Minimum) with co-processing recommended.
  - RAM: 2 GB (1 GB currently acceptable to MJI but expect performance penalties).
- Hard Drive: 160GB (Minimum).
- Optical Read/Write Drive: CDRW and/or DVD-RW
  - Video Resolution: XGA (1024x768 or better).
  - Network: 100BaseT NIC and/or wireless 802.11g network connectivity
- OS: Windows XP or Vista.

Students enrolling in MJI’s online Judaic Studies programs should read the section on Online Programs Available at MJI later in this catalog.

Please call MJI administrative offices during business hours if you need further clarification, at 1-888-INFO-MJI (463-6654) ext. 104 or leave messages at info@mji.edu.
FINANCIAL ASSISTANCE SERVICES

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

The office is open 10:00 a.m. - 6:00 p.m., Sunday through Thursday and is located at the MJI West Bloomfield Campus, 6890 West Maple Road.3

Financial Aid Programs
Michigan Jewish Institute strives to offer an educational opportunity to as many qualified students as possible. While it is primarily the obligation of students and their families to finance their college education, it is recognized that this is not possible for every individual. Therefore, MJI participates in a number of financial aid programs to help students meet their educational expenses. For complete information on the programs listed below and instructions for applying, contact the Financial Aid Office at 1-888-INFO-MJI (463-6654) ext. 102.

Aid consists of grants, loans, scholarships, and college employment and may be funded by the federal or state governments, the college, or private agencies. (Students admitted to the Cooperative Computing program should see their faculty advisors for detailed information on available CC aid programs described below.)

Financial aid will be applied to the student’s account when verification (if required) is complete and the drop/add period has ended. A check will be issued to the student for any excess amount unless otherwise requested by the student. Checks will be distributed after the funds are received by MJI.

Eligibility
All applicants and students must apply for financial aid to be considered for grants, loans, and scholarships. Eligibility is established by first completing the Free Application for Student Aid (FAFSA). See “Procedures” on the next page. All Michigan residents are urged to timely apply for Michigan grants, and scholarships. The first deadline for Michigan state aid is March 1st for the coming academic year. Students applying after this date may find that all legislatively appropriated aid funds have been allocated to those students who did apply by the first deadline. Students applying late may be “wait listed” by the State for access to undistributed remainder funds, if any.

Students must be accepted for enrollment and enrolled. The following student classifications are not eligible for federal financial aid: audit, second bachelor’s degree, those dually enrolled (i.e., high school students taking college courses), guest students or international students. Students must also demonstrate financial need via the FAFSA.

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3 MJI’s campuses are undergoing major renovations and new development. In order to maintain a degree of constancy during all these campus upgrades, the conduct of routine business, administrative offices and a few classes will be temporarily located at the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Southfield, MI 48075-3953 (Northeast corner of 9 Mile and Evergreen). All mail may be sent to any campus address but for quickest delivery, the temporary Southfield address is recommended. All MJI telephone numbers and extensions remain unchanged.
Students who are in default on any student loan or owe repayment on any Title IV aid or who are not making satisfactory academic progress (see section on Satisfactory Academic Progress later in this catalog) may not receive financial aid.

To receive government aid, a student must enroll for a minimum of 3 credit hours and maintain satisfactory academic progress. Eligible independent students enrolled for 6 - 11 hours may be considered for Michigan Adult Part-time Grants. Financial aid is based on the number of credit hours for which a student is enrolled at the close of the refund period.

Financial aid recipients must be United States citizens or eligible permanent residents and have a valid Social Security Number.

**Procedures for Applying**

Applying for financial aid using the Free Application for Federal Student Aid (FAFSA) has never been easier. You may apply for free with FAFSA on the World Wide Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or via a link available at the MJI web site at [www.mji.edu](http://www.mji.edu). The FAFSA web site is simple and easy to understand and affords the maximum in privacy and confidentiality by means of a Personal Identification Number (PIN), which you also obtain at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Applying for financial aid via the Internet greatly improves accuracy and dramatically reduces processing time.

If you do not have Internet access, please contact the U.S. Department of Education for the FAFSA application forms at:

**Phone:** 1-877-4ED-PUBS  
**TTY/TDD:** 1-877-576-7724  
**Fax:** 1-301-470-1244  
**Mail:** ED Pubs  
   P.O. Box 1398  
   Jessup, MD  20794-1398

The FAFSA must be used for all types of aid - federal, state, and college aid, including scholarships. Apply as soon as possible after January 1 for maximum consideration. Allow 6-8 weeks for processing.

Michigan Jewish Institute may require applicants to complete a Verification Worksheet and provide completed and signed tax returns (student and parents* or student and spouse) for students selected for verification. This information may be required by the U.S. Department of Education in requests for verification of data submitted on the FAFSA. Mail your completed verification worksheet and copies of the signed tax returns directly to Michigan Jewish Institute, 6890 West Maple Road, West Bloomfield, Michigan 48322. The U.S. Department of Education randomly requests and requires this

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4 MJI’s campuses are undergoing major renovations and new development. In order to maintain a degree of constancy during all these campus upgrades, the conduct of routine business, administrative offices and a few classes will be temporarily located at the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Southfield, MI 48075-3953 (Northeast corner of 9 Mile and Evergreen). All mail may be sent to any campus address but for quickest delivery, the temporary Southfield address is recommended. All MJI telephone numbers and extensions remain unchanged.
information for students selected for verification. *Your financial aid will not be available until you complete any requests for verification.*

(* If a student is married, over 24 years old or meets any of the other Independent student status requirements as defined by the government, then only the student and spouse tax forms are needed.)

*To assure that all potential sources of student financial aid consider you for eligibility, you should apply for Student Financial Aid each year between January 2 and March 1.*

After you receive the Student Aid Report (SAR) in response to your FAFSA submission, you must review and make any corrections to the SAR. You can do this either at FAFSA on the Web (www.fafsa.ed.gov) or at the MJJ Financial Aid Office. The amount of your financial aid award will then be calculated.

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

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

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

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

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

**Grants (need based programs)**

**Federal Pell Grant**
This federal program requires that the student be a U.S. citizen or permanent resident and be enrolled for a minimum of 3 credit hours. The grant is available to eligible students based on national guidelines for determining financial need. Each eligible student is entitled to a scheduled amount each
year, as determined by congress. At the time this catalog was published maximum grants were approximately $4,730 per year (this amount subject to legislative change) for those students attending full-time (12 or more credit hours) and having maximum need. You must complete a FAFSA application to be eligible for this award.
Federal SEOG
The Federal Supplemental Educational Opportunity Grant (SEOG) is designed for needy students. To be eligible a student must be a US citizen, be enrolled for a minimum of 6 credit hours, and demonstrate need based on a needs analysis. You must complete a FAFSA application to be eligible for this award.

Michigan Tuition Grant
Tuition Grants are available for students attending private colleges in the State of Michigan. The funds may be used for tuition and fees only. To be eligible, the student and parents must meet and verify Michigan residency requirements, demonstrate financial need, be enrolled for a minimum of 6 credit hours in an eligible program, and maintain satisfactory academic progress. The award may be up to $2,100 annually. (At the time this Catalog was printed, the Michigan Legislature was still debating the actual budget for this program. It is possible that funding levels will be subject to legislative change. Please contact the MJJ offices for the most current information.) You must complete a FAFSA application to be eligible for this award.

Adult Part-Time Grant
Independent students who are enrolled part-time (6-11 credit hours) may be awarded an adult part-time grant. To be eligible, the student must have been out of high school for at least two years, meet and verify Michigan residency requirements, demonstrate need based on a needs analysis, be enrolled in an eligible program, and meet other eligibility requirements. Funds are limited; students showing greatest need are given first consideration. You must complete a FAFSA application to be eligible for this award.

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

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

1. have graduated from high school or obtained a GED certificate within the last four years;
2. are under the age of 20 at the time of graduation or GED completion; and,
3. are from lower-income families who have been eligible for Medicaid for at least 24 months within the past 36 consecutive months time period.

Call the Tuition Incentive Plan (TIP) office to determine if you are eligible and to receive an application. Their number is 1-800-243-2847. Do not call MJJ regarding this program as we cannot determine your eligibility nor do we have TIP applications.
National Science and Mathematics Access to Retain Talent Grant (or National Smart Grant)
The National SMART Grant provides up to $4,000 for each of the third and fourth years of undergraduate study. The National SMART Grant award is in addition to the student's Pell Grant award.

To be eligible to receive a National SMART Grant, you must:

1. Be a U.S. citizen;
2. Be eligible to receive a Pell Grant;
3. Be enrolled as a full-time third or fourth year student in a baccalaureate degree program. After January 2, 2009 must be enrolled at least half time;
4. Have a 3.0 cumulative grade point average; and,
5. Be enrolled in an eligible major in one of the following categories: Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences, Technology, or Multidisciplinary Studies. At MJI, both the General CIS and the CIS/CC concentrations meet this requirement.

Please contact the MJI Financial Aid Office at 1-888-INFO-MJI (463-6654) ext. 102 for details.

Academic Competitiveness Grant (ACG)
The ACG Grant provides up to $750 for first year students and up to $1,300 for 2nd year students. The ACG grant is in addition to the Pell grant award.

To be eligible for an ACG each academic year, a student must:

1. Be a U.S. citizen;
2. Be Federal Pell Grant eligible;
3. Be enrolled full-time in a degree program. After January 2, 2009 must be enrolled at least half-time;
4. Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
5. Have completed a rigorous secondary school program of study (high school) as defined by the state in which your high school is located. If you are a first year student you must have completed high school after January 1, 2006. If you are a second year student you must have completed high school after January 1, 2005;
6. If a first-year student, not have been previously enrolled in an undergraduate program; and,
7. If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale for the first academic year.

To learn more about this grant, its final requirements and level of aid available, please contact the MJI Financial Aid Office at 1-888-INFO-MJI (463-6654) ext. 102.
Educational Loan Programs

[Due to instability in capital markets at the time this catalog was published, a number of lenders have curtailed their financing of student loans. Please contact the MJI Financial Aid office (248-414-6900 ext. 102) prior to submitting your loan application to determine if the lender you have selected is participating in the FFEL program.]

Federal Stafford Loans (formerly Guaranteed Student Loans)
Federal Stafford Loans are available through and can be processed by the MJI Financial Aid office. These loans are insured by a Guarantee Agency and reinsured by the Federal Government.

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

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

How much can a student borrow?
A dependent undergraduate student can borrow up to:

• $5,500, for a first-year student enrolled in a program of study that is comprised of a full academic year (contact the Financial Aid Office for details on the definition of “academic year”). Of this amount, $2,000 must be unsubsidized;
• $6,500 a year, for a student who has completed the first year of study, with the remainder of the student’s program comprised of a full academic year. Of this amount, $2,000 must be unsubsidized;
• $7,500 a year, for a student who has completed two years of study, with the remainder of the student’s program comprised of at least one academic year. Of this amount, $2,000 must be unsubsidized;
• Dependent students may borrow a maximum of $31,000 through this program. No more than $23,000 may be subsidized.

For periods of undergraduate study that are less than an academic year, the amounts a student can borrow will be less than those described above. Details are available from the Financial Aid Office at 1-888-INFO-MJI (463-6654) ext. 102.

An independent undergraduate student can borrow up to:

• $9,500, for a first-year student enrolled in a program of study that is a full academic year. (At least $6,000 of this amount may be in unsubsidized Stafford Loans.)
• $10,500 a year, for a student who has completed the first year of study, with the remainder of the student’s program comprised of at least a full academic year. (At least $6,000 of this amount may be in unsubsidized Stafford Loans.)
• $12,500 a year, for a student who has completed two years of study, with the remainder of the student’s program comprised of at least one academic year. (At least $7,000 of this amount may be in unsubsidized Stafford Loans.)
• Independent students may borrow an maximum of $57,500 through this program. No more than $23,000 may be subsidized.

In order to obtain a Stafford Loan, students must make an appointment with the MJI Financial Aid Office. At the time of your appointment you will be asked to sign a master promissory note and a request for funds. You will also be provided with entrance counseling at that time.

Federal PLUS
Federal PLUS loans (Parental Loans for Undergraduate Students) are for parent borrowers with good credit ratings. The student must be a U.S. citizen or permanent resident and be enrolled for a minimum of 6 credit hours. Similar to Federal Stafford Loans, application is made through the MJI Financial Aid office. Parents may borrow up to the cost of education minus any financial aid otherwise received. The variable interest rates are based on the 52-week Treasury Bill plus 3.1%. At the time this catalog was prepared the interest rate for Federal PLUS loans was 8.5%.

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

MJI Judaic Studies – Deferred Payment Plan (Available to Michigan residents only)
This Deferred Payment Plan is available to Michigan resident students accepted into any of MJI’s Judaic Studies programs.

In preparation for each new academic year, MJI may identify or otherwise obtain certain monies for the provision of a Deferred Payment Plan to students accepted into or continuing to study in one or more of MJI’s Judaic Studies (JS) concentrations. The Deferred Payment Plan is available on a “first come – first served” basis until the identified funds for the year are exhausted.

During each semester of the academic year for which this plan may be available and until exhausted by the first come first serve basis, a third of all tuitions due after any other financial aid is applied may be deferred, interest free, to a qualifying JS student by the JS plan fund. If at any time before graduation any JS student severs their academic relationship with MJI, the deferred amount will remain on account until such time as the student repays it.

Contra wise, if at any time during the current matriculation or future MJI matriculations the student is qualified for and applies for the awarding of the MJI - BAS degree, the student will be obligated to pay the outstanding balance of the entire deferred amount. Students whose financial circumstances change and therefore wishing to pay of all or part of these deferments prior to graduation may do so without penalty. No degree will be awarded and no official transcripts will be issued by MJI for the student until all deferred balances are fully paid.
Please call the MJI Financial Aid Office at 1-888-INFO-MJI (463-6654) ext. 102 for further details about the Judaic Studies Deferred Payment Plan Program and any currently available funding.

**SCHOLARSHIPS (merit based programs)**

**Michigan Promise**
The Michigan Promise replaces the Michigan Competitive Scholarships for Michigan high school graduates beginning with the class of 2007 and beyond. Students must achieve qualifying scores of Level 2 or above in each of the required test components on the Michigan Merit Exam. Additional eligibility requirements include:

1. Students must achieve a cumulative GPA of 2.5;
2. Student must enroll at an approved postsecondary school within two years of high school graduation;
3. Student must not have received the Merit Award
4. All payment installments must be used within four years of initial enrollment.

First and second year award payments are $1,000 each and the third year payment is $2,000.

**Cooperative Computing Program Scholarships**
In preparation for each new academic year, MJI may identify certain monies for the provision of scholarship funds and materials to all students accepted into or continuing to study in the CIS/CC curriculum. These funds are divided across two scholarship award types. The first scholarship type is that of monetary tuition support. The second scholarship type is the provision of a “learn to own” notebook type computer that meets MJI specifications for CC students. CC students are encouraged to apply for either or both scholarship types early as scholarships will be awarded on a “first come – first served” basis until the scholarship funds and materials identified for the year are exhausted. Students who are accepted into the CIS/CC program should consult with their academic advisor regarding current availability of these scholarships.

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

**Lubavitch Foundation - Judaic Studies-Grants (For Michigan residents only and does not apply to On-line courses)**
This grant program is directed to students accepted into any of MJI’s Judaic Studies programs.
In preparation for each new academic year, the Lubavitch Foundation may identify or otherwise obtain certain monies for the provision of grants to students accepted into or continuing to study in one or more of MJI’s Judaic Studies (JS) concentrations. These grants are generally awarded on a “first come – first served” basis until the identified funds for the year are exhausted. Most importantly, JS grants are need based.

Students must meet all satisfactory academic progress criteria (as described later in this catalog) in order to remain eligible for these funds.

Please call the MJI Financial Aid Office at 1-888-INFO-MJI (463-6654) ext. 102 for further details about the Judaic Studies Grant Program and any available funding.

**Academic Dean’s Scholarships**

From time to time, the MJI Dean of Academic Administration may have limited funds available for those students who have exhausted all other avenues of financial aid and are still unable to fully meet tuition obligations. If you have applied for all other sources of aid described in this catalog and still cannot attend MJI due to demonstrated financial constraints via a completed FAFSA application and any other information you can provide, please contact the MJI Dean of Academic Administration at 1-888-INFO-MJI (463-6654) ext. 101.

**EMPLOYMENT**

**Work-Study**

Work-Study programs allow a student to hold a part-time job on campus.

The Federal Work-Study Program is a federal program whose requirements include that students must be a US citizen and be enrolled in an eligible degree program for a minimum of 6 credit hours. The Michigan Work-Study Program is a state program whose requirements include that students must meet Michigan residency requirements and be enrolled in an eligible degree program for a minimum of 6 credit hours.

The average workload for a Work-Study student is generally about 10-20 hours per week (but can be more on occasion), allowing students to earn as much as $10,000 per year. Application forms for these programs are available from the Financial Aid Office.

**REGISTRATION**

**Registration Procedures**

Registration forms can be obtained from the school office or at the MJI website (www.mji.edu) and should be returned prior to the starting date of the semester desired. Students must register for each semester. Students should ascertain that all information on the registration form is complete and
accurate. Incomplete applications will be returned and may jeopardize a student’s ability to enroll in desired classes.

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

**Late Registration**
Students will be assessed a non-refundable late fee of $80.00 in addition to the $50.00 registration fee for semester registration forms submitted subsequent to the Final Registration period. (See the Comprehensive Academic Calendar at the back of this catalog for all relevant dates and deadlines.)

**Drops and Adds of Individual Courses**
The official drop/add period begins on the first day of instruction for a particular course and continues through the next six 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.

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

For a discussion regarding total withdrawal from enrollment, please refer to the refund policy in the TUITION AND FEES/Refund Policy section earlier in this catalog.
The Michigan Jewish Institute offers Bachelor of Applied Science (BAS) and Associate of Applied Science (AAS) degrees in programs that combine a foundation in the arts and sciences with a concentration for career development in business and community related disciplines. The Bachelor of Applied Science degrees can be earned with the following choice of concentrations: a) general Computer Information Systems (CIS); b) CIS/ Cooperative Computing (CC) c) Business and Information Systems (BIS); d) Judaic Studies (JS); e) Judaic Leadership (JL); and f) Judaic Education (JE).

The first BAS concentration, general Computer Information Systems, also contains a public educational system education track. This particular education track allows students to take courses that will enable them, after completion of the MJI degree to apply for admission to some Michigan Teacher Certification programs leading to certification as a CIS instructor for secondary schools in the public school system. (Typically, students taking the education track are also required to specialize in a secondary field to meet the “minor” requirements of the certification granting institution. In the past, MJI students successfully seeking certification as Michigan Public Education teachers have taken History as their MJI “minor”. Those interested in this track should speak to a MJI advisor and advisors at the institution they anticipate applying to for Michigan certification to insure that they take appropriate course work during their tenure at MJI.)

The Associate of Applied Science degree may only be earned in the Business and Information Systems concentration.

All of the programs seek to develop communication and analytic skills, and to foster creativity that will enhance the students’ lives and promote future learning. In addition, practical “real-world experiences” allow students to explore various career options. Those students earning a Bachelor degree are also prepared to subsequently pursue admission to graduate and professional school programs, and professional life.

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

MJI also offers a certificate program in Talmudic Law and Jurisprudence. All courses in the certificate program are credit bearing and may be taken by students in either the Associate or Bachelor of Applied Science sequence as electives. Students who wish to transfer from the certificate program to a degree program must satisfy the admission requirements of the latter. Conversely, students enrolled in a degree-granting sequence who wish to register for courses in the certificate program must satisfy the admission requirements of that track. Admission requirements for the certificate program are listed in the “Admission Qualifications for the Certificate in Talmudic Law and Jurisprudence” section earlier in this catalog.
Degree Requirements

Students at MJI must achieve the following objectives to complete a degree:

Bachelor Degree: All CIS, BIS and JS Concentrations

- A minimum of 120 credit hours of MJI-approved college-level course work; a minimum of 45 credit hours must be taken at MJI, of which at least 30 credit hours are in the selected concentration.
- Students admitted to MJI having completed a Bachelor’s or more advanced degree elsewhere are required to consult with a dean of the college for preadmission program planning. A minimum of 24 credits taken in residency at MJI (30 credits in total) will be required to earn a second Bachelor’s from MJI.
- A grade-point average (GPA) of at least 2.00 (out of a possible 4.00) in MJI course work
- A general education core curriculum composed of 60 required and elective credits, dependent on program and concentration
- A program of study approved by the Academic Dean or an interdisciplinary committee

Associate Degree: BIS concentration

- A minimum of 61 credit hours of MJI-approved college-level course work; a minimum of 30 credit hours must be taken at MJI, all of which are in the selected concentration.
- Students admitted to MJI having completed an Associate or more advanced degree elsewhere are required to consult with a dean of the college for preadmission program planning. A minimum of 30 credits taken at MJI will be required to earn a second Associate degree from MJI.
- A grade-point average (GPA) of at least 2.00 (out of a possible 4.00) in MJI course work
- A general education core curriculum of 24 credits
- A program of study approved by the Academic Dean or an interdisciplinary committee

Once a student has started course work at MJI, MJI will not accept any transfer credits in lieu of the elected concentration core course requirements. The Academic Dean may grant exceptions for extraordinary circumstances but only if the proposed transfer course description directly matches the MJI core course it is to replace. Students are required to notify the Dean prior to enrolling as a guest student elsewhere.

MJI students taking courses elsewhere without the MJI Dean’s approval may find that those courses cannot be transferred back to MJI for credit.
MJI awards credit on the semester hour basis. A semester hour credit is based on the following formula:

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

**Online Programs and Courses Available At MJI:**

MJI provides its Judaic Studies degrees online as an accredited alternative or adjunct to its on site classroom offerings. (See a full description of the MJI Judaic Studies programs later in this catalog.) In addition to the online selection of Judaic Studies courses required for these concentrations, several general education courses of instruction are also available via online modes of delivery so that Judaic Studies students may fully complete their degree requirements online.

Students who are regularly admitted to MJI may take any course offered through our online mode of course delivery but only Judaic Studies students may take their full program online. There are no special tests or qualifications students must meet in order to register for online courses (as long as any course prerequisites have been met). However, all online students are strongly urged to take the “how to” tutorials that are offered at the beginning of each online course. Going through these tutorials will insure successful adaptation by students to this mode of education delivery.

There are no additional charges required for MJI Online programs and courses beyond the direct cost of tuition and fees. However, it is important that all MJI students remain cognizant of the full cost of attending MJI. These costs are fully described in the section, **An Important Note about the Full Cost of Higher Education** earlier in this catalog.

Students are encouraged to check the schedule of classes available before the beginning of each semester to learn of all courses that may be available online. While MJI requires that all students own personal computers (please see **Ownership of Personal Computers** section earlier in this catalog), students taking online courses will require somewhat enhanced systems. Please see the specific description of enhanced requirements for online students below. Students without routine access to properly equipped computer systems will be unable to successfully complete MJI online courses.

MJI online courses are supported by either of two course learning management systems (LMS). Currently, MJI uses both e-College and Sakai CMS systems for online courses. These two systems enable students to be in contact with the course instructors and fellow students; access all course materials; submit all course assignments; and, much more. Both systems use a variety of synchronous and asynchronous electronic media tools to enhance and support communications between our instructors and our online student.

The **eCollege Learning Management System** is a highly intuitive course authoring and delivery environment that includes tools to support a variety of interaction and assessment techniques and rich
academic content. The system provides efficient online course creation and delivery, customized flexible learning processes, ease of use, and supports rich, personalized interaction between the teacher and student.

Sakai is an open source Learning Management System. It features a set of software tools designed to help instructors, researchers and students collaborate online in support of course instruction, research or general project collaboration. Development of the Sakai system began in 2004 when Stanford University, the University of Michigan, Indiana University, MIT and University of California at Berkeley partnered to build a common Learning Management System rather than continuing their homegrown systems or licensing software from a commercial vendor. Development continues to date with dozens of universities across the nation (including MJI) participating.

Some of the instructional tools used by these online learning management systems include:

- **Chat Rooms** (real-time, written conversations between course participants)
- **Discussion threads** (written conversations, not in real time)
- **Drop Box** (private file-sharing between instructors and students)
- **Email Archives** (archive of all email sent to the worksite's email list)
- **Gradebook** (Compute and store grades)
- **Help** (Access help documentation for common issues and questions)
- **Schedule** (Keep track of important dates and deadlines on course calendar)
- **Syllabus** (an on-line course syllabus)
- **Tools for Assessment** (Tests & quizzes are administered online, graded and results are automatically fed to the Gradebook)

In addition to the minimum requirements for computer ownership by students described earlier in this catalog, online students should have the enhanced systems described next.

**Processor:** 3.0 GHz equivalent Celeron, AMD or Pentium (minimum) with co-processing recommended

**RAM:** 2 GB (1 GB currently acceptable to MJI but expect performance penalties)

**Hard Drive:** 160 GB (minimum)

**Optical Read/Write Drive:** CDRW and/or DVD-RW

**Video Resolution:** XGA (1024x768 or better)

**Network:** 100BaseT NIC and/or wireless 802.11g network connectivity

**Operating System:** Windows XP or Vista or the equivalent

**An ISP**
An Internet Service Provider (ISP) is a company that gives you access to the Internet by providing you with the software necessary for going online.

**An Email Account**
You will need an email account. You will have the option to set up an email account through your ISP. You may also want to use a free, web-based service such as Gmail, Hotmail, or Yahoo. (In the very near future, MJI will be requiring that all MJI students use a MJI provided email address for all school related communications. All students will be advised of this when the requirement is instituted.)
A Web Browser
To access and view any of the online course material on the World Wide Web you need to have a Web Browser. However, you may encounter some problems if you are running an older version of some browsers. Therefore, we highly recommend that you use the most recent version of your browser for best compatibility with most Internet applications, including eCollege and Sakai. You may want to update your Internet Browser, or add a new browser to see which one you like best. There are several Internet browsers that are compatible with the eCollege and Sakai systems. These include:

- Firefox
- Internet Explorer
- Netscape Communicator
- Safari

Real Player Software
You also may need to download some software in order to play the video and audio components of your online MJI courses. Real Player is the software that will allow you to do this.

Adobe Software
You may need to download some additional software in order to view documents, play video and audio files of your MJI online courses. Adobe has software that will allow you to do this:

- Adobe Acrobat Reader
- Adobe Flash Player
- Adobe Shockwave Player

Please contact MJI administrative offices during business hours if you need further clarification regarding these technical requirements, at 1-888-INFO-MJI (463-6654) ext. 104 or leave messages at info@mji.edu.

Course Distribution
Credits required for graduation are distributed in the following manner:

Bachelor Degree: CIS and BIS Concentrations
1. General education core                  36 credit-hours
2. Disciplinary concentration            60 credit-hours
   BIS: core = 36 credits, BIS electives = 24 credits
   Gen CIS: core = 35 credits, Gen CIS electives = 25 credits
   CIS/CC: core = 60 credits
3. Elective Studies                      24 credit-hours
   Total                                 120 credit – hours

Bachelor Degree: JS, JL and JE Concentrations
1. General education core                 33 credit-hours
2. Disciplinary concentration  
   JS: core = 39 credits, JS electives = 21 credits  
   JL: core = 54 credits, JL electives = 6 credits  
   JE: core = 54 credits, JE electives = 6 credits  
   60 credit-hours

3. Elective Studies  
   Total  
   27 credit-hours

Total  
   120 credit-hours

Associate Degree: BIS concentration

1. General education core  
   24 credit-hours

2. Disciplinary concentration  
   37 credit-hours

   Total  
   61 credit-hours

Grade Classification System

Freshman  0 – 30 credits
Sophomore 31 – 60 credits
Junior  61 – 90 credits
Senior  91+ credits
The General Education Core

The objectives of the general education core are:

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

The distribution requirements of the general education core for a Bachelor degree are designed to give the student a broad understanding of the liberal arts.
**GENERAL EDUCATION CORE: All CIS and BIS Concentrations**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication (3 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>Introduction to English Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Math/Science: (Select one Math and two Sciences, one of which must be CIS 110) (9 or 10 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAS 105</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAS 110</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAS 201</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAS 202</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAS 250</td>
<td>Data Analysis and Elementary Statistics <em>May count here or in concentration but not both</em></td>
<td>3</td>
</tr>
<tr>
<td>MAS 263</td>
<td>Business Math and Statistics <em>May count here or in concentration but not both</em></td>
<td>3</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>(With permission, students may transfer other science courses taken elsewhere)</td>
<td></td>
</tr>
<tr>
<td>CIS 101</td>
<td>Introduction to Computer Information Systems <em>May only be taken for elective credit &amp; prior to CIS 110</em></td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Science <em>Required for all BAS students, CC students must take 4 credit version</em></td>
<td>3/4</td>
</tr>
<tr>
<td>MAS 151</td>
<td>Science and Technology Survey</td>
<td>3</td>
</tr>
<tr>
<td>MAS 252</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MAS 253</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAS 271</td>
<td>Bioscience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences and Studies: (9 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area 1</strong></td>
<td>(A maximum of two courses from any one area. The student may transfer courses in Geography, History, or another valid social study group such as Anthropology, taken elsewhere.)</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>SOS 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOS 190</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL 101</td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 201</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>2</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Encountering Jewish Civilization II</td>
<td>2</td>
</tr>
<tr>
<td>HIS 150</td>
<td>History of the Jews</td>
<td>3</td>
</tr>
<tr>
<td>HIS 252</td>
<td>American Thought And History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>The American Jewish Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>United States to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>Jewish History - Second Commonwealth <em>Mishnaic Period</em></td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td>HIS 290</td>
<td>Jewish History - Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Jews of Eastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Israel</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 201</td>
<td>The Ancient Medieval World (Used here or Aesthetics, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 202</td>
<td>The Renaissance and the Modern World (Used here or Aesthetics, but not both)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area 5**  
(Each Economics course may be counted here or in concentration, but not both.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 112</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Micro &amp; Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ethics/Philosophy/Religion (6 Credits)**  
(With permission, students may transfer other Ethics/ Philosophy/ Religion classes taken elsewhere)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 300</td>
<td>Ethical Environment of Computing (Unless taken as part of the requirements for Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>EPH 160</td>
<td>Ethics and Society</td>
<td>3</td>
</tr>
<tr>
<td>EPH 310</td>
<td>Ethical Tradition of Judaism</td>
<td>3</td>
</tr>
<tr>
<td>EPH 320</td>
<td>Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>EPH 330</td>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>EPH 421</td>
<td>Topics in the Philosophy of Judaism</td>
<td>3</td>
</tr>
<tr>
<td>EPH 432</td>
<td>Maimonides - The Man and His Thought</td>
<td>3</td>
</tr>
<tr>
<td>JST 101</td>
<td>The narrative of the Chumash</td>
<td>3</td>
</tr>
<tr>
<td>JST 102</td>
<td>The passion of the Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 201</td>
<td>Medieval Biblical Exegeses</td>
<td>3</td>
</tr>
<tr>
<td>JST 202</td>
<td>Post-Medieval Biblical Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>JST 211</td>
<td>Seminar/Directed Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 212</td>
<td>Seminar/Directed Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 213</td>
<td>Seminar/Directed Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 231</td>
<td>Structure and Development of Liturgy</td>
<td>3</td>
</tr>
<tr>
<td>JST 232</td>
<td>Foundations of the Halachah</td>
<td>3</td>
</tr>
<tr>
<td>JST 251</td>
<td>Sanctifying Time: The Lifecycle and the Calendar in Halacha</td>
<td>3</td>
</tr>
<tr>
<td>JST 310</td>
<td>From Sinai to Cyberspace</td>
<td>3</td>
</tr>
<tr>
<td>JST 313/353/383</td>
<td>Topics in Halachah</td>
<td>3</td>
</tr>
<tr>
<td>JST 331</td>
<td>Essential Concepts of Jewish Prayer</td>
<td>3</td>
</tr>
<tr>
<td>JST 441/442/443</td>
<td>Philosophy of Chassidut VI/II/III</td>
<td>3</td>
</tr>
<tr>
<td>JST 450/460/470</td>
<td>Seminar/Directed Study in Judaic Studies</td>
<td>3</td>
</tr>
<tr>
<td>JST 300</td>
<td>Talmud I</td>
<td>3</td>
</tr>
<tr>
<td>JST 350</td>
<td>Talmud II</td>
<td>3</td>
</tr>
<tr>
<td>JST 400</td>
<td>Talmud III</td>
<td>3</td>
</tr>
</tbody>
</table>

**HUMANITIES (9 Credits)**

**Language & Literature (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 351</td>
<td>Exploration of Creative Writing I (poetry, drama, short story)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 352</td>
<td>Exploration of Creative Writing I (poetry, drama, short story)</td>
<td>3</td>
</tr>
</tbody>
</table>

*or any foreign language and literature equivalent such as*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 250</td>
<td>Hebrew Language and Literature I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 260</td>
<td>Hebrew Language and Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Aesthetics (3 credits)**

*Any three credits from:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS/HUM 201</td>
<td>The Ancient Medieval World (Used here or History, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 202</td>
<td>The Renaissance and the Modern World (Used here or History, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>HUM 200</td>
<td>Directed study in the Humanities. (Art, Music, and Drama)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total General Core Credits: CIS and BIS Concentrations**  
36

**Elective Credits**  
24
## GENERAL EDUCATION CORE: JUDAIC STUDIES CONCENTRATIONS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong> (6 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>Introduction to English Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Math/Science:</strong> (Select one Math and two Sciences, one of which must be CIS 110) (9 Credits)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAS 105</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAS 110</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAS 201</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAS 202</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAS 250</td>
<td>Data Analysis and Elementary Statistics (May count here or in concentration but not both)</td>
<td>3</td>
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<tr>
<td>MAS 263</td>
<td>Business Math and Statistics (May count here or in concentration but not both)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>(With permission, students may transfer other science courses taken elsewhere)</td>
<td></td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Science (Required for all BAS students, CC students must take 4 credit version)</td>
<td>3/4</td>
</tr>
<tr>
<td>MAS 151</td>
<td>Science and Technology Survey</td>
<td>3</td>
</tr>
<tr>
<td>MAS 252</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MAS 253</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAS 271</td>
<td>Bioscience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences and Studies:</strong> (9 Credits) (A maximum of two courses from any one area. The student may transfer courses in Geography, History, or another valid social study group such as Anthropology, taken elsewhere.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td><strong>Area 2</strong></td>
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<td></td>
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<tr>
<td>SOS 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOS 190</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL 101</td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 201</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td><strong>Area 4</strong></td>
<td></td>
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</tr>
<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>2</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Encountering Jewish Civilization II</td>
<td>2</td>
</tr>
<tr>
<td>HIS 150</td>
<td>History of the Jews</td>
<td>3</td>
</tr>
<tr>
<td>HIS 252</td>
<td>American Thought And History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>The American Jewish Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>United States to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>Jewish History - Second Commonwealth (Mishnaic Period)</td>
<td>3</td>
</tr>
</tbody>
</table>
HIS 290  Jewish History - Middle Ages       3
HIS 300  Jews of Eastern Europe       3
HIS 340  Modern Israel       3
HIS/HUM 201  The Ancient Medieval World (Used here or Aesthetics, but not both)       3
HIS/HUM 202  The Renaissance and the Modern World (Used here or Aesthetics, but not both)       3

Area 5  
(Each Economics course may be counted here or in concentration, but not both.)
ECO 112  Principles of Microeconomics       3
ECO 202  Principles of Micro & Macro Economics       3
ECO 212  Principles of Macroeconomics       3

HUMANITIES: (9 CREDITS)
Language & Literature (6 credits)
ENG 351  Exploration of Creative Writing I (poetry, drama, short story)       3
ENG 352  Exploration of Creative Writing II (poetry, drama, short story)       3

or any foreign language and literature equivalent such as
HUM 250  Hebrew Language and Literature I       3
HUM 260  Hebrew Language and Literature II       3

(Arabic language courses may count here or in concentration, but not both)

Aesthetics (3 credits)
Any three credits from:
HIS/HUM 201  The Ancient Medieval World (Used here or History, but not both)       3
HIS/HUM 202  The Renaissance and the Modern World (Used here or History, but not both)       3
HUM 200  Directed study in the Humanities. (Art, Music, and Drama)       3

Total General Core Credits: Judaic Studies Concentrations       33
Elective Credits       27
BACHELOR DEGREE CONCENTRATIONS

Computer Information Systems and Business and Information Systems

The CIS and BIS concentrations offered by MJ I are geared to continuously advancing business and industry in the information age.

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

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

The CIS/Cooperative Computing concentration within the CIS program has been designed to prepare MJ I students for more specialized positions in cutting edge information technologies. These include advanced studies in: grid computing, web services, cyber security, complex project management, gaming and more. CIS students wishing to specialize in this advanced area of IT must apply for and be admitted into the CC program by meeting prevailing admission requirements. Admission into the MJ I General CIS program (Gen CIS) does not automatically guarantee admission into the CIS/CC program. Please see a MJ I academic advisor or the Dean of Academic Administration for additional details.

With the increased importance of information technology (IT), many secondary schools around the country teach IT as a departmentally based subject matter. This has created demand for qualified teachers in this subject area. MJ I also offers a Gen CIS “education track” preparing those students interested in pursuing a career in education to enter a teacher-certification program upon graduation.

The distributions of the core and elective requirements for all concentrations and the CIS education track are listed on the following pages.
## COMPUTER INFORMATION SYSTEMS - 60 TOTAL CREDITS

### REQUIRED CORE (Gen CIS = 35, CIS/CC = 60 Credits)

All CIS Students (Gen CIS and CIS/CC):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 121</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to HTML, Web Development &amp; e-commerce</td>
<td>3</td>
</tr>
<tr>
<td>CIS 141</td>
<td>Introduction to Procedural Programming (C++)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 161</td>
<td>Introduction to Database I /Access</td>
<td>3</td>
</tr>
<tr>
<td>CIS 222</td>
<td>Advanced Procedural Programming II (C++)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 321</td>
<td>Introduction to Object Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS 421</td>
<td>Web Applications Development (includes Linux)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 471</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUBTOTAL CORE FOR ALL CIS STUDENTS = 29 credits**

General CIS, additional Core Requirements (CIS/CC students may take these as electives):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 261</td>
<td>Client/Server Based Database II *</td>
<td>3</td>
</tr>
<tr>
<td>CIS 343</td>
<td>Visual Programming I *</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CORE FOR GENERAL CIS STUDENTS = 35 CREDITS**

CIS/CC additional Core Requirements (Gen CIS students may take these as electives):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 212</td>
<td>Introduction to Systems Administration I</td>
<td>3</td>
</tr>
<tr>
<td>CC 213</td>
<td>Introductory XML</td>
<td>3</td>
</tr>
<tr>
<td>CC 311</td>
<td>Introductory Grid Computing</td>
<td>3</td>
</tr>
<tr>
<td>CC 341</td>
<td>Introduction to Web Services</td>
<td>3</td>
</tr>
<tr>
<td>CC 403</td>
<td>An Introduction to Microsoft .NET</td>
<td>3</td>
</tr>
<tr>
<td>CC 412</td>
<td>An Intro to Service Oriented Architectures (SOA/Corba)</td>
<td>4</td>
</tr>
<tr>
<td>CC 442</td>
<td>Intermediate Web Services</td>
<td>3</td>
</tr>
<tr>
<td>CC 452</td>
<td>Java 2 Enterprise Edition I</td>
<td>4</td>
</tr>
<tr>
<td>CC 592</td>
<td>Cooperative Computing Project</td>
<td>3</td>
</tr>
<tr>
<td>CIS 450</td>
<td>Intern/Externship (min of 2 of up to 6 for CC concentration)</td>
<td>2</td>
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</tbody>
</table>

**SUBTOTAL OF ADDITIONAL CORE FOR CIS/CC STUDENTS = 31 CREDITS**

**TOTAL OF CORE REQS, GEN CIS = 35**  
**TOTAL OF CORE REQS, CIS/CC = 60**
**CIS ELECTIVES (GENERAL CIS students select any CIS electives for a minimum of 25 credits. CIS/CC may use their general education electives credits for the following courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 202</td>
<td>Advanced Applications/Excel and VBA</td>
<td>3</td>
</tr>
<tr>
<td>CIS 232</td>
<td>Presentation Technology</td>
<td>3</td>
</tr>
<tr>
<td>CIS 300</td>
<td>Ethical Environment of Computing</td>
<td>3</td>
</tr>
<tr>
<td>CIS 333</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 351</td>
<td>Visual Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 362</td>
<td>Client/Server Based Database III</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 380</td>
<td>Web Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 400</td>
<td>CIS Special Topic (up to 9 credits, 3 per semester)</td>
<td>1-9</td>
</tr>
<tr>
<td>CIS 410</td>
<td>Directed Study in CIS</td>
<td>3</td>
</tr>
<tr>
<td>CIS 430</td>
<td>Methods of Teaching CIS</td>
<td>3</td>
</tr>
<tr>
<td>CIS 441</td>
<td>Advanced Object Oriented Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 450</td>
<td>Internship/Externship (max of 6 for CIS concentration)</td>
<td>1-6</td>
</tr>
<tr>
<td>CIS 472</td>
<td>Computer-Aided Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CIS 500</td>
<td>Advanced Web Applications Development (e-commerce)</td>
<td>3</td>
</tr>
<tr>
<td>CC 321</td>
<td>Intermediate XML *</td>
<td>3</td>
</tr>
<tr>
<td>CC 323</td>
<td>System Administration II</td>
<td>3</td>
</tr>
<tr>
<td>CC 413</td>
<td>An Introduction to Software Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CC 432</td>
<td>Advanced XML</td>
<td>3</td>
</tr>
<tr>
<td>CC 462</td>
<td>Intermediate Grid Computing</td>
<td>3</td>
</tr>
<tr>
<td>CC 493</td>
<td>An Introduction to Project Planning and Management *</td>
<td>3</td>
</tr>
<tr>
<td>CC 543</td>
<td>Java 2 Enterprise Edition II *</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101</td>
<td>Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Computerized Accounting and Bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 303</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 342</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS/CIS 460</td>
<td>Job Search Strategies</td>
<td>1</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Micro and Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 251</td>
<td>Principles of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>FIN 101</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAS 250</td>
<td>Data Analysis and Elementary Statistics (Used here or Gen Studies, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>MAS 263</td>
<td>Business Math and Statistics (Used here or Gen Studies, but not both)</td>
<td>3</td>
</tr>
</tbody>
</table>

* NOTE TO CC STUDENTS: ELECTIVES MARKED WITH AN ASTERISK ARE DEEMED AS HIGH PRIORITY ELECTIVES AND SHOULD BE TAKEN BEFORE OTHER ELECTIVES *
# BUSINESS AND INFORMATION SYSTEMS - 60 TOTAL CREDITS

## REQUIRED CORE (36 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 303</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 342</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to HTML, Web Development &amp; e-commerce</td>
<td>3</td>
</tr>
<tr>
<td>CIS 161</td>
<td>Introduction to Database I /Access</td>
<td>3</td>
</tr>
<tr>
<td>CIS 202</td>
<td>Advanced Applications/Excel and VBA</td>
<td>3</td>
</tr>
<tr>
<td>CIS 232</td>
<td>Presentation Technology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Microeconomics OR</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Micro and Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>FIN 101</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

## BIS ELECTIVES (select any electives for a minimum of 24 credits. Each Economics course may be counted here or in General Education but not both.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202</td>
<td>Accounting and Bookkeeping with Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACC 300</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 400</td>
<td>BIS Special Topic (1-9, max 3 per semester)</td>
<td>1-9</td>
</tr>
<tr>
<td>BUS 410</td>
<td>Directed study in BIS</td>
<td>3</td>
</tr>
<tr>
<td>BUS 450</td>
<td>Internship/Externship (max of 6 for BIS concentration) 1-6 credits per semester (max of 12)</td>
<td></td>
</tr>
<tr>
<td>BUS/CIS 460</td>
<td>Job Search Strategies</td>
<td>1 credit</td>
</tr>
<tr>
<td>BUS/ENG 452</td>
<td>Fundamentals of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>CIS 141</td>
<td>Introduction to Procedural Programming (C++)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 222</td>
<td>Advanced Procedural Programming (C++)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 261</td>
<td>Client/Server Based Database II (Oracle)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 300</td>
<td>Ethical Environment of Computing <em>(Unless taken as part of Gen. Ed.)</em></td>
<td>3</td>
</tr>
<tr>
<td>CIS 343</td>
<td>Visual Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 351</td>
<td>Visual Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 362</td>
<td>Client/Server Based Database III</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 380</td>
<td>Web Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 421</td>
<td>Web Applications Development</td>
<td>3</td>
</tr>
<tr>
<td>CIS 471</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 472</td>
<td>Computer-Aided Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CIS 500</td>
<td>Advanced Web Applications Development (e-commerce)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Microeconomics (But not if taken as core)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Principles of Macro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Advanced Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>MAS 250</td>
<td>Data Analysis and Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAS 263</td>
<td>Business Math and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
CIS Education Track
MJI in its education track prepares those students interested in pursuing a career combining information technology and education. A student that wishes to have “Education Track” noted on his/her diploma should choose the following electives from the CIS concentration: CIS 232, CIS 430, and EDU 251. The student should also take PSY 202 and EDU 261.

Michigan State Teacher Certification
A student who wishes upon graduation from MJI to gain a Michigan teaching certificate from area colleges is advised to take the following electives from the General CIS concentration: BUS 200, CIS 232, CIS 300, CIS 430, EDU 251. The student should also take 20 credits in History as follows: HIS 252, HIS 270, HIS/HUM 201, HIS/HUM 202 (all required) and any 8 or more credits from HIS 275, HIS 280, HIS 290, HIS 300, HIS 340, JST 441, JST 442. The student should also take PSY 202, and EDU 261. This set of courses has been chosen to enable the student to complete both the General CIS Concentration and History Minor (including a history sub concentration) required to gain admission into a post-degree teacher certification program and complete it in minimum time.

Students are strongly urged to obtain and carefully read a current copy of the selected College of Education’s Graduate Catalog for specific requirements and meet with a MJI academic advisor before embarking on this program.
Judaic Studies (JS), Judaic Leadership (JL) and Judaic Education (JE)

These concentrations offered by MJI are geared to advancing the availability of professionally trained Judaic communal workers.

After a thorough study of general trends in employment in the MJI geographic service area we concluded the following:

1. Demand for well trained and qualified workers in Jewish communal and educational institutions is growing at a faster rate than the supply; and,

2. As the requirements for these positions become more complex, the trend in hiring practices amongst Jewish communal institutions is moving away from acceptance of experience solely or simple certification training to requirements for complete four-year college degreed professionals.

Thus, we find that a Judaic program with general studies, leadership and education concentrations provides students with marketable degree and skill sets that prepare them for a satisfying career track in Jewish communal service.

MJI’s Judaic Studies program offers three separate concentrations that enable students to learn their chosen disciplines in depth. These are General Judaic Studies (JS), Judaic Leadership (JL) and Judaic Education (JE).

The distributions of the core and elective requirements for these concentrations are listed on the following pages.
# JUDAIC STUDIES - 60 TOTAL CREDITS

## CLASSICAL JUDAIC STUDIES, ALL CONCENTRATIONS

Students must complete at least **six credits** of the following Bible courses:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JST 101</td>
<td>The Narrative of the Chumash</td>
<td>3</td>
</tr>
<tr>
<td>JST 102</td>
<td>The Passion of the Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 201</td>
<td>Medieval Biblical Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>JST 202</td>
<td>Post-Medieval Biblical Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>JST 201</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
</tbody>
</table>

*These seminars may be taken as Bible Courses, dependent on subject matter provided.

Students must complete at least **nine credits** of Rabbinic Literature/Talmud courses (including a minimum of three credits in Jewish Mesorah (Chain of Jewish Tradition)):

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPH 432</td>
<td>Maimonides - The Man and His Thought</td>
<td>3</td>
</tr>
<tr>
<td>JST 211</td>
<td>Seminar/Directed Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 212</td>
<td>Seminar/Directed Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 213</td>
<td>Seminar/Directed Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 301</td>
<td>From Sinai to Cyberspace (Meets Masora requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>YJST 2250</td>
<td>Rambam, I</td>
<td>4</td>
</tr>
<tr>
<td>YJST 2260</td>
<td>Rambam, II</td>
<td>4</td>
</tr>
<tr>
<td>YJST 1211</td>
<td>First- Level Talmud - In Depth (Eeyun) I -</td>
<td>5</td>
</tr>
<tr>
<td>YJST 1212</td>
<td>First- Level Talmud - Overview (Bekius) I -</td>
<td>2</td>
</tr>
<tr>
<td>YJST 1221</td>
<td>First- Level Talmud - In Depth (Eeyun) II -</td>
<td>5</td>
</tr>
<tr>
<td>YJST 1222</td>
<td>First- Level Talmud - Overview (Bekius) II -</td>
<td>2</td>
</tr>
<tr>
<td>YJST 1231</td>
<td>Intermediate Talmud (Eeyun) I -</td>
<td>5</td>
</tr>
<tr>
<td>YJST 1232</td>
<td>Intermediate Talmud (Bekius) I</td>
<td>2</td>
</tr>
<tr>
<td>YJST 1241</td>
<td>Intermediate Talmud (Eeyun) II -</td>
<td>5</td>
</tr>
<tr>
<td>YJST 1242</td>
<td>Intermediate Talmud (Bekius) II -</td>
<td>2</td>
</tr>
<tr>
<td>YJST 1251</td>
<td>Applied Talmud (Eeyun) I</td>
<td>5</td>
</tr>
<tr>
<td>YJST 1261</td>
<td>Applied Talmud (Eeyun) II -</td>
<td>5</td>
</tr>
<tr>
<td>JST 300</td>
<td>Talmud I</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 350</td>
<td>Talmud II</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 400</td>
<td>Talmud III</td>
<td>1-6</td>
</tr>
</tbody>
</table>

*These seminars may be taken as Rabbinic Literature/Talmud Courses, dependent on subject matter provided.
**STUDENTS MUST COMPLETE AT LEAST SIX CREDITS OF THE FOLLOWING JEWISH PHILOSOPHY AND THOUGHT COURSES (INCLUDING A MINIMUM OF 3 CREDITS IN JEWISH LITURGY)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPH 160</td>
<td>Ethics and Society</td>
<td>3</td>
</tr>
<tr>
<td>EPH 310</td>
<td>Ethical Tradition of Judaism</td>
<td>3</td>
</tr>
<tr>
<td>EPH 320</td>
<td>Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>EPH 330</td>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>EPH 421</td>
<td>Topics in the Philosophy of Judaism</td>
<td>3</td>
</tr>
<tr>
<td>JST 104</td>
<td>Intro. to Jewish Liturgy &amp; Written Hebrew (meets liturgy requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 231</td>
<td>Structure and Development of Liturgy (meets liturgy requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 331</td>
<td>Essential Concepts of Jewish Prayer (meets liturgy requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 441</td>
<td>Philosophy of Chassidut I</td>
<td>3</td>
</tr>
<tr>
<td>JST 442</td>
<td>Philosophy of Chassidut II</td>
<td>3</td>
</tr>
<tr>
<td>JST 443</td>
<td>Philosophy of Chassidut III</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>YJST 5211</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) I</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5221</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) II</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5231</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) III</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5241</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) IV</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5251</td>
<td>Mamorim - Philosophical/Ethical Discourses of the RaShaB I</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5261</td>
<td>Mamorim - Philosophical/Ethical Discourses of the RaShaB II</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5212</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) I</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5222</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) II</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5232</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) III</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5242</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) IV</td>
<td>2</td>
</tr>
</tbody>
</table>

*These seminars may be taken as Jewish Philosophy and Thought Courses, dependent on subject matter provided

**STUDENTS MUST COMPLETE AT LEAST SIX CREDITS OF THE FOLLOWING JEWISH LAW AND LIFE CYCLES COURSES (INCLUDING A MINIMUM OF 3 CREDITS IN JEWISH LIFE CYCLES)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JST 232</td>
<td>Foundations of the Halachah</td>
<td>3</td>
</tr>
<tr>
<td>JST 251</td>
<td>Sanctifying Time: The Lifecycle and the Calendar in Halacha (meets life cycle requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 313</td>
<td>Topics in Halachah-Sabbath and the Festivals (meets life cycle requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 353</td>
<td>Topics in Halachah-The Family</td>
<td>3</td>
</tr>
<tr>
<td>JST 383</td>
<td>Topics in Halachah-Contemporary Problems*</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>YJST 2210</td>
<td>The Codes I</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2220</td>
<td>The Codes II</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2230</td>
<td>The Codes III</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2240</td>
<td>The Codes IV</td>
<td>2</td>
</tr>
</tbody>
</table>

*These seminars may be taken as Jewish Law and Life Cycle Courses, dependent on subject matter provided
Students must complete at least **six credits** of the following Jewish History courses (including a minimum of 3 credits each in ancient Jewish History and modern Jewish History, including Holocaust studies) *(Jewish History courses may count here or in Gen Ed, but not both)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>2</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Encountering Jewish Civilization II</td>
<td>2</td>
</tr>
<tr>
<td>HIS 151</td>
<td>Overview of Jewish History Until the Modern Era</td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>Overview of Modern Jewish History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>The American Jewish Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 261</td>
<td>Exploring the Holocaust I</td>
<td>2/3</td>
</tr>
<tr>
<td>HIS 262</td>
<td>Exploring the Holocaust II</td>
<td>2/3</td>
</tr>
<tr>
<td>HIS 263</td>
<td>Directed study in Holocaust Research</td>
<td>1-3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>Jewish History - Second Commonwealth (Mishnaic Period)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 290</td>
<td>Jewish History - Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Jews of Eastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Israel</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
</tbody>
</table>

*These seminars may be taken as advanced Jewish History, dependent on subject matter provided

Students must complete at least **six credits** of the following Hebrew Language and Literature courses (may not use same course credits here and for General Studies) A minimum competency level of HUM 130 is required for graduation with a JS degree.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 110</td>
<td>Elementary Modern Hebrew I</td>
<td>2</td>
</tr>
<tr>
<td>HUM 120</td>
<td>Elementary Modern Hebrew II</td>
<td>2</td>
</tr>
<tr>
<td>HUM 130</td>
<td>Elementary Modern Hebrew III</td>
<td>2</td>
</tr>
<tr>
<td>HUM 241</td>
<td>Intermediate Modern Hebrew I</td>
<td>2</td>
</tr>
<tr>
<td>HUM 242</td>
<td>Intermediate Modern Hebrew II</td>
<td>2/3</td>
</tr>
<tr>
<td>HUM 243</td>
<td>Intermediate Modern Hebrew III</td>
<td>2/3</td>
</tr>
<tr>
<td>HUM 250</td>
<td>Advanced Topics in Modern Hebrew I</td>
<td>2/3</td>
</tr>
<tr>
<td>HUM 260</td>
<td>Advanced Topics in Modern Hebrew II</td>
<td>2/3</td>
</tr>
<tr>
<td>HUM 300</td>
<td>Seminar in Advanced Hebrew Language</td>
<td>2/3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/Directed Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
</tbody>
</table>

*These seminars may be taken as advanced Hebrew Language and Literature courses, dependent on subject matter provided

Students will be placed in appropriate level language courses based on completed course prerequisites and demonstrated entering proficiency. Students taking courses with optional third credit will be required to complete additional verbal and written assignments, per syllabi descriptions.

JS students must complete **21 credits** of additional courses from any of the above as Judaic electives. Students may also elect to take an extern/internship elective, as indicated next:
JUDAIC LEADERSHIP (JL)  
AND JUDAIC EDUCATION (JE)  
CONCENTRATIONS - Specialty Core Requirements

APPLIED JUDAIC LEADERSHIP REQUIRED CORE

**JL Students must complete all of the following Judaic Leadership courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JLD 101</td>
<td>Introduction to Communal Leadership</td>
<td>3</td>
</tr>
<tr>
<td>JLD 102</td>
<td>Jewish Communal and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121 OR</td>
<td>Introduction to Business OR</td>
<td>3</td>
</tr>
<tr>
<td>BUS 122</td>
<td>Introduction to Non-profit Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>FIN 202</td>
<td>Principles of Fundraising/Grants</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202</td>
<td>The Jewish Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

APPLIED JUDAIC EDUCATION REQUIRED CORE

**JE Students must complete all of the following Education courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 151</td>
<td>Teaching Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDU 200</td>
<td>Teaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 251</td>
<td>Principles of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 261</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>Educational Values in Judaism</td>
<td>3</td>
</tr>
</tbody>
</table>

JL AND JE Students must complete 6 credits of additional classical Judaic courses as Judaic electives (Additional Judaic, Leadership and Education courses may be taken using General Education free electives)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Judaica</td>
<td>Classical Judaic Studies – Elective courses</td>
<td>As indicated</td>
</tr>
</tbody>
</table>
DISTRIBUTION OF THE ASSOCIATE OF APPLIED SCIENCE DEGREE – BUSINESS INFORMATION SYSTEMS CORE CURRICULUM

The distribution requirements of courses required for an Associate of Applied Science degree in Business Information Systems are designed to prepare the student to enter the world of business with both a basic understanding of business principles and the liberal arts.

GENERAL EDUCATION CORE- AAS-BIS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Introduction to English Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Social Sciences and Studies</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Any two of the following courses:)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Area 1</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Area 2</strong></td>
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<tr>
<td>SOS 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOS 190</td>
<td>Introduction to Social Work</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Area 3</strong></td>
<td></td>
</tr>
<tr>
<td>POL 101</td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 201</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Area 4</strong></td>
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</tr>
<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>2</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Encountering Jewish Civilization II</td>
<td>2</td>
</tr>
<tr>
<td>HIS 150</td>
<td>History of the Jews</td>
<td>3</td>
</tr>
<tr>
<td>HIS 252</td>
<td>American Thought And History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>The American Jewish Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>United States to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>Jewish History - Second Commonwealth (Mishnaic Period)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 290</td>
<td>Jewish History - Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Jews of Eastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Israel</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 201</td>
<td>The Ancient Medieval World (Used here or Aesthetics, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 202</td>
<td>The Renaissance and the Modern World (Used here or Aesthetics, but not both)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Area 5</strong></td>
<td></td>
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<tr>
<td>ECO 112</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Ethics/Philosophy /Religion</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>(Any three of the following courses:)</td>
<td></td>
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<tr>
<td></td>
<td>(With permission, students may transfer other Ethics/ Philosophy/ Religion classes taken elsewhere)</td>
<td></td>
</tr>
<tr>
<td>CIS 300</td>
<td>Ethical Environment of Computing (Unless taken as part of the requirements for Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>EPH 160</td>
<td>Ethics and Society</td>
<td>3</td>
</tr>
<tr>
<td>EPH 310</td>
<td>Ethical Tradition of Judaism</td>
<td>3</td>
</tr>
<tr>
<td>EPH 320</td>
<td>Ethical Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>
EPH 330  Bioethics 3
EPH 421  Topics in the Philosophy of Judaism 3
EPH 432  Maimonides - The Man and His Thought 3
JST 101  The narrative of the Chumash 3
JST 102  The passion of the Prophets 3
JST 201  Medieval Biblical Exegeses 3
JST 202  Post-Medieval Biblical Exegesis 3
JST 211  Seminar/Directed Study in Rabbinical Literature 1-6
JST 212  Seminar/Directed Study in Rabbinical Literature 1-6
JST 213  Seminar/Directed Study in Rabbinical Literature 1-6
JST 231  Structure and Development of Liturgy 3
JST 232  Foundations of the Halachah 3
JST 251  Sanctifying Time: The Lifecycle and the Calendar in Halacha 3
JST 310  From Sinai to Cyberspace 3
JST 313/353/383  Topics in Halachah 3
JST 331  Essential Concepts of Jewish Prayer 3
JST 441/442/443  Philosophy of Chassidut I/II/III 3
JST 450/460/470  Seminar/Directed Study in Judaic Studies 3
JST 300  Talmud I 3
JST 350  Talmud II 3
JST 400  Talmud III 3

HUMANITIES 6
(Any two of the following courses:)

Language & Literature
ENG 351  Exploration of Creative Writing I (poetry, drama, short story) 3
ENG 352  Exploration of Creative Writing I I(poetry, drama, short story) 3

Aesthetics
HIS/HUM 201  The Ancient Medieval World (Used here or History, but not both) 3
HIS/HUM 202  The Renaissance and the Modern World (Used here or History, but not both) 3
HUM 200  Directed study in the Humanities. (Art, Music, and Drama) 3

or any foreign language and literature equivalent such as

HUM 250  Hebrew Language and Literature I 3
HUM 260  Hebrew Language and Literature II 3
(Any level sequence of Hebrew Language courses may be taken. See Judaic Studies for complete course listing)

Total General Core Credits required: 24

BUSINESS AND INFORMATION SYSTEMS – 37 TOTAL CREDITS

REQUIRED COURSES
ACC 101  Fundamentals of Accounting 3 credits
ACC 202  Accounting and Bookkeeping with Computers 3 credits
BUS 121  Introduction to Business 3 credits
BUS 303  Business Law 3 credits
CIS 110  Introduction to Computer Science (CIS 101 taken elsewhere, see Dean) 3/4 credits
CIS 122  Introduction to HTML, Web Development & e-commerce 3 credits
CIS 161  Introduction to Database I/Access 3 credits
CIS 203  Advanced Applications/Word and Excel 4 credits
CIS 232  Presentation Technology 3 credits
ECO 202  Principles of Micro and Macro Economics 3 credits
ENG 102  Effective Communication 3 credits
MAS 263  Business Math and Statistics 3 credits
**Course Loads**
A student is considered full-time by taking a minimum of 12 credit hours. Students who elect to register for more than 18 credit- hours per semester must receive written approval from the Dean.

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**OTHER CREDITS AND REQUIREMENTS**

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

**Off - Campus Credits and Study-Abroad Program**
The Michigan Jewish Institute recognizes that students may wish to augment their academic studies at this institution with special programs at other recognized colleges and universities, rabbinical schools and Jewish teachers’ seminaries in the USA, Australia, Canada, England, France, Israel and others. Accordingly, MJI has special arrangements with many institutions and requires that the student obtain official permission to combine programs. A Study-Abroad program brochure and other appropriate forms and instructions are available from the MJI Office of Academic Administration and on-line at [www.mji.edu](http://www.mji.edu). NOTE: Only courses with an earned grade of C- or better and have equivalency to MJI courses or are otherwise shown to be of an academic nature will be considered for transfer. Please consult with a MJI academic counselor to ascertain transferability of courses and credits earned elsewhere.

**College Credit by Examination**
The Michigan Jewish Institute believes that students should pursue their studies at their established level of competence. Tests and other evaluative methods may be available to determine the potential for advanced placement when admitted to MJI. MJI encourages prospective students to investigate this possibility with the Dean of Academic Administration. Some of these tests and examinations are described next.

**Advanced Placement Program (APP)**
The College Board Advanced Placement Tests (and/or completed AP courses) enable an entering student to be considered for advanced placement and/or advanced standing of up to a maximum of thirty-two semester credit- hours in the areas covered by the tests. Such APP credit is generally restricted to the satisfaction of general education requirements, in accordance with Institute policies. Advanced Placement scores of 4.0 and above automatically qualify a student for credit and advanced placement. APP Grades of 3.0 are evaluated by the Dean, who will determine if credit is to be granted. Under **no circumstances** will credit be awarded for APP grade scores below 3.0, based on currently published APP standards.
COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)
The contents of these general examinations is similar to the content of those subjects ordinarily included in the program of study required of most general education students during the first two years of college. The CLEP exams are generally end-of-semester tests developed for widely-taught undergraduate courses.

The Michigan Jewish Institute will consider granting credit for superior performance based on the guidelines established by the College Board and the American Council on Education (ACE). Under no circumstances will credit be awarded for scores failing to meet standards published on the Official CLEP Transcript, currently stated as “ACE Recommended Credit-Granting Score.” When such credits are awarded by MJI, the maximum number of credits accepted will be limited to the same number of credits awarded by MJI for the equivalent MJI course. CLEP credits do not affect GPA scores. For further information, please consult with the Admissions Department of the Institute or by visiting the College Board website at http://collegeboard.com/student/testing/clep/about.html.

DANTES SUBJECT STANDARDIZED TESTS (DANTES)
DSSTs (DANTES Subject Standardized Tests) provide an opportunity for students to obtain college credit for what they have previously learned. The DSST Program is offered by The Chauncey Group International®, a subsidiary of the Educational Testing Service (ETS) and is used by adult education programs, the United States Department of Defense and two and four-year colleges. Colleges and universities use the DSST program to award college credit to those who demonstrate that they have knowledge comparable to someone who completed the classroom course in the subject.

Because the methods of scoring these examinations changes from time to time, The Michigan Jewish Institute will only consider granting credit for performance based on guidelines established by the ACE, ETS or the College Board that may be provided with a DANTES test score. When such credits are awarded by MJI, the maximum number of credits accepted will be limited to the same number of credits awarded by MJI for the equivalent MJI course. DANTES credits do not affect GPA scores. For further information, please read the discussion on CLEP examinations (above) or consult with the Admissions Department of the Institute or visit www.getcollegecredit.com.

NEW YORK UNIVERSITY PROFICIENCY TESTING IN FOREIGN LANGUAGES
Proficiency testing is available for people wishing to measure their knowledge of a foreign language. The results of the test, which are documented via transcripts issued by NYU, may be used by MJI to grant academic credit or award advanced placement. Tests are given by NYU and only by appointment. Testing may be administered at off-site locations and even abroad.

MJI students may earn six language credits by passing the NYU 12-point language exam or 12 language credits by passing the 16-point language exam. Before applying for the NYU Proficiency Testing in a Foreign Language you should discuss your plans with your MJI counselor or the MJI Dean of Academic Administration to determine the most advantageous exam for your particular academic circumstances.
Because exam fees vary over time and for the tests taken, you must contact NYU directly to determine the fees that may be applicable for a particular language and test type. For further information, to make a testing appointment or to request an informational brochure on the proficiency testing program you should call NYU at 212-998-7030. Information is also available at the NYU website, www.scps.nyu.edu/trans.

**SERVICE MEMBERS OPPORTUNITY COLLEGES (SOC)**

MJI is an active member of the Service members Opportunity Colleges (SOC) group of colleges and universities. If you are a United States service person participating in the SOC program, please consult with your SOC advisor and the MJI Dean of Academic Administration for admission to MJI and any of its applicable programs.

**Internships/Externships**

The goal of the internship/externship program is to provide students with opportunities to test their career interests and develop job-related skills through approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with practical learning gained in part-time or full-time career internships/externships.

Any MJI student in good standing (2.00 GPA) is eligible for participation in this program, provided the student is acceptable to the employer, and obtains the approval of the Dean.

Students may take as many internships/externships as they wish (i.e. CIS 450, BUS 450 or JS 450), with a maximum of 12 credits applying toward the degree, and no more than six credits applying towards the student’s program concentration. Credit is awarded on the following basis: 45 hours on the job equals one hour of credit. Students may not take more than 6 credit hours of internship/externship per semester.

MJI maintains a list of approved sites, though any student, faculty or staff member at MJI may propose a new site. New sites must be approved by the Dean prior to placement. The Dean will convene an ad-hoc committee or assign a faculty member to review proposed work-sites, monitor the quality of the program, and hear requests for variances from normal policy. A faculty member will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain contact with the faculty supervisor and regularly report to him/her about experiences during the internship/externship. The said faculty member will maintain contact with the on-site supervisor, assess student progress, and grade the experience with a Pass or Fail grade (no GPA points awarded).

For further information about Internships/externships, please see the complete MJI Directed Study policy statement available from the Academic Administration Office or on line at www.mji.edu.

**Directed Studies**

Directed studies at MJI provide a unique opportunity for students to work one-on-one with a MJI professor or other authorized mentor. Directed studies enable a student to (1) engage in specialized
coursework or research under a professor's supervision or (2) complete courses not otherwise anticipated to be covered in regular semester offerings during the student's planned tenure at MJI.

The directed study option is an independent arrangement in which the student contracts with a faculty member to work on a one to four credit hour course that relates either to the student’s General Education Core requirements or to the student’s area of concentration. The student is obligated to work with the selected faculty member or authorized mentor to devise a learning contract, which must be approved by an Academic Dean.

In lieu of exceptional circumstances, directed studies cannot be a duplication of MJI courses ordinarily scheduled within two semesters of the requested directed study. (Some examples of exceptional circumstances include: where the student could otherwise graduate prior to the scheduled offering of the duplicated course; or, irreconcilable scheduling conflicts.)

Students wishing to avail themselves of a directed studies option should attend to the following, very carefully:

1. Obtain a copy of the MJI complete policy and procedure statement regarding directed studies. The compete MJI Directed Study policy statement is available from the Academic Administration Office or at www.mji.edu.
2. Review the directed study policy to ensure that this independent approach to learning will work for you. While many students enjoy and thrive on the level of independence and personal responsibility associated with directed studies others find that they are more successful in the classroom environment where comprehensive weekly contact with teaching staff provides more support and attention;
3. Seek agreement from a faculty member to mentor your directed study. If you do not know who may be available to mentor your desired directed study, speak to the Dean of Academic Administration or other MJI counselor who will assist you in finding one;
4. Once you have obtained agreement, you and faculty member must complete a learning contract. Instructions and a learning contract template are included in the MJI policy and procedure statement on directed studies;
5. Your fully executed learning contract (signed by you and the faculty member) must be delivered to the Registrar's office for review of completeness. Do allow time for all these steps in determining the start date of the directed study;
6. The Dean of Academic Administration will approve complete directed studies contracts presented to him by the Registrar that meet all other academic criteria. Incomplete contracts will be returned to student and the faculty member, unapproved;
7. Students should then register for approved directed studies (or "Add" to previous registration) paying all required registration fees and making arrangements for any tuition balances;
8. The directed study will then begin.
Students are reminded that as a voluntary and independent study option, **ownership of the directed study process is with the student** and the student is fully responsible for its success or failure!

All directed studies taken are noted as such on students’ transcripts. Directed studies are generally not available to guest students at MJI. For further information about directed studies, please see the complete MJI Directed Study policy statement available from the Academic Administration Office or at www.mji.edu.

**Changing a Declared MJI Program**

Students at MJI are permitted to change their declared academic program at any time by contacting the Registrar’s office and indicating their desire to change from their current MJI program to another MJI program. For example, a student who initially requested entry into the MJI Judaic Studies program may decide to change their declared program to CIS. Please call the Registrar’s Office to request such a program change (1-888-INFO-MJI (463-6654) ext. 100). However, any student wishing to make such a change is strongly urged to speak to a MJI counselor to determine how the change might impact on credits previously earned toward their final degree requirements.

**Collegiate Assessment of Academic Proficiency (CAAP)**

For all students **first entering** MJI’s Bachelor Degree Programs September 2005 and thereafter:

All students graduating from MJI must demonstrate specified collegiate levels of skill mastery and achievement in reading comprehension, writing, mathematics and critical thinking by passing the ACT Collegiate Assessment of Academic Proficiency (CAAP) examination in these areas. Although the actual score required for passing each of the tested skill areas may vary from time to time, students should expect that the minimum passing score will be no less than the nationally ranked 45th percentile in each skill area, as published by ACT. (**NB: A high score on one skill area does not compensate for a low score on another skill area.**)

MJI recommends that all students prepare for and complete their CAAP examinations once they have achieved 90 credits toward their degree requirements of 120 credits. This will help insure timely completion of the examination and avoidance of delays in graduation.

Students who fail any portion of the CAAP examination may prepare to repeat it by taking advantage of the myriad self-study resources available on the Internet or by seeking out tutorial assistance. MJI faculty members may also be available to assist students in preparing for repeat examinations. Students who fail any portion of the CAAP a second time will be required to take and satisfactorily complete a three credit directed study developed specifically to remediate the problem area(s).

There is a one-time graduation processing fee of $100 which includes the cost of the total CAAP proficiency examination. Students who must repeat testing in any skill areas will be charged $30 per each repeated test administration. (Students may repeat more than one skill area per second test administration as necessary but no student will be tested a third time on any particular skill area.)
Students required to take remedial directed studies as a result of failing a skill area a second time are charged at the same rate as other MJI 3 credit courses. Remedial directed studies will be marked on a pass/fail basis and will not be considered as meeting any academic requirements including earned credit counts, other than the CAAP requirement.

MJI offers CAAP examinations three times each year. Typically, the examinations are held during the third or fourth week of each semester, as shown on the Comprehensive Academic Calendar. At the time this catalog was prepared each of the four test sections allowed for up to fifty minutes of test time. Students may request a one-day test administration (two morning test sections and two afternoon test sections) or a two-day test administration (two test sections per day).

Students must submit their CAAP Test Request Form for an examination test date no later than the end of the final registration period for the semester during which they wish to take the exam. Failure to timely request the examination will delay testing until the following semester.

For more information you should visit the CAAP website at www.act.org/caap/student/index.html. You can also download a CAAP Student Users’ Guide in Adobe pdf format from www.act.org/caap/pdf/userguide.pdf.

SECOND BACHELOR’S DEGREE PROGRAM

Students who have earned a first bachelor's degree either at MJI or elsewhere and who would like to pursue a second bachelor’s degree at MJI must meet the following requirements:

Students seeking a second bachelor’s degree must complete:

- A minimum of 30 additional earned credits beyond those earned for the first degree;
- All core course requirements of the second degree program curriculum;
- Twenty-four credits in residence at MJI during their second degree program; and,
- Nine of the total minimum number of credits required for the second degree must be at the 300 or higher level.

All courses listed on the student's transcript at the time the first degree was granted are considered as required for and/or applied toward the first degree. A student may have completed more credits than the minimum required for that degree, but the completion of the first degree "closes the books," i.e., none of those extra credits will be counted as part of the 30 credits necessary for a second degree at MJI. However students who have taken courses during their first degree program that are exact equivalents to certain core requirements of the second degree program at MJI may not have to repeat them. Please see a MJI counselor for details.

A second degree student will not be required to complete MJI General Education requirements, with the exception of students who have international degrees. However, certain General Education credits earned internationally may transfer to MJI and be counted toward what would otherwise be a “first U.S. earned bachelor degree.”
All students working for a second bachelor's degree are required to earn a 2.0 grade point average or better in the 4.0 system on those courses taken at MJI after the first degree.

Admissions to the Second Bachelor Degree Program at MJI

NEW STUDENTS (those who have not previously been admitted to MJI) must complete the MJI Application for admission and indicate “Bachelor of Applied Science” degree as their educational goal.

Submit a completed application to the MJI Office of Academic Administration with the prevailing application fee. Students submitting their application and all required documents by the following dates will receive the same priority in admission processing as first degree applicants:

- Fall Semester: July 1
- Winter Semester: November 1
- Spring Session: April 1

Students seeking a second Bachelor degree and applying after the above dates will be considered on a space available basis only.

Request that official transcript(s) from each college or university previously attended be sent directly to the MJI Office of Academic Administration at the time you submit your application.

For more information, contact:
Office of Academic Administration
registrar@mji.edu or
1-888-INFO-MJI (463-6654) ext. 105

RETURNING MJI GRADUATES need only complete the MJI Application for admission and indicate “Bachelor of Applied Science” degree as their educational goal. The prevailing application fee will be waived.

Transcripts of Students Seeking a Second Bachelor Degree

TRANSCRIPTS OF FORMER MJI GRADUATES (those who earned their first bachelor’s degree at MJI):

A new page of your official MJI transcript on file will be opened, indicating continuation at MJI in a second degree program. This new section of your official MJI transcript will be self contained regarding credit counts, cumulative grade point averages and date your second degree is awarded. Thereafter, formal “requests for MJI transcripts” will be responded to with your entire MJI transcript (i.e., initial degree transcript with subsequent second degree transcript pages attached).

TRANSCRIPTS OF STUDENTS WITH A FIRST BACHELOR DEGREE EARNED ELSEWHERE:
MJI will create a new MJI transcript for you, indicating from where and when your first degree was awarded. Course work, credits and grades earned at the first alma mater will not be shown on the MJI transcript. The MJI transcript will be self contained regarding academic work at MJI including credit counts, cumulative grade point averages and date your second degree is awarded. Thereafter, formal “requests for MJI transcripts” will be responded to solely with your MJI transcript. You will need to submit “transcript requests” to your first degree alma mater if you wish to document your general education accomplishments or any other college work not completed at MJI.

**Tuition**
All second-degree BAS students are charged the prevailing MJI upper-class undergraduate tuition rates.
GRADES

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

Faculty members are requested to announce their personal attendance policies at the beginning of each course. Students are encouraged to vigorously adhere to those policies. Moreover, regardless of individual faculty policies, MJI will automatically “Administrative(ly) Drop” students who miss four consecutive weeks of classes without contacting the school with an appropriate explanation for the absences. Students will be advised of administrative drops via 1st class mail and will receive the disciplinary mark of “WU” for courses dropped in this manner.

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

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

The following grade point values are assigned for each grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<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>
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<td>C</td>
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<tr>
<td>D-</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0.0</td>
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</table>

Passing grades are “A+” through “D-”. “F” denotes a fail and is calculated as part of the student’s Grade Point Average but earns no credits toward graduation. The failing grades of “WF” (withdrew failing) and “WU” (student stopped attending class) 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 an “F”. The grade from a Pass/Fail course is not counted in the Grade Point Average. Required core courses in a student’s concentration may not be taken as Pass/Fail (excepting any required student teaching and extern/internship courses).
Other Marks
The mark of “I” (Incomplete) is given at the discretion of the faculty member when a student has not completed a single, final assignment or examination.

(As of Fall semester 2008) there is a deadline of one semester to finish work reflected by the mark of “Incomplete.” Failure to complete the course work by the deadline will result in a final grade based solely on completed work or even an “F.”

Students who request an I mark are required to complete an “Incomplete Mark Contract” with their Instructor who will submit it to the MJI Registrar at the conclusion of the semester. The Registrar cannot post I marks to report cards or transcripts without the “Incomplete Mark Contract”. Please contact your Instructors or the Registrar’s office for further information. You may also request a copy of the MJI Policy and Procedure statement regarding I marks or download it from the MJI Website.

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 be calculated as part of the Grade Point Average (GPA). 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” (No Grade) in the event that an instructor fails to timely submit any grade for a particular student. Once a final grade is received by the Registrar, it will replace the NG.

The mark of “Q” is used whenever students are administratively withdrawn from a course or courses either through no fault of their own or because of inappropriate admission into the course(s). This can happen when a course is unexpectedly cancelled mid term; subsequent information reveals that the student does not have the requisite background for the course(s); or, for a variety of other reasons.

Students auditing courses will receive an AU grade on their transcripts for those courses. No credit will be awarded for audited courses nor will they be used in determining GPAs. Subsequent to completion of an audited course, the status of the course cannot be changed to a graded course.

Students who change their program of study will retain the credits completed and earned during their earlier program. Grades earned in the earlier program will continue to be calculated as part of the cumulative Grade Point Average.

Reporting Course Grades and Marks
Final class lists and reporting forms for recording course grades and marks are distributed to all faculty members shortly before the conclusion of the semester in either hard copy or on-line. Faculty members ascertain that the names of all students enrolled in class appear on the final recording form. If for some reason a student’s name does not appear on the recording form, it is the faculty member’s responsibility to add the student’s name along with the course grade.
Final grades are to be submitted by faculty to the office of Academic Administration or the Registrar no later than two weeks after the completion of the scheduled final examination. Thereafter, report cards will be made available to students via U.S. mail.

**An Important Note Regarding the Mark of I (incomplete)**

Issuing incomplete marks is a perilous practice that is often engaged in by faculty at the request of some students.

When students ask for or otherwise receive a mark of Incomplete (I) for a concluded course, a number of negative consequences can and often do ensue:

1. The student must now remember to complete the course within the permitted time frame (one additional semester). Often students fail to do so and the Incomplete mark may be automatically changed to the failing grade of F;

2. The student trusts that the faculty member issuing the Incomplete mark will be available for at least one more semester. If this does not materialize the student can end up with the failing grade of F on their transcript simply because there is no longer any way to complete the original course. If such a failed course is a requirement for graduation, it will have to be repeated with additional tuition expense and perhaps with a different faculty member whose course requirements may differ from that of the original instructor’s;

3. There is no additional compensation for the faculty member once a course has concluded. The faculty member may ultimately discover that they do not want to take on this uncompensated burden even though by issuing the incomplete mark, the faculty member has assumed an ethical responsibility to do so;

4. Students are not permitted to take any follow up courses for which the course with the mark of Incomplete is a prerequisite. This could put the student at risk of having to wait up to a year or more before the follow up course will be again offered by MJI;

5. The mark of Incomplete remains permanently on the student’s transcript. The final grade, when later issued, appears later on the transcript. If not careful, some MJI students may end up with an inordinate number of Incomplete marks on their permanent records. Consider what this communicates to potential employers or graduate/professional programs to which the student may apply;

6. Too many marks of Incomplete within a short period of time will place a student out of compliance with “Satisfactory Academic Progress” possibly resulting in the loss of financial aid and/or the student being terminated from MJI. (See SAP section, which is next, in this Academic Catalog and Student Handbook for details.)

Because of the above (and other risks) it is MJI policy that the mark of Incomplete should only be offered to students who have otherwise successfully completed all their other semester work,
absent a final exam or paper. Incomplete marks should not be given for students who have failed to attend many class periods or who have not completed earlier assignments or exams. In these cases, grades will be awarded based on actual performance or lack thereof.

Students facing extraordinary situations (such as documented health or other personal matters) that prohibit them from keeping up with class work are generally advised to “drop” at-risk courses rather than taking a poor or failing grade. See elsewhere in this catalog for information on dropping courses.

Grade Appeal Procedure
Students have thirty days from the time of receipt of a final grade to institute an appeal. The student should first confer with the instructor to fully understand the rationale for the grade and to correct any errors or other deficiencies.

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP) GUIDELINES

MJI students are responsible at all times for knowing their academic standing and for fulfilling all requirements of their specific MJI program. Students are expected to refer to this “Academic Catalog and Student Handbook”, report cards, their program plans and other MJI policies and procedures to remain current about their academic status. MJI urges all students to immediately communicate with faculty, advisors and/or the Dean of Academic Administration whenever they have any questions regarding course requirements, prerequisites, course sequencing, graduation requirements or any other requirements of the college.

The following guidelines apply to all students, whether registered for a degree program or a certificate program. Students on financial aid must maintain Satisfactory Academic Progress (SAP) in order to continue their eligibility for the aid. In some instances, students who do not maintain their SAP will be required to refund a portion of any financial aid they have already received.
The U.S. Department of Education requires that students must maintain certain standards of satisfactory academic progress (SAP). In determining satisfactory progress, there are three elements or minimum requirements that must be met:

1. The rate of program completion or Maximum Time Frame (MTF) until graduation based on enrollment status (i.e., full or part time):
2. Semester and Cumulative minimum Grade Point Averages (GPA)
3. Percent of course attempts successfully completed.

Each element is evaluated at various times during each student’s program, but no less than once per year. Since Audit courses do not count for credit they have no bearing on the Satisfactory Academic Progress computations. Each of the three elements is fully described and explained, next.

**MINIMUM SAP REQUIREMENT (1):**

The maximum time frame (MTF) allowed for completion of any MJI program (i.e., SAP minimum requirement 1, above) is determined by multiplying standard program length for normally progressing students of the same enrollment status by 1.5. For example, the Maximum Time Frame (MTF) allowed a full-time student for a typical four year degree is 1.5 x 4 or six years.

Mandatory evaluations of all students occur at the end of each “educational increment” which for MJI is one academic year, ending during the summer semester. Program length is determined on an individual basis and may vary depending on academic transfer and experiential credit given to a student at admission. MJI Bachelor degree programs require 120 credits to graduate and the Associate degree program requires 61 credits.

The formula for computing the maximum time frame depends on whether the student’s enrollment status is full time (12+ credits per semester), ¾ time (9 - 11 credits per semester), ½ time (6-8 credits per semester), or ¼ time (3 credits per semester). The maximum time frame within which a student must complete their course of study (in semesters) is computed as follows:

\[
\text{Maximum Time Frame} = \frac{1.5*(120 - \text{C.T})}{15 * (\text{e.s.f.})} \text{ semesters.}
\]

Where

- C.T. = College level Credits earned before MJI enrollment and evaluated as Transferable to MJI and
e.s.f. = Enrollment Status Factor. The enrollment status factor =1 for full time, .75 for ¾ time, .50 for ½ time and .25 for ¼ time.

A table of sample **Maximum Time Frames** for completion of MJI programs for different situations is shown next:

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5 For example, an entering student receiving 45 transfer credits would have a MJI program length of 75 credits rather than 120 credits. This would reduce their MTF calculation as is further discussed in the text.
<table>
<thead>
<tr>
<th>Credits Needed</th>
<th>Enroll. Status/ Full Time</th>
<th>¼ time</th>
<th>½ time</th>
<th>¾ time</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>12 semesters</td>
<td>16 semesters</td>
<td>24 semesters</td>
<td>48 semesters</td>
</tr>
<tr>
<td>90</td>
<td>9 semesters</td>
<td>12 semesters</td>
<td>18 semesters</td>
<td>36 semesters</td>
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<tr>
<td>60</td>
<td>6 semesters</td>
<td>8 semesters</td>
<td>12 semesters</td>
<td>24 semesters</td>
</tr>
<tr>
<td>30</td>
<td>3 semesters</td>
<td>4 semesters</td>
<td>6 semesters</td>
<td>12 semesters</td>
</tr>
</tbody>
</table>

**MINIMUM SAP REQUIREMENT (2):**

Students failing to achieve a cumulative grade point average of 2.00 or a semester grade point average of 2.00 will be placed on automatic **probation** for a period of time described below in the section titled **PROBATION**. A Pass mark for pass/fail courses has no positive impact on grade point averages (minimum SAP requirement 2) but is considered regarding minimum SAP requirement 3, described in the next section. A Fail mark for pass/fail courses is used in calculating GPA scores.

**MINIMUM SAP REQUIREMENT (3):**

Students failing to complete 55% of courses attempted (i.e., receives failing grades, Incomplete marks or withdraws from 45% or more of registered classes) at the 25% point of the maximum time frame will be placed on automatic **probation** for a period of time described below. If the 25% point of the maximum time frame occurs during a semester, the evaluation is conducted at the end of the prior semester.

Work not completed (i.e., mark of I received) within one semester following the completion of a semester will result in a grade of F. Students may officially withdraw from a class before the end of the fourteenth week of the semester and will receive a mark of “WP” if they were passing when they withdrew, or a “WF” if they were failing. Neither mark of “WP” or “WF” will count towards the Grade Point Average (minimum SAP requirement 2) but both do impact on SAP determinations per this Minimum SAP Requirement 3.

A student who withdraws after the end of the fourteenth week of a semester will receive the failing grade of F. Failed work required to meet graduation requirements must be repeated until passed. In computing the Grade Point Average from grades related to repeated work, the higher grade will be used in calculating the Grade Point Average. However, all credits attempted will be used in determining credits earned vs. attempted (Minimum SAP Requirement 3). That is, previously failed work, (even though it carries no credit or grade point value) does have a negative impact on the ability of the student to meet Satisfactory Academic Progress Requirement 3.

Students who change their program of study will retain the credits completed and earned during their earlier program. Grades earned in the earlier program will continue to be calculated as part of the cumulative Grade Point Average and will be included in the determination of Satisfactory Academic Progress.
Regardless of enrollment status, students with less than a 2.0 Cumulative Grade Point Average will not be permitted to graduate until they achieve a minimum 2.0 CGPA at the conclusion of the semester prior to graduation.

PROBATION:

Students are still eligible for financial aid during a probationary period. However, during probation the student is only allowed to register for a maximum of 12 credits. The total probation period allowed is only two consecutive MJI semesters. Probationary students documenting in writing extenuating circumstances may be permitted a single leave of absence during one of these two consecutive semesters.

Students must achieve a semester grade point average of 2.00 during the first semester of a probationary period and a cumulative grade point average of 2.00 by the end of the second semester of probation to return to regular status and avoid dismissal from MJI. A student on probation who achieves a cumulative grade point average of 2.00 by the end of the first semester of probation returns to regular status at that time.

Students failing to achieve a cumulative Grade Point Average of 2.00 after a probationary period or failing to complete 67% of course hours attempted at either the halfway point (50%) or 75% of the maximum time frame will be dismissed from the program, will be ineligible for financial aid, and must complete a semester in an extended enrollment status prior to being reinstated (length not to exceed 25% of normal program).

EXTENDED ENROLLMENT STATUS:

Dismissed students wishing to continue at MJI with Extended Enrollment Status must agree to the following terms and conditions in writing. (Please contact the MJI Registrar’s Office for the necessary Extended Enrollment application form.)

While on Extended Enrollment Status a student is given the opportunity to attend one more semester with a maximum of six credit hours, to evidence ability to meet academic standards. Evidence of ability to meet academic standards is shown by achieving a semester Grade Point Average of 2.00. Students on Extended Enrollment Status are responsible for paying all tuition and other costs incurred, in advance of beginning the Extended Enrollment Status semester. There are no exceptions to this advance payment policy. However, general tuition increases will not exceed 25% of extended status students’ tuition when they were last otherwise registered at MJI.

Following a formal evaluation of work completed during extended enrollment status, the student may be eligible for continuing the prescribed program of study. Students reinstated following extended enrollment status will be considered on probation until the first evaluation period following said reinstatement.

6 Spring/summer semester is included in the two consecutive semester count.
A student who is not reinstated following the extended enrollment period may reapply for readmission to MJI as described earlier in the admissions policy section. Readmission may be awarded if the new application provides new information indicating that the student has become better able to complete a college course of study.

**Important Note:** Whenever a student’s academic status has changed, MJI is required to advise their financial aid lenders of the change.

**Special Circumstances**
Under special circumstances, students failing to meet the required academic progress standards may appeal directly to the Dean of Academic Administration and/or the MJI President for reinstatement. Circumstances that merit consideration include death of a relative, injury or illness, or other significant and fully documented hardship.

**Appeals**
Should a student disagree with grades or other marks received they must first discuss problems with the relevant instructor(s). If still dissatisfied, the student may then appeal these grades and/or marks to the Dean of Academic Administration and/or the President of MJI. A decision reached after the presidential appeal is final and may not be further appealed at MJI.

Should a student disagree with the *application* (i.e., how SAP standing was calculated) of these SAP standards, they must first discuss such potential calculation errors with the Registrar. If still dissatisfied, the student may then appeal to the Dean of Academic Administration and/or the President of MJI. A decision reached after the presidential appeal is final and may not be further appealed at MJI.

A complete guide to disciplinary action and appeal procedures, and readmission policy as well as mitigating circumstances is published in the MJI policies and procedures issued to all students at the beginning of the first semester of enrollment and available online at www.MJI.edu. (See also **Grievances** section later in this catalog.)

**Schedule Changes (Add, Withdraw)**
In order to add or withdraw from a course after completing registration, a student must comply with the procedures set forth below.

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

After the first week of the semester, students will generally not be allowed to add courses.

Students may officially withdraw from a class before the end of the fourteenth week of the semester and will receive a mark of “WP” if they were passing when they withdrew, or a “WF” if they were failing. Neither grade will count towards the Grade Point Average. A student who withdraws after the
end of the fourteenth week will receive a failing grade of “F” which will be counted toward the Grade Point Average

SCHOLASTIC HONORS
Dean’s List
The Dean’s list consists of those full-time students whose grade-point average (GPA) is 3.5 or higher for a minimum of two consecutive semesters. Students who registered for six to eleven credits require a 4.0 GPA during those semesters. Students who have open Incompletes on their grade records are not eligible for this honor. Students will remain on the dean’s list for as long as they maintain these standards.

Graduation Honors
A student who has attained a 3.50 GPA at graduation will be entitled to the honor of Cum Laude; a student who has attained a 3.65 GPA at graduation will be entitled to the high honor of Magna Cum Laude; and a student who has attained a 3.85 GPA at graduation will be entitled to the highest honor of Summa Cum Laude. In each case, the diploma will indicate the honor. Only courses taken at MJI are used to compute this average. To qualify for graduation honors, a student must have completed at least 55 credits at MJI.

GRADUATION PROCEDURES

At the beginning of each academic year, MJI publishes a new Academic Catalog and Student Handbook. Entering students are expected to follow and complete the program requirements outlined in the catalog effective at the time of their admission. Changes in program requirements introduced in later catalogs or other curricula changes are generally not imposed on students already in the process of completing their initially selected program and curriculum. However, students who find later catalog programs more beneficial may substitute the most current catalog requirements in place of those in effect when they were admitted to MJI. But, only one catalog (i.e., the initial or then current) may be used to determine requirements at the time the student wishes to graduate.

Students who do not enroll for any classes for two or more years will be required to fulfill the academic requirements outlined in the catalog current at the time of their reenrollment.

Students may apply for graduation at any time after they have completed ALL of the following requirements:

1. Completion of all program requirements described in their initial or most current academic catalog;
2. Have a minimum Cumulative Grade Point Average (CGPA) of 2.0;
3. **Filing of a Request for Graduation.** Students should submit either the MJI form for this purpose (available from the Registrar’s Office) or a brief dated and signed note to the Dean of Academic Administration or the Office of Academic Administration requesting graduation. Graduation requests sent to MJI via email are acceptable if sent from an email account recognized by MJI as belonging to the student. Upon receipt of the Request for Graduation, a student’s records will be evaluated for completeness. MJI will advise the student of the determination; and,

4. **Fulfillment of all financial obligations to MJI.** Students owing money to MJI will not be permitted to graduate until all debts have been resolved.

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**ACADEMIC MISCONDUCT**

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

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

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

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**GRIEVANCES**

MJI’S grievance policy as described here specifies the rights of students and others, and has the primary purpose of protecting the entire MJI community. It is based on the premise that every student is responsible for their own behavior. To assure that the rights of the student are protected, the following due process procedure is to be followed:
All charges by or against students must be brought to the attention of the Dean of Academic Administration. If probable cause is found, an informal disciplinary conference, chaired by the Dean, is held with the affected parties. All efforts are to be made to resolve the conflict at this meeting.

If the matter is not resolved to the student’s satisfaction, the student has seven (7) business days to appeal, in writing, to the President. The President has three (3) business days to convene a meeting of the affected parties and to hear the case. The President’s decision must be made in writing within seven (7) business days.

The student has the right to appeal the President’s decision directly to the MJI Board of Trustees (BOT). This must be done in writing. The BOT must render a decision within fourteen (14) business days of receipt of the student’s written request. Institutionally, all decisions of the BOT are final.

In addition to the grievance procedures described above, the student may contact the bodies governing the institution. The following is a list of the agencies directly responsible for oversight of MJI:

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

**Michigan Department of Education**
Higher Education Services
P.O. Box 30008
Lansing, MI 48909

(For criminal matters, see CAMPUS SECURITY AND STATISTICS section of this catalog and/or the MJI Policy and Procedure regarding campus security.)

**Arbitration**

An arbitration procedure has been established to resolve any and all appeals of BOT decisions regarding student related grievances. The procedure provides the exclusive institutional measure by which grievance decisions may be reviewed by a neutral arbitrator not involved in any MJI decision making process.

The written demand for arbitration must be received by the President of MJI within 30 calendar days of the date of the BOT decision. A copy of the demand for arbitration must also be filed within the 30 calendar day period with The American Arbitration Association. The arbitrator will consider all of the claims specified in the written demand for arbitration and has the power to revoke any BOT decision inconsistent with or found to be contrary to, MJI rules, policies, or procedures. The costs of arbitration will be shared equally by both parties to a grievance. Either party may be represented by an attorney at any step and each is responsible for its own fees and expenses. Neither party shall be liable for the payment of expenses or fees charged to the other party by an attorney or other representative who assists the party or participates in any way.
The jurisdiction of the arbitrator shall be limited to the disciplinary matter. The arbitrator shall determine whether MJI’s action was lawful under applicable federal, state and local statutory and common law, and any contract which the arbitrator finds to exist. The arbitrator shall have no authority, however, to add to, detract from, change, amend or modify any law, catalog, rule, policy, procedure or contract in any respect. Nor shall the arbitrator have authority to consider or decide on matters which are the sole responsibility of MJI in the management and conduct of its schools and programs.

In reaching a decision, the arbitrator shall interpret, apply and be bound by any applicable MJI catalogs, rules, policies and procedures; any applicable federal, state or local law, and any contract which the arbitrator finds to exist. The arbitrator shall have no authority, however, to add to, detract from, change, amend or modify any law, handbook, rule, policy, procedure or contracts in any respect. Nor shall the arbitrator have authority to consider or decide on matters which are the sole responsibility of MJI in the management and conduct of its schools and programs.

A hearing shall be opened by: the filing of the oath/affirmation of the arbitrator, where required; by the recording of the place, time and date of the hearing and the presence of the arbitrator, the parties, and counsel, if any; and by the receipt by the arbitrator of the Demand and answer, if any, or the Submission. Exhibits may, when offered by either party, be received in evidence by the arbitrator. The names and addresses of all witnesses and exhibits in order received shall be made part of the record. The arbitrator may vary the normal procedure under which the initiating party first presents its claim, but in any case shall afford full and equal opportunity to all parties for the presentation of relevant proofs.

Either party may request that a transcript be made of the arbitration proceedings. The party requesting the transcript shall bear the full cost of the transcript, unless the other party also requests its own copy, in which event the parties shall divide the cost equally. The arbitrator shall receive a copy of the transcript if one is ordered by either party, but shall not provide any party with an original or copy of the transcript unless that party shares equally in the costs of obtaining the transcript.

The time limits contained herein may be extended only by the mutual written agreement of the parties. Failure to meet the time limits, or agreed upon extensions, for filing a request for review, electing arbitration or meeting to choose an arbitrator shall be deemed to be a binding agreement by the party to settle all of their claims in accordance with the latest decision of MJI and shall constitute a failure to exhaust the arbitration procedure.

The arbitration procedure is intended to be sole and exclusive remedy and forum for all complaints arising out of or relating to BOT decisions on grievances and the decision and award of the arbitrator is intended to be final and binding between the parties as to all claims which were or could have been raised at any step in the arbitration procedure. The decision and award of the arbitrator is also intended to be enforceable in any court of competent jurisdiction.

The parties shall have thirty (30) days from the receipt of the transcript or thirty (30) days from the close of the hearing if no transcript is ordered by either party, to submit a brief to the arbitrator. The arbitrator shall submit to the parties a written award signed by the arbitrator within sixty (60) days after the date the
briefs are due. The award shall specify the elements of and basis for any monetary awards. The award shall be accompanied by a written opinion signed by the arbitrator which shall include findings of fact and where appropriate, conclusions of law.

Although MJJ reserves the right to modify this arbitration procedure at any time, the arbitration procedure that is in place at any particular time is binding on both MJJ and students, irrespective of any generally applicable disclaimers contained in any materials or other statement of MJJ policy that may exist.

**STUDENT ABSENCES**

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

**Bereavement**

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

**Jury Duty**

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

**Military Reserve Duty**

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

**Holidays**

The Michigan Jewish Institute is closed on holidays that mark the observance and practice of Orthodox Judaism. In addition, the Institute observes official public holidays as specified by the U.S. Congress. Students should check the comprehensive academic calendar published annually (a copy of which is at the end of this catalog) to verify specific dates when the classes are not in session and/or administrative offices are closed. Faculty members will also inform their students of these dates.
Other Long Term Absences

Students who do not register for any courses or otherwise maintain formal contact with MJ (e.g., filing leave of absence forms) for a period of three consecutive semesters (twelve months) will be disenrolled from their programs. Prior to disenrolling these students, MJ will make reasonable attempts to contact and alert them to the pending disenrollment for potential ameliorative action. Students who are disenrolled for two or more years will have to complete a new admissions application with all its attendant requirements before being considered for reentry into MJ. Having been once admitted to MJ is no guarantee of subsequent admissions into any MJ program.

APPROPRIATE USE OF MJ COMPUTERS AND TECHNOLOGY

Intellectual Property and Copyrighted Materials:

The use of MJ computers and other technologies to duplicate, use, or distribute software or other data without authorization by the owner is strictly prohibited.

All MJ technology resource users must respect the copyrights in works that are accessible through computers connected through the MJ wired or wireless networks. Federal copyright law prohibits the reproduction, distribution, public display or public performance of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies. These restrictions absolutely apply to peer–to–peer file sharing of music and/or movies. In appropriate circumstances, MJ will terminate all network access of users who are found to have repeatedly infringed the copyrights of others. Such action will adversely affect the user’s ability to successfully conduct and complete certain academic activities.

Please refer to the MJ Policies and Procedures Manual available on the MJ LAN, the MJ website at www.mji.edu or at the MJ Administrative Offices to obtain a copy of the full policies and procedures on appropriate use of MJ computers and technology. Students with questions about copyright or MJ policies regarding these matters are also invited to raise those questions with the Dean, appropriate professors or other academic personnel.

CONTROLLED SUBSTANCES

The United States Department of Education requires Michigan Jewish Institute to inform faculty, staff and students that the unlawful manufacture, distribution, possession or use of a controlled substance is prohibited. Violators are subject to immediate expulsion or termination. In addition, faculty members and students are expected to observe all halachic edicts (Jewish law) connected with alcohol and other controlled substances. Please refer to the MJ Policies and Procedures Manual available on the MJ LAN, the MJ website at www.mji.edu or at the MJ Administrative Offices to obtain a copy of the full
and comprehensive policy on Drug and Alcohol Abuse. The full policy is also posted about MJII campuses.

Faculty, staff and students who voluntarily identify and present themselves to MJII as having problems with the use of alcohol or other controlled substances will be referred to appropriate counseling services for assistance with their problem. Continued association with MJII will be dependent on the routine therapeutic use of counseling services until such time as a report is received by MJII from the counseling services that the presenting problem has been resolved.

At the time this catalog was published MJII had a referral arrangement with Clinical Psychologist, Dr. Jeffrey Last, 20300 Civic Center Drive, Suite 300, Southfield, Michigan 48076. Phone: (248) 559-5774. Faculty, staff and students may elect to use other counseling services that are appropriately licensed by the State of Michigan to provide alcohol and/or controlled substances counseling. Dr. Last is also available for other counseling services as well, including: mental health, depression, stress, anxiety, family and relationships, and therapy.

Appropriate consent or authorization forms will have to be made available to MJII so that the school may receive general attendance and progress reports from the counseling center.

NOTICE: Although every attempt has been made to insure that this catalog is complete and accurate, MJII recognizes human fallibility and reserves the right to make changes to any portion of this document, as it deems fit or necessary. Students and others are also reminded that any informal oral representations of school 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.
COURSES OF INSTRUCTION

All MJI courses are open to all students, men and women. Most course offerings are provided in gender separate class sections. However, gender separation of classes may lead to a course being offered only to one gender in a particular semester due to insufficient registration of the other gender. Courses that are offered as part of the Certificate program are open only to men. MJI publishes a listing of courses offered each semester that indicates which sections are gender separated or coeducational (typically, only dual enrollment courses are coeducational).

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

0X0 Remedial courses. These courses are provided to students requiring them for placement in required 100 level courses for which they are not otherwise prepared. They are also provided to students who have failed particular CAAP proficiency tests, twice. Credits shown are for tuition purposes but do not count toward degree requirements.

100 Introductory courses. These courses are not necessarily freshman level -- but are introductory in the field of study.

200 Second level courses. These courses may or may not have prerequisites but assume previous work at college level.

300 Advanced courses --designed for the some concentration requirements and for electives. These courses generally have prerequisites or require junior/senior standing. In certain circumstances, permission to take advanced courses may also be granted by the Dean of Academic Administration. For example, students with demonstrated extensive Judaic backgrounds will be permitted to take advanced Judaic Studies courses as freshmen or sophomores.

400 Advanced or senior level courses. These courses generally require independent project work. In certain circumstances permission to take advanced courses may also be granted by the Dean of Academic Administration. For example, students with demonstrated extensive Judaic backgrounds will be permitted to take advanced Judaic Studies courses as freshmen or sophomores.

Course numbers ending with the digit 1 are typically offered in the first semester (Fall); courses ending with the digit 2 are usually offered in the second semester (Winter); those ending with the digit 3 are usually offered in the third semester (Spring/Summer). Courses ending with the digits 0 or 5 are generally courses that are not assigned to a particular semester.
### Accounting

**ACC 101 Fundamentals of Accounting**  
Prerequisite: None  
Introduction to financial accounting principles; preparation and interpretation of balance sheets and income statements; analysis of funds flow; introduction to manufacturing and managerial accounting; basic concepts of time-value of money.  

**ACC 202 Accounting and Bookkeeping With Computers**  
Prerequisite: ACC 101 and CIS 101 or equivalent or CIS 110  
Application of commonly-used computerized accounting systems. Computerization of accounts receivable, accounts payable, invoicing and payroll, and inventory control. Students use the contemporary PC accounting systems.  

**ACC 300 Managerial Accounting**  
Prerequisite: ACC 101 and BUS 121  
This course will provide experience in real-life business operations. Topics include standard cost systems, budgeting, break-even analysis and corporate taxes. Comparisons between different types of organizations (service, retail, manufacturing and non-profit) are made.

### Business

**BUS 121 Introduction to Business**  
Prerequisite: None  
This course provides a broad overview of American business today. Topics covered include company organization, and the role of accounting, finance, marketing, sales, engineering, personnel, manufacturing and research/design. Particular emphasis will be given to the problems, practices and procedures of a modern company. Corporate responsibility for community and environment will also be discussed.  

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

**BUS 200 Principles of Management**  
Prerequisite: BUS 121  
This course will teach contemporary management tools: qualitative and quantitative concepts, techniques and cases, and the role of the manager as a decision maker and leader. The evolution of corporate organization in relation to corporate growth will be examined. Some aspects of human resources management will be touched upon.  

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

**BUS 303 Business Law**  
Prerequisite: BUS 121, Junior/Senior Standing  
This course will teach the fundamental legal principles that business professionals need to know: the legal aspects of the business unit, including partnerships and corporations; commercial paper and banking; and principles of the law of contracts.
BUS 342 Principles of Marketing (3 credits)  
Prerequisite: BUS 121  
This course will teach the student how to plan and manage the marketing objectives of an enterprise, including demand analysis and market research, and how to formulate and implement a marketing strategy.

BUS 400 Business Information Systems Special Topic (up to 9 credits; max of 3/semester)  
Prerequisite: as per consent of Dean and instructor  
Topics and credits to be determined

BUS 410 Directed Study in Business Information Systems (3 credits)  
Prerequisite: as per consent of instructor  
Topics and credits to be determined

BUS 450 Internship/Externship (no more than 6 credits counted for BIS concentration) 1-6 credits per semester (maximum of 12 “internship/externship” credits permitted)  
Prerequisite: Permission of Dean  
The goal of the internship/externship program is to provide students with opportunities to test their career interests and develop job-related skills through approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with practical learning gained in part-time or full-time career internships/externships. A faculty member will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain regular contact with the faculty supervisor reporting on experiences during the internship and analyzing the academic content and skills acquired.

BUS/ENG 452 Fundamentals of Public Relations (3 credits)  
Prerequisite: ENG 101 or equivalent and ENG 313 or permission from the Dean  
The course focuses on teaching students the fundamentals of fostering goodwill for a person, corporation, institution or product. Students will learn the tools of the craft, which include personal appearances and attitudes, customer service and some of the basic elements of paid advertising: Topics include: how to write press releases, speeches, brochures, annual reports, newsletters, and signs, and how to use them effectively.

BUS/CIS 460 Job Search Strategies (1 credit)  
Prerequisite: Senior Standing  
This course develops the skills to search for jobs. It includes resume writing, job research, interview skills, and evaluation of competing job-offers.

Computer Information Systems

CIS 101 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: CIS 110 or equivalent.
This course will introduce the student to dynamic HTML content and issues of creating integrated web applications with a focus on e-commerce site needs. Students will also be introduced to the software and hardware associated with HTML programming, web development and e-commerce.

CIS 141 Introduction to Procedural Programming (C++) (4 credits; Lab. = 1 credit)
Prerequisite: Must be registered for, or have taken CIS 110 or equivalent
This course will establish a foundation for study and application of all procedural computer languages. The student will be introduced to software development using problem-solving techniques, with an emphasis on techniques for performing analysis and design prior to coding. Fundamentals of the “C++ -programming language” will be taught.

CIS 161 Introduction to Database I/Access (3 credits)
Prerequisite: None
This course will teach the student how to use Microsoft Access as a database application. Emphasis will be on how to design a simple database and how to use Access to report on the database. Relational Databases will be discussed.

CIS 202 Advanced Applications/Excel and VBA (3 credits)
Prerequisite: CIS 110 or equivalent
An in-depth study of computer hardware and computer applications. Topics to be covered include operating systems (Windows) and spreadsheets. This course builds upon the skills learned in CIS 110, developing greater expertise and focusing on Excel, VBA and OLE (Object Linking and Embedding).

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

CIS 222 Advanced Procedural Programming II (C++) (4 credits; Lab. = 1 credit)
Prerequisite: CIS 141
This course will continue to develop skills in problem-solving and programming using the “C++ -language” as our tool. Major new language constructs, including arrays, pointers and structures, will be introduced and used repeatedly. These features will be applied in a variety of applications, including recursive algorithms, sorting and searching.

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

CIS 261 Client/Server Based Database II (Oracle) (3 credits)
Prerequisite: CIS 161 or equivalent
This course, the second in a three-course sequence, will introduce the student to database management for client/server applications. Design of a DBMS (Database Management System) will be covered using the Relational model. Students will be taught the concepts of data normalization and SQL, and will apply them using the Oracle software.

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

CIS 421 Web Applications Development (3 credits)
Prerequisite: CIS 122
This course provides the fundamentals of creating web applications using client side and server side scripting tools. The student will learn how to develop interactive web applications using JavaScript for client side scripting as well as VBScript and ASP (Active Server Pages) for server side scripting. The student will also learn how to create dynamic HTML content.

CIS 430 Methods of Teaching CIS (3 credits)
Prerequisite: CIS 110 or equivalent
This course will cover teaching CIS at the middle and high school levels. The techniques of instruction will be taught along with the selection and use of computer facilities, and appropriate hardware and software for these levels. Students will also receive instruction on how to plan a curriculum for the secondary school level.

CIS 441 Advanced Object Oriented Programming (C++) (4 credits; Lab. = 1 credit)
Prerequisite: CIS 321
This course further develops the concepts and applications of object- oriented programming. The “C++” programming language will be used to implement object-oriented solutions.

CIS 450 Internship/Externship (no more than 6 credits counted for CIS concentration) 1-6 credits per semester (maximum of 12 “internship/externship” credits permitted)
Prerequisite: Permission of Dean
The goal of the internship/externship program is to provide students with opportunities to test their career interests and develop job-related skills through approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with practical learning gained in part-time or full-time career internships/externships. A faculty member will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain regular contact with the faculty supervisor reporting on experiences during the internship and analyzing the academic content and skills acquired.

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

CIS/BUS 460 Job Search Strategies (1 credit)
Prerequisite: Senior Standing
This course develops the skills to search for jobs. It includes resume writing, job research, interview skills, and evaluation of competing job-offers.

CIS 471 Systems Analysis and Design (3 credits)
Prerequisite: CIS 110, CIS 141, Junior/Senior Standing
An overall examination of the design and analysis process for the use of computers in problem solving, this course introduces the use of tools and techniques for analysis and design in business applications. Students will learn techniques for business-problem identification, documentation and definition, as well as transition through information models from these business requirements to logical support of an information solution.

**CIS 472 Computer-Aided Software Engineering**  
(4 credits; Lab. = 1 credit)  
Prerequisite: CIS 471  
The student will learn to use a CASE tool to apply the concepts learned in CIS 471 to realistic business projects.

**CIS 500 Advanced Web Applications Development (e-commerce)**  
(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**  
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**  
Prerequisites: CIS 122, CIS 321, CC 341  
Co-requisite: CC 452  
Recommended: CC 442  
The World Wide Web (WWW) has proven itself a highly successful and useful technology for document distribution. This course considers the history, evolution and current status of dynamic resources, distributed objects to components to Service Oriented Architectures (SOAs), and their interactions, in the context of the WWW. Focal points include the Common Object Request Broker Architecture (CORBA), plus introductions to Microsoft .NET and Java 2 Enterprise Edition as SOAs based on Web services.

**CC 413 An Introduction to Software Architecture**  
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**  
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**  
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**  
Co-requisite: CC 412  
This course has two purposes. First, it enhances and extends the foundation established in CIS 321 of Java as an Object Oriented Programming (OOP) language. Second, it introduces the Java 2 Enterprise Edition (J2EE) platform as a hosting environment – for applications and services. Web container essentials (e.g., JavaServer Pages or JSP plus servlets) and the interplay with Web Services are also introduced. J2EE offers an alternative approach to hosting than that offered by Microsoft .NET.
CC 462 Intermediate Grid Computing (3 credits)
Prerequisites: CC 311, CC 323
This course enhances and extends the foundation for Grid Computing developed in CC 311 through the perspective of dedicated resources. This resource-centric paradigm allows students to appreciate Grid Computing in terms of its broader context, definition, applications and architectures, and future directions.

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

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

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

Economics

ECO 112 Principles of Microeconomics (3 credits)
Prerequisite: None
An introduction to economic analysis at the micro-economic level, focusing on individual and firm decision-making in a market environment. Topics include consumer demand, costs of production and supply, resource allocation and the role of competition in markets.

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

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

ECO 212 Principles of Macroeconomics (3 credits)
Prerequisite: ECO 112
This course introduces economic principles and concepts. The course will deal with topics such as supply and demand, markets, money, national income, employment and price level, and international trade.
Education

EDU 151 Teaching Theory and Practice (3 credits)
Prerequisite: None
In an atmosphere of inquiry, this introductory course will challenge pre-existing beliefs, and broaden ideas and images of what constitutes teaching and learning. Some of the issues examined will be: What does it mean to teach? Can there be teaching without learning? How does the context influence the nature of teaching and learning? What knowledge base do teachers need to represent their subject matter? The course will focus on the students' experiences as learners and teachers, and will also utilize case studies in conjunction with theoretical readings to stimulate analytic thinking.

EDU 200 Teaching Practicum 1 credit = 45 hours of teaching (2 - 6 credits)
Prerequisite: Current teaching position and enrollment in EDU 151.
Number of credits will be determined by the amount of teaching. Teaching must be under approved supervision. Students will submit their lesson plans for review. Students will also have to link the teaching experience to the methods and theoretical background studied in EDU 151.

EDU 251 Principles of Learning and Instruction (3 credits)
Prerequisite: EDU 151 or equivalent
This course is designed to provide classroom teachers with knowledge and skills about the theories of learning, stages of child development, principles of instructional design and teaching methodology. Each class session includes lecture, discussion and problem-solving experiences.

EDU 252 Principles of Learning and Instruction - Practicum 1 credit = 45 hours of teaching (4 credits)
Prerequisite: Current teaching position and enrollment in EDU 251.
This course is designed to provide opportunities for teachers to apply the principles and methods discussed in the course: EDU 251 Principles of Learning and Instruction. Teachers will observe and assess student performance, create individualized learning opportunities, and implement lessons, units, and projects in their classrooms. Problem-solving strategies will be employed enhance learning and deal with difficult problems.

EDU 261 Educational Psychology (3 credits)
Prerequisite: None
This course is designed to cover the psychology of learning and teaching. It will emphasize mental abilities, individual differences, motivation, and the application of psychological theory and research in learning.

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

English and Communication Arts

ENG 090 Remedial English Reading Comprehension (3 credits)
Prerequisite: None. Course only available to students requiring remedial training or who have failed to pass the CAAP Reading Comprehension proficiency test. Credits and grade (pass/fail) do not count toward degree credit requirements.
Remedial English Reading Comprehension ENG 090 will help the student improve his or her reading comprehension as a combination of skills that can be conceptualized in the broad categories of referring and reasoning skills.
ENG 101 Introduction to English Composition (3 credits)
Prerequisite: None
Introductory English Composition teaches the principles of good writing: how to convey what one means and mean what one says. Focus is on the short essay: a non-fiction composition on a single subject. Students write short expository and argumentative essays. The course also emphasizes vocabulary development, correct manuscript form and revision, the terminology of writing and public speaking.

ENG 102 Effective Communication (3 credits)
Prerequisite: None
Effective Communication teaches the principles of good writing in a professional setting: how to convey one's meaning and meaning what one says. This course focuses on clear, concise and informative writing and speaking. Topics include: constructing effective resumes and cover letters, an explanation of transactional writing, use of statistics, basic principles of correspondence, process descriptions, instructions, documentation styles, grant proposals and oral reports. The student learns the fundamentals of speech preparation, including audience analysis and motivation, choice arrangement, adaptation of materials, and the development of poise and confidence in public speaking.

ENG 313 Advanced Professional Communications (3 credits)
Prerequisite: ENG 102
This course focuses on using a variety of oral and written communication skills in various business and professional applications. These include use of computer technology and graphics.

ENG 351 Exploration of Creative Writing I (3 credits)
Prerequisite: ENG 101 or equivalent
This course will introduce students to a variety of writing genres. Students will explore the short story, drama, poetry and creative writing through letters (the epistolary style). The course also will concentrate on vocabulary development and mechanics (i.e. spelling, punctuation and stylistics) as they apply to the student’s writing.

ENG 352 Exploration of Creative Writing II (3 credits)
Prerequisite: ENG 351 or equivalent
This course continues to expose students to a variety of writing genres. Students will explore the short story, drama, poetry and creative writing through letters (the epistolary style). The course also will concentrate on vocabulary development and mechanics (i.e. spelling, punctuation and stylistics) as they apply to the student’s writing.

ENG/BUS 452 Fundamentals of Public Relations (3 credits)
Prerequisite: ENG 101 or equivalent and ENG 313 or permission from the Dean
The course focuses on teaching students the fundamentals of fostering goodwill for a person, corporation, institution or product. Students will learn the tools of the craft, which include personal appearances and attitudes, customer service and some of the basic elements of paid advertising: Topics include: how to write press releases, speeches, brochures, annual reports, newsletters, and signs, and how to use them effectively.

English As A Second Language

ESL 151 English as a Second Language Level I (4 credits)
Prerequisite: Appropriate MTELP scores (25 - 35) or demonstrated ability
This is the first of a three-level multi-skills course designed to promote English language fluency for academic purposes. Level I focuses on providing students with a solid foundation in reading speed, comprehension, vocabulary development, verbal communication, grammar and pronunciation. Listening comprehension is addressed as needed. The fundamentals of English grammar are practiced and reviewed in all skill areas.

ESL 152 English as a Second Language Level II (4 credits)
Prerequisite: Appropriate MTELP scores (36-49) or ESL 151.
Level II focuses on improving verbal communication skills and reading skills through group discussions. The elements of simple sentences are practiced and reviewed. Paragraph-level writing skills are explored. Upon completion of this course, the student should be moving towards organizing and developing multi-paragraph compositions.

**ESL 153 English as a Second Language Level III**
(4 credits)
**Prerequisite:** Appropriate 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 160 Ethics and Society**
(3 credits)
**Prerequisite:** None
This course discusses the major ethical issues confronting society today, focusing on how government can tackle these problems. The instructor will choose from topics such as public health care, welfare, abortion, doctor assisted suicide, etc.

**EPH 300 The Ethical Environment of Computing**
(3 credits)
**Prerequisite:** CIS 110 or equivalent, Junior/Senior Standing. Cannot take if CIS 300 already taken.
This course will examine the moral, ethical, and legal obligations of the computer professional by discussing issues such as intellectual property, privacy, security and depersonalization. The course will offer current legal views as well as the Halachik viewpoint.

**EPH 310 Ethical Tradition of Judaism**
(3 credits)
**Prerequisite:** Junior/Senior Standing or Permission From the Dean
The primacy of ethical conduct in the process of shaping the ethical personality in Judaism as viewed through the prism of various personalities and schools of the Chassidic and Mussar movements.

**EPH 320 The Ethical Environment of Business**
(3 credits)
**Prerequisite:** Junior/Senior Standing
Course content is substantive law and practical issues as they relate to business. Topics studied are the ethics of business and Halacha as they interface with practical business decisions and law.

**EPH 330 Bioethics**
(3 credits)
**Prerequisite:** Junior/Senior Standing
Topical content of this course includes: physiological, ecological and epidemiological bases of decision-making in the field of Bioethics; definition of death; recombinant DNA research; pesticide use; demographic concerns; abortion; hazardous surgery; human experimentation; organ transplants; social obligation of the scientist; genetics and euthanasia.

**EPH 421 Topics in the Philosophy of Judaism**
(3 credits)
**Prerequisite:** Junior/Senior Standing 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**  
(3 credits)  
Prerequisite: Junior/Senior Standing, Knowledge of Hebrew  
The life and thought of Maimonides. Selections of his work are compared with the works of other great Jewish philosophers. The impact of Maimonides on Jewish thought and practice is discussed.

**Finance**

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

**FIN 202 Principles of Fundraising/Grants**  
(3 credits)  
Prerequisite: Sophomore standing  
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**  
(2/3 credits)  
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**  
(2 credits)  
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**  
(3 credits)  
Prerequisite: None  
This course is a survey course that covers the gamut of Jewish history from Abraham and Sarah to Ariel Sharon. The course will focus on the historical, political, sociological, and psychological issues that have faced the Jewish people in the various locations and time periods throughout history. The course will discuss how the Jews have interacted with cultures and civilizations in which they have lived. The course will also analyze those individuals, both Jewish and Gentile that have defined Judaism and the Jewish people throughout the centuries.

**HIS 151 Overview of Jewish History Until the Modern Era**  
(3 credits)  
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 251 Pre-Holocaust Modern Jewish History 1840-1938**  
**Prerequisite**: None

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

**HIS 252 American Thought and History**  
**Prerequisite**: None

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

**HIS 255 The American Jewish Experience**  
**Prerequisite**: None

This course introduces students to the historical development and interaction of the Jewish community in United States. Themes examined include immigration, assimilation, integration, involvement in politics and social causes, cultural continuity and collective survival. We will also examine historic attitudes and acceptance of Jewish minority and Israel, their historic homeland. Finally, we will explore the American Jewish community’s response to important events most recent century.

**HIS 260 Modern Europe**  
**Prerequisite**: None

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

**HIS 261 Exploring the Holocaust I**  
**Prerequisite**: None

This course will survey Holocaust history and implications. We will begin with examining the historical, political and sociological causes of the German anti-Jewish campaign and the subsequent creation of the institutions of organized mass
murder. We will learn about the Jewish civilization that perished and study the evolution of the idea of the Final Solution and its implementation throughout the communities of Europe, and the reaction of the world. Finally, we will be introduced to resistance and rescue efforts, liberation and the Nuremberg Trials.

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

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

**HIS 270 United States to 1865**  
*Prerequisite: None*  
This course covers American history from the voyages of discovery to 1865, including the Colonial period, the American Revolution, the westward expansion and Reconstruction.

**HIS 275 Jewish History – Biblical Period**  
*Prerequisite: None*  
This course covers the period from creation to the establishment of the Second Temple; it elaborates on the Five Books of Moses, The prophets of Judaism and its chronicles. A collection of later historical commentaries on these earliest precursors to the nation of Israel and the Jewish people will also be surveyed.

**HIS 280 Jewish History - Second Commonwealth**  
*Prerequisite: None*  
This course covers the period from the establishment of the Second Temple to the completion of the Talmud; it elaborates on Jewish life in Judea and in the Diaspora, and on development of the Talmud and *Midrash*.

**HIS 290 Jewish History - Middle Ages**  
*Prerequisite: None*  
This course covers the history of the Jewish people in the Near East and Europe from the fall of Rome to the expulsion from Spain. Topics include great Jewish personalities and literature; the Jews’ relationships with populations in the countries they inhabited; and their role in the medieval economy.

**HIS 300 Jews of Eastern Europe**  
*Prerequisite: Junior/Senior Standing*  
Early history of the Jews in Poland. Topics include the Council Of The Four Lands; the Chmielnitsky 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 Directed Studies in the Humanities (Art, Music and Drama)  (3 credits)
Prerequisite: None
An interdisciplinary directed study in the arts. Explores various approaches to art and aesthetics. Readings and course projects are designed to help students develop critical thinking and writing skills as they experience and evaluate various art forms, specifically visual arts, drama, literature, music, and/or film.

HIS/HUM 201 The Ancient World  (3 credits)
Prerequisite: None This course can be used as an elective in History
A study of the political history and the development of cultures and civilizations from the times of ancient Mesopotamia through the Middle Ages, using selected works of literature, art, philosophy and history. There is a focus on ideas and values as they emerge across various world cultures.

HIS/HUM 202 The Renaissance & Modern World  (3 credits)
Prerequisite: None This course can be used as an elective in History
A study of the political history and the development of cultures and civilizations from the Renaissance through the twentieth century, using selected works of literature, art, philosophy and history. There is a focus on ideas and values as they emerge across various world cultures.

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

HUM 110 Elementary Modern Hebrew I  (2 credits)
Prerequisite: None, JST 104 or a familiarity with the Hebrew alphabet and some passive vocabulary is preferred
This course introduces Modern Hebrew language beginning with a review of the letters and vowels of the alphabet in block and script forms, laying strong foundations for reading and writing skills. The focus of instruction is on developing strong communicative skills. At first, students will practice Hebrew speech using vocabulary and phrases composed only of familiar letters and vowels. Through active listening, reading, writing and speaking, students will learn how to introduce themselves, describe their background and living environment. The course will introduce basic grammar forms such as noun-adjective agreement in gender and number, use of question words, prepositions, the definite article and various verb conjugation patterns in the present tense.

HUM 120 Elementary Modern Hebrew II  (2 credits)
Prerequisite: HUM 110 or equivalent
In this intermediate elementary-level course, students will continue developing strong communicative skills in standard Modern Hebrew. Listening, reading, writing and speaking are introduced through an active use of the language in its appropriate cultural context. Through active class work, dialogues, readings, writing, media and computer based exercises, students learn how to express wishes, explain causality, tell time and age, and use slang.

HUM 130 Elementary Modern Hebrew III  (2 credits)
Prerequisite: HUM 120 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 130 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  
This mid intermediate-level course builds on the student’s previous knowledge it expands and raises the level of all four communicative skills to a new level of versatility and self assuredness. In addition, it emphasizes a fifth skill – that of cultural literacy. More than before students move from speech, text and media to grammar rather then vice versa. The course materials are richly supplemented with movies and media that are embedded in diverse contexts. This class keeps emphasizing complex syntax – use of relative and subordinate clauses, expressing causality and condition - and incorporates the future tense and the and imperative form into students’ communicative skills. With this foundation, students taking the 3-credit version will read, discuss and report on assigned materials, on-line work and/or a full-text play/novel/movie.

HUM 243 Intermediate Modern Hebrew III  
Prerequisite: HUM 242 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 taking the 3-credit version 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 243 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 taking the 3-credit version 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 taking the 3-credit version 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.
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.

JS 450 Internship/Externship (no more than 6 credits counted for JS concentration) 1-6 credits per semester (maximum of 12 “internship/externship” credits permitted)
Prerequisite: Permission of Dean
The goal of the internship/externship program is to provide students with opportunities to test their career interests and develop job-related skills through approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with practical learning gained in part-time or full-time career internships/externships. A faculty member will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain regular contact with the faculty supervisor reporting on experiences during the internship and analyzing the academic content and skills acquired.

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

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

JST 104 Introduction to Jewish Liturgy and Written Hebrew (3 credits)
Prerequisite: None, however a minimal ability to read Hebrew is desired.
This course is designed to introduce the student to the Jewish prayer book (Siddur). Students will develop knowledge of the key elements of the Jewish liturgical cycle including daily, Sabbath and holiday prayers. Although basic ability to read Hebrew is desirable, the course will introduce the Hebrew letters and vocalization.
JST 201 Medieval Biblical Exegesis (3 credits)
Prerequisite: None
Study and methodology of the exegetes of the Northern French School (10th to 14th centuries). Commentators include Rashi, Rashbam, Radak and Ramban.

JST 202 Post-Medieval Biblical Exegesis (3 credits)
Prerequisite: None
Study and methodology of the exegetes of the European and Sefardic Schools (15th to 20th centuries). Commentaries studied include the *drush* of Klei Yakar and the *Ohr Hachayim*, as well as the 19th century classics, Malbim, Netziv and Hirsch.

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

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

JST 213 Seminar/Directed Study in Rabbinical Literature (1-6 credits)
Prerequisite: Consent of instructor
To be determined for each seminar or directed study by Instructor and Student in consultation with the Dean of 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 (3-6 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 – 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 Instructor’s permission (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 (3-6 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
Legal issues relating to the current technological and political situation are discussed and analyzed.

JST 400 Talmud III (3-6 credits)
**Prerequisite:** Permission from Dean based on previous familiarity with Talmud study or JST 350
Intensive study of the Talmud for at least three to nine hours weekly (dependent on credits taken.). Students will attend
course lectures and other available seminars and cover material as determined by the instructor.

JST 441 The History and Philosophy of Chassidut - I Foundations (3 credits)
**Prerequisite:** Junior/Senior Standing or Permission From the Dean
Study of the historical and social background leading to the advent of the Chassidic movement. Topics include the Baal
Shem Tov as an innovator and leader, the Mezeritcher Maggid and his students, and the initial opposition to the movement.

JST 442 The History and Philosophy of Chassidut - II Development & Growth (3 credits)
**Prerequisite:** Junior/Senior Standing, JST 441 or Permission From the Dean
A continuation of JST 441, this course deals with the expansion of the Chassidic movement, drawing on selections from
the major works of Chassidic philosophy.

JST 443 The History and Philosophy of Chassidut - III Modern Era (3 credits)
**Prerequisite:** Junior/Senior Standing or Permission From the Dean
Highlights the struggle of the Chassidim to survive in the 20th century. Topics include the destruction of the movement
during the Holocaust, and its subsequent rebirth and growth in the USA and Israel.

JST 450 Seminar/Directed Study in Judaic Studies (1-3 credits)
**Prerequisite:** Consent of Instructor
JST 460 Seminar/Directed Study in Judaic Studies  
**Prerequisite:** Consent of Instructor  

JST 470 Seminar/Directed Study in Judaic Studies  
**Prerequisite:** Consent of Instructor

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**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:** MAS 105 or equivalent  
The topics covered in this course are: systems of equations, matrices, linear programming, mathematics of finance, combinatorics, probability statistics and probability applications, Markov chains and decision theory. Emphasis is on real-life mathematical models drawn from the fields of science, life science, business and social studies.

**MAS 202 Calculus**  
**Prerequisite:** MAS 105 or equivalent  
This course teaches the derivative and its applications, exponential and logarithmic functions, the integral and its applications, and integration of functions of several variables. Emphasis is on real-life mathematical models drawn from the fields of science, life science, business and social studies.
MAS 250 Data Analysis and Elementary Statistics (3 credits)
Prerequisite: 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: MAS 105, and student must be currently enrolled in or have taken MAS 202
Major topics include force, motion, work, heat and energy. Concepts relating to wave theory in general with applications to acoustics and hydrodynamics are presented. The course is calculus-based and stresses modern applications and thought.

MAS 253 Physics II (4 credits)
Prerequisite: MAS 252
Major topics include thermodynamics, electricity and magnetism and optics. Concepts relating to wave theory, electromagnetic 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: MAS 250 or equivalent.
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 105
This is an introductory course to business statistics. Topics include: displaying data in tables and graphs, describing data with numerical measures, concepts of probability related to discrete and continuous probability distributions, sampling distributions, and estimation and hypothesis testing. This course is similar to MAS 250 but requires more mathematical competence.

MAS 400 Mathematical Applications to Rabbinics (3 credits)
Prerequisite: MAS 105
This is a directed-study course dealing with the interface of mathematics and Jewish law. Topics include celestial mechanics and the Jewish calendar, and the concept of probability and doubt resolution.

Political Science

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

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

Psychology

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

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

Sociology

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

SOS 190 Introduction to Social Work (3 credits)
Prerequisite: None
This introduction to the theory and practice of social work focuses on the social welfare system, including federal, state and municipal programs; principles of social psychology as applied to the counseling process; and family systems theory.
Courses 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 2210 The Codes I (2 credits)
YJST 2220 The Codes II (2 credits)
YJST 2230   The Codes III          (2 credits)
YJST 2240   The Codes IV          (2 credits)

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

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

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

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

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

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

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

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

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

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

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

(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)

Courses may be canceled due to insufficient registration.
OPERATIONS

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

FINANCIAL SUPPORT

As a private institution of higher education, Michigan Jewish Institute receives its primary support through student tuition and fees. In addition, the Institute receives from foundations and other private sources expendable funds for general use including research, scholarships, fellowships, and building expenses. MJI has also been awarded public and private grants as a result of solicited and unsolicited proposal submissions.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a Federal 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.

FERPA gives parents certain rights with respect to their children’s education records. However, these rights transfer to the student when he or she reaches the age of 18 (emancipation) or attends a school beyond the high school level.

Generally, schools must have written permission from an emancipated student or the parent of a minor student in order to release any information from a student's education record. MJI has information release authorization forms available for those who wish to permit the release of otherwise protected student information. Please be aware when contacting us on behalf of a MJI student that MJI personnel are unable to discuss confidential academic information about any student unless we have written permission from that student to discuss such matters specifically with you.
Principles Regarding Disclosure to Parents from *FERPA Guidelines*

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to parents under *FERPA* transfer to the student. However, *FERPA* also provides ways in which schools may share information with parents without the student’s consent. For example:

- Schools may disclose education records to parents if the student is a dependent for income tax purposes.
- Schools may disclose education records to parents if a health or safety emergency involves their son or daughter.
- Schools may inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.

For additional information on FERPA or to obtain release forms, please contact the MJI Office of Academic Administration. Additional information and guidance also may be found at the U.S. Department of Education, Family Policy Compliance Office’s Web site at:

ADMINISTRATION, FACULTY AND CURRICULA ADVISORY GROUP

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Dean of Academic Administration: Dr. T. Hershel Gardin

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Financial Aid and Study Abroad: Fran Herman

Librarian Karen Robertson-Henry

Administrator-Talmudic Law/Jurisprudence: Rabbi Mendel Shemtov

7 Main contact information: 248-414-6900, info@mji.edu, www.mji.edu.


**FACULTY**

**Donald Cohen**, BA, 1982, University of Michigan (Political Science); Tel-Aviv University, Tel-Aviv, Israel (Judaic Studies). **Judaic Leadership**.

**Nichole Crespo**, BS, 1993, University of Central Florida (Molecular Biology and Microbiology); Ph. D., 2001, University of South Florida, (Medical Sciences). **Biosciences**.

**Victoria Davidovitch**, Teaching License 1976, Midrasha College of Jewish Studies; Teacher Enrichment Programs, Tel Aviv and Haifa Universities, 1980-2000; BA, 1973 Wayne State University. **Judaic Studies**.


**Dov E. Gardin**, Study Abroad Merit Scholar, 2000, Hebrew University-Rothberg International School, (International Relations and Middle East Studies); BA with high distinction, 2001, University of Michigan (Political Science and Business Management); MA with honors, 2007, Georgetown University-Walsh School of Foreign Service (Security Studies). **Political Science, Judaic Studies and Hebrew**.

**T. Hershel Gardin**, BA, 1969 (Psychology and English), MA, 1971 (Social Psychology), Wayne State University; Collateral Ph. D. programs, 1974, Wayne State University, (Social Psychology); and 1983, Columbia Pacific University, (Public Health Research). **Business, Ethics and Office Technologies**.


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


**Shoshana Katz**, BA, 1993 (Psychology), MA, 1997 (Marriage and Family Psychology), Ph.D. 2008 (Educational Psychology), Wayne State University. **Psychology, Statistics**.


Meir Lieberson, Rabbinical Ordination, 1960, Mesifta Talmudical Seminary; BA, 1972, University of Detroit; Advanced Studies, Wayne State University, Detroit. Judaic Studies.


Morton Plotnick, BS, 1958 (Education), MS, 1960 (Guidance and Counseling), Wayne State University; Ph. D., 1964, Michigan State University, (Adult and Higher Education). Judaic Leadership and Fund-raising.

Tziona Ragowski, BA, 1980; MA, 1991 Bar-Ilan University, Ramat Gan, Israel; BA, 1978 Tel-Aviv University, Tel-Aviv, Israel. Education.


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


Nathaniel Warshay, BA, 1984 (Political Science), MA, 1987 (Journalism), University of Michigan. English and Communications.
CURRICULA ADVISORY GROUP


Moshe Fine, BA, 1968, Wayne State University, (Mathematics); Advanced mathematics post-graduate studies, University of Michigan and Wayne State University; Certification, Honeywell Institute, 1971. Mathematics, Business Statistics and Systems Analyses.


Beverley J. Katz, Diploma in Optometry, 1976, Witwatersrand College of Optometry; BS, MS, OD, 1987 (Physiological Optics), University of Houston. Science and Mathematics


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


Bernard Nadel, BSc Honors, 1972, Monash University, Melbourne Australia, (Physics and Mathematics); MSc, 1976, Tel Aviv University, Israel, (Bio-Engineering); Ph.D., 1986, Rutgers University. Computer Sciences.

Jeffrey Richardson, BS, 1981, Wayne State University, (Marketing); MSBA, 1999, Madonna University. Marketing and Business.


Marvin T. Weingarden, BA, 1975 (Biology and Computer Science); MA/Ph.D., 1980, Wayne State University, (Biology). General and Biological Sciences.
Comprehensive Academic Calendar
2008 – 2009

End of Spring Semester – 2008

Color Key: Whole College, Students, Faculty, Administration, Dual Program

Sun June 29 -Thur July 10  Early Registration for Fall 2008 – Free  S, A
Tuesday July 1  Begin alumni survey of past 36 months’ graduates  A
Tuesday July 1  Begin employer survey of past 36 months’ graduates  A
Friday July 4  MJI closed – Independence Day  W
Sun July 13–Thur. July 31  *Final Registration for Fall 2008  S, A
*Late registration fee of $80.00 will be assessed in addition to regular registration fees after this date!
Monday July 14  Faculty recruitment/contracting  A
Monday July 14  Begin review of IEP and start revising as needed  A
Monday July 14  Begin quality check visits to classes & faculty evals.  AF
Monday July 14  Draft electronic 08-09 Academic Catalog available  W
Monday July 28  All attendance records must be current  F
Wednesday July 30  Last day to withdraw from classes without grade prejudice S

(SEE SPECIAL ADDENDUM-LAST PAGE 07-08 CALENDAR FOR CLASS SCHEDULE)

Wen. Aug 6 – Mon. Aug 18  Finals (on 15th class meeting – see addendum at end)  W
Sunday August 10  MJI closed - Fast of 9 Av  W
Sunday August 10  Issue course evaluation forms to students  A
Sunday August 10  Faculty orientation package sent  A
Thursday August 14  Last day to request CAAP testing for Fall semester  S
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday August 14</td>
<td>Fall semester textbook listing due</td>
<td>F</td>
</tr>
<tr>
<td>Sunday August 17</td>
<td>Entering students orientation meeting</td>
<td>A S</td>
</tr>
<tr>
<td>Monday August 18</td>
<td>Last day to complete Fall ’07 Incomplete grades</td>
<td>S</td>
</tr>
<tr>
<td>Monday August 18</td>
<td>Final attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td>Monday August 18</td>
<td>Cut and sign faculty Spring payroll</td>
<td>A</td>
</tr>
<tr>
<td>Monday August 18</td>
<td>Spring Semester Ends</td>
<td>W</td>
</tr>
<tr>
<td>Thursday August 21</td>
<td>Final 2008-2009 Academic Catalog published</td>
<td>A</td>
</tr>
</tbody>
</table>

**Fall Semester – 2008**

Make up days for any “snow days” will be announced as needed

**Color Key:** Whole College, Students, Faculty, Administration, Dual Program

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday August 24</td>
<td>First day of Fall classes</td>
<td>W</td>
</tr>
<tr>
<td>Sunday August 24</td>
<td>File all Fall course material with office</td>
<td>F</td>
</tr>
<tr>
<td>Monday September 1</td>
<td>Labor day, no classes or office</td>
<td>W</td>
</tr>
<tr>
<td>Monday September 1</td>
<td>ACICS memorandum to field issued about now</td>
<td>A</td>
</tr>
<tr>
<td>Monday September 8</td>
<td>Quarterly IEP meeting and annual plan update</td>
<td>A</td>
</tr>
<tr>
<td>Tuesday September 9</td>
<td>Final Spring grades due- Payday with grades</td>
<td>F, A</td>
</tr>
<tr>
<td>Tuesday September 9</td>
<td>Review Spring semester student evaluations</td>
<td>F, A</td>
</tr>
<tr>
<td>Tuesday September 9</td>
<td>Dual program begin</td>
<td>D</td>
</tr>
<tr>
<td>Wednesday September 10</td>
<td>Dual program orientation/Hebrew language placement</td>
<td>D</td>
</tr>
<tr>
<td>September 14 - 21</td>
<td>CAAP testing for Fall semester</td>
<td>S</td>
</tr>
<tr>
<td>Wednesday September 17</td>
<td>MJI Constitution Day in 2007 (normally 9/17/yy)</td>
<td>W</td>
</tr>
<tr>
<td>Thursday September 18</td>
<td>Spring report cards mailed to students</td>
<td>A</td>
</tr>
<tr>
<td>Friday September 26</td>
<td>All attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td>Friday September 26</td>
<td>Deadline for posting new, annual crime report</td>
<td>A</td>
</tr>
<tr>
<td>Mon. Sept. 29 at noon–Wed. Oct. 1</td>
<td>No office or classes - Rosh Hashana</td>
<td>W</td>
</tr>
<tr>
<td>October 2008</td>
<td>1st “in-line” amended Catalog published, as needed</td>
<td>A</td>
</tr>
<tr>
<td>Wed. Oct. 8 at noon –Thur. Oct. 9</td>
<td>No office or classes - Yom Kippur</td>
<td>W</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
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<td>----------------------</td>
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<td></td>
</tr>
<tr>
<td>Monday Oct 13. at noon –Wednesday Oct. 22</td>
<td>No classes (office only: open 10/16-10/19) – Sukkot Recess S, F</td>
<td></td>
</tr>
<tr>
<td>Thursday October 23</td>
<td>Classes resume W</td>
<td></td>
</tr>
<tr>
<td>Monday November 3</td>
<td>All attendance records must be current F</td>
<td></td>
</tr>
<tr>
<td>Monday November 3</td>
<td>Cut and sign faculty payroll A</td>
<td></td>
</tr>
<tr>
<td>Monday November 3</td>
<td>Schedule winter classes &amp; faculty recruitment A</td>
<td></td>
</tr>
<tr>
<td>Monday November 3</td>
<td>Review SEVIS records for current status &amp; prgm dates A</td>
<td></td>
</tr>
<tr>
<td>Monday November 7</td>
<td>Annual MJI internal compliance audit begins A</td>
<td></td>
</tr>
<tr>
<td>Wednesday November 12</td>
<td>Faculty Meeting and in-service training F</td>
<td></td>
</tr>
<tr>
<td>Wednesday November 12</td>
<td>Faculty Pay Day F, A</td>
<td></td>
</tr>
<tr>
<td>Thursday November 27</td>
<td>No office or classes - Thanksgiving* W</td>
<td></td>
</tr>
<tr>
<td>*Dual program courses also do not meet on November 26</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Sun. Nov. 30 – Thur. Dec. 11</td>
<td><em>Final Registration</em> for winter 2009 S, A</td>
<td></td>
</tr>
<tr>
<td>* Late registration fee of $80.00 will be assessed in addition to regular registration fees after this date!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday December 1</td>
<td>Begin quality check visits to classes &amp; faculty evals. A, F</td>
<td></td>
</tr>
<tr>
<td>Monday December 1</td>
<td>Quarterly IEP meeting A</td>
<td></td>
</tr>
<tr>
<td>Monday December 1</td>
<td>All attendance records must be current F</td>
<td></td>
</tr>
<tr>
<td>Monday December 1</td>
<td>Winter semester textbook listing due F</td>
<td></td>
</tr>
<tr>
<td>(SEE SPECIAL ADDENDUM-LAST PAGE FOR END OF SEMESTER CLASS SCHEDULE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday December 14</td>
<td>Issue course evaluation forms to students A</td>
<td></td>
</tr>
<tr>
<td>Monday December 15</td>
<td>Last day to withdraw without grade prejudice S</td>
<td></td>
</tr>
<tr>
<td>Thursday December 18</td>
<td>Last day to request CAAP testing for Winter semester S</td>
<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>Last day to complete winter ’08 Incomplete grades S</td>
<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>All attendance records must be current F</td>
<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>Winter Faculty orientation package sent A</td>
<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>Issue winter faculty and student lists to LAN Admin. A</td>
<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>Issue winter class lists to faculty folders A</td>
<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>Complete 2008-2009 IEP A</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
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<tr>
<td>-----------------------------</td>
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<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>Entering students orientation meeting</td>
<td></td>
</tr>
<tr>
<td>Monday December 29</td>
<td>Fall semester ends</td>
<td></td>
</tr>
</tbody>
</table>

**Winter Semester – 2009***

*(See special addendum for important Winter Semester information)*

* Make up days for any “snow days” will be announced as needed.

Color Key: **Whole College**, **Students**, **Faculty**, **Administration**, **Dual Program**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2009</td>
<td>2nd “in-line” amended Catalog published, as needed</td>
</tr>
<tr>
<td>Thursday January 1, 2009</td>
<td>ACICS memorandum to field issued about now</td>
</tr>
<tr>
<td>Sunday January 4, 2009</td>
<td>First day of Winter classes</td>
</tr>
<tr>
<td>Sunday January 4, 2009</td>
<td>File all course material with office</td>
</tr>
<tr>
<td>Thursday January 8</td>
<td>Cut and sign final faculty Fall payroll</td>
</tr>
<tr>
<td>Sunday January 11</td>
<td>Final Fall '08 grades due- Payday with grades</td>
</tr>
<tr>
<td>Sunday January 11</td>
<td>Review Fall semester student evaluations</td>
</tr>
<tr>
<td>January 18 - 25</td>
<td>CAAP testing for Winter semester</td>
</tr>
<tr>
<td>Monday January 19</td>
<td>Fall ’08 report cards mailed to students</td>
</tr>
<tr>
<td>Tue Jan 20 – Th Jan 22</td>
<td>Dual program Fall Semester Finals</td>
</tr>
<tr>
<td>Thursday January 22</td>
<td>Dual program Fall Semester ends</td>
</tr>
<tr>
<td>Tuesday January 27</td>
<td>Dual program Winter Semester begins</td>
</tr>
<tr>
<td>Wednesday January 28</td>
<td>Dual program orientation/Hebrew language placement</td>
</tr>
<tr>
<td>Thursday January 29</td>
<td>All attendance records must be current</td>
</tr>
<tr>
<td>Tue Feb 17 – Th Feb 19</td>
<td>Dual program Late Winter recess</td>
</tr>
<tr>
<td>Monday February 23</td>
<td>Cut and sign faculty payroll</td>
</tr>
<tr>
<td>Monday February 23</td>
<td>Review SEVIS records for current status &amp; prg dates</td>
</tr>
<tr>
<td>Wednesday February 25</td>
<td>Faculty Pay Day, Faculty meeting and in-service</td>
</tr>
<tr>
<td>Wednesday February 25</td>
<td>On-line attendance records must be current</td>
</tr>
<tr>
<td>Wednesday February 25</td>
<td>Schedule spring classes &amp; faculty recruitment</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sun March 1-Thur Mar 12</td>
<td>Early registration for Spring 2009 – Half Off</td>
</tr>
<tr>
<td>Monday March 2</td>
<td>Quarterly IEP meeting</td>
</tr>
<tr>
<td>Mon Mar 9- Tues Mar 10</td>
<td>No classes - Purim – Office open until 3 PM 3/9/09</td>
</tr>
<tr>
<td>Thursday March 12</td>
<td>Begin quality check visits to classes &amp; faculty evals.</td>
</tr>
<tr>
<td>Sun Mar 15–Thur Mar 26**</td>
<td>Final Registration for Spring 2009 in addition to regular registration fees after this date!</td>
</tr>
<tr>
<td>Sunday March 15</td>
<td>Employment Search Skills Seminar, part I</td>
</tr>
<tr>
<td>Wednesday March 18</td>
<td>CIS Curriculum Committee Meeting</td>
</tr>
<tr>
<td>Sunday March 22</td>
<td>Employment Search Skills Seminar, part II</td>
</tr>
<tr>
<td>Wednesday March 25</td>
<td>BIS Curriculum Committee Meeting</td>
</tr>
<tr>
<td>Wednesday April 1</td>
<td>Spring semester textbook listing due</td>
</tr>
<tr>
<td>Wednesday April 1</td>
<td>Issue course evaluation forms to students</td>
</tr>
<tr>
<td>Tue Apr 7 – Mon Apr 20</td>
<td>Dual program – Passover recess</td>
</tr>
<tr>
<td>Wed Apr. 8 – Sat. Apr 18</td>
<td>Spring recess, college–Passover (office open 4/12-13 &amp; until noon 4/8 &amp; 4/14)</td>
</tr>
<tr>
<td>Sunday April 19</td>
<td>Last day to withdraw from classes w/o grade prejudice</td>
</tr>
<tr>
<td>Sunday April 19</td>
<td>Last day to request CAAP testing for Spring semester</td>
</tr>
<tr>
<td>Sun. April 19 – Tues. April 28</td>
<td>(SEE SPECIAL ADDENDUM-LAST PAGE)</td>
</tr>
<tr>
<td>Sunday April 19</td>
<td>LAST DAY FOR SUNDAY (COLLEGE) CLASSES</td>
</tr>
<tr>
<td>Sunday April 26</td>
<td>LAST DAY FOR WED -THU (COLLEGE) CLASSES</td>
</tr>
<tr>
<td>Mon-Tues April 27-28</td>
<td>LAST DAYS FOR MON-TUE (COLLEGE) CLASSES</td>
</tr>
<tr>
<td>Tuesday April 28</td>
<td>Last day to complete Fall ’08 Incomplete grades</td>
</tr>
<tr>
<td>Tuesday April 28</td>
<td>All attendance records must be current</td>
</tr>
<tr>
<td>Tuesday April 28</td>
<td>Last day of college classes. Winter Semester Ends</td>
</tr>
<tr>
<td>Wednesday April 29</td>
<td>Spring faculty orientation package sent</td>
</tr>
</tbody>
</table>
Wednesday April 29  Issue faculty and student lists to LAN Admin.       A
Wednesday April 29  Issue class lists to faculty folders           A
Wednesday April 29  Cut and sign faculty Winter payroll          A

Thursday April 30   Entering students orientation meeting        A  S

Sunday May TBA      MJJI Holocaust Symposium                        D

---

**Spring Semester – 2009**

(See special addendum for important Spring Semester information)

**Color Key:** Whole College, Students, Faculty, Administration, Dual Program

May 2009            3rd “in-line” amended Catalog published, as needed A
Friday May 1         ACICS memorandum to field issued about now      A

Sunday May 3         First day of Spring classes                  W
Sunday May 3         File all course material with office          F
Sunday May 3         Begin annual faculty evaluations               A

May 10 - 17          CAAP testing for Spring semester               S

Thursday May 14      Final Winter grades due- Payday with grades   F, A
Thursday May 14      Review Winter semester student evaluations    F, A

Wed May 20 –Tue May 26 Dual program Winter Semester Finals        D

Thursday May 21      Winter report cards mailed to students        A
Thursday May 21      Post voter registration announcements on campuses A

Sun-Mon May 24-25    MJJI closed - Memorial Day weekend             W

Tuesday May 26       Dual program Winter Semester ends              D

Thu May 28 – Sat May 30 MJJI closed – Shavuot (office open until 3PM 5/28)  W

Monday June 1         All attendance records must be current        F
Monday June 1         Quarterly IEP meeting                         A
Monday June 1         Faculty evaluation and Dev. Plans due         A
Monday June 1         Annual staff evaluations                     A

Wednesday June 23    Cut and sign faculty payroll                  A
Wednesday June 23    Review SEVIS records for current status & prgm dates A
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday June 25</td>
<td>SAPs due for students not evaluated during past year</td>
<td>A</td>
</tr>
<tr>
<td>Thursday June 25</td>
<td>Issue new Study Abroad Tech Guides</td>
<td>A</td>
</tr>
<tr>
<td>Thursday June 25</td>
<td>All attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td>Thursday June 25</td>
<td>Faculty Pay Day</td>
<td>F, A</td>
</tr>
<tr>
<td>Wednesday July 1</td>
<td>Begin alumni survey of past 36 months’ graduates</td>
<td>A</td>
</tr>
<tr>
<td>Wednesday July 1</td>
<td>Begin employer survey of past 36 months’ graduates</td>
<td>A</td>
</tr>
<tr>
<td>Friday July 3</td>
<td>MJJ closed for Independence Day</td>
<td>W</td>
</tr>
<tr>
<td>Monday July 6</td>
<td>Schedule fall classes &amp; faculty recruitment</td>
<td>A</td>
</tr>
<tr>
<td>Monday July 6</td>
<td>Begin review of IEP and start revising as needed</td>
<td>A</td>
</tr>
<tr>
<td>Sun July 12 – Thul July 23</td>
<td>Early Registration for Fall 2009 – Free</td>
<td>S, A</td>
</tr>
<tr>
<td>Sun July 19</td>
<td>Begin quality check visits to classes &amp; faculty evals.</td>
<td>A, F</td>
</tr>
<tr>
<td>Monday July 20</td>
<td>Draft electronic 09-10 Academic Catalog available</td>
<td>W</td>
</tr>
<tr>
<td>Sun July 26 – Thul. Aug 6</td>
<td>*Final Registration for Fall 2009</td>
<td>S, A</td>
</tr>
<tr>
<td>*Late registration fee of $80.00 will be assessed in addition to regular registration fees after this date!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed Jul 29-Thur Jul 30</td>
<td>MJJ closed - Fast of 9 Av (Office open until 3PM 7/29)</td>
<td>W</td>
</tr>
<tr>
<td>Monday Aug 3</td>
<td>All attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td>Wednesday Aug 5</td>
<td>Last day to withdraw from classes w/o grade prejudice</td>
<td>S</td>
</tr>
</tbody>
</table>

(SEE SPECIAL ADDENDUM-LAST PAGE FOR CLASS SCHEDULE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday August 9</td>
<td>Issue course evaluation forms to students</td>
<td>A</td>
</tr>
<tr>
<td>Sunday August 9</td>
<td>Faculty orientation package sent</td>
<td>A</td>
</tr>
<tr>
<td>Tue Aug 11 – Thu Aug 20</td>
<td>Finals (on 15th class meeting – see addendum at end)</td>
<td>W</td>
</tr>
<tr>
<td>Thursday August 13</td>
<td>Last day to request CAAP testing for Fall semester</td>
<td>S</td>
</tr>
<tr>
<td>Thursday August 13</td>
<td>Fall semester textbook listing due</td>
<td>F</td>
</tr>
<tr>
<td>Thursday August 20</td>
<td>Last day to complete Winter ’09 Incomplete grades</td>
<td>S</td>
</tr>
<tr>
<td>Thursday August 20</td>
<td>Final attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Color Key</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Thursday August 20</td>
<td>Spring Semester Ends</td>
<td>W</td>
</tr>
<tr>
<td>Thursday August 20</td>
<td>Final 2009-2010 Academic Catalog published</td>
<td>A</td>
</tr>
<tr>
<td>Sunday August 23</td>
<td>Entering students orientation meeting</td>
<td>A, S</td>
</tr>
<tr>
<td>Monday August 24</td>
<td>Cut and sign faculty Spring payroll</td>
<td>A</td>
</tr>
</tbody>
</table>

**FALL SEMESTER – 2009**

**PARTIAL LISTING ONLY**

**Color Key:** Whole College, Students, Faculty, Administration, Dual Program

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Color Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday August 26</td>
<td>First day of Fall classes</td>
<td>W</td>
</tr>
<tr>
<td>Wednesday August 26</td>
<td>File all Fall course material with office</td>
<td>F</td>
</tr>
<tr>
<td>Tuesday September 1</td>
<td>ACICS memorandum to field issued about now</td>
<td>A</td>
</tr>
<tr>
<td>Monday September 7</td>
<td>Labor day, no classes or office</td>
<td>W</td>
</tr>
<tr>
<td>Tuesday September 8</td>
<td>Final Spring grades due- Payday with grades</td>
<td>F, A</td>
</tr>
<tr>
<td>Tuesday September 8</td>
<td>Review Spring semester student evaluations</td>
<td>F, A</td>
</tr>
<tr>
<td>Friday September 11</td>
<td>Spring report cards mailed to students</td>
<td>A</td>
</tr>
<tr>
<td>Thursday September 17</td>
<td>MJI Constitution Day in 2009 (normally 9/17/yy)</td>
<td>W</td>
</tr>
<tr>
<td>Fri. Sept. 18 at noon – Sunday Sep 20</td>
<td>No office or classes - Rosh Hashana</td>
<td>W</td>
</tr>
<tr>
<td>Sun. Sept. 27 at noon – Mon. Sept. 28</td>
<td>No office or classes - Yom Kippur</td>
<td>W</td>
</tr>
<tr>
<td>Thursday Oct 1 at 3:00 PM – Monday Oct. 12</td>
<td>No classes (office only: open 10/5-10/8) – Sukkot Recess</td>
<td>S, F</td>
</tr>
<tr>
<td>Tuesday October 13</td>
<td>Classes resume</td>
<td>W</td>
</tr>
<tr>
<td>October 18 - 25</td>
<td>CAAP testing for Fall semester</td>
<td>S</td>
</tr>
</tbody>
</table>
SPECIAL ADDENDA (AS NEEDED) – FALL SEMESTER 2008, WINTER SEMESTER 2009 AND SPRING SEMESTER 2009

These semesters, there may be a number of days that the college will be closed due to religious and secular holidays. To provide a full complement of classes and labs as required by the U. S. Department of Education and MJI’s accrediting agency, faculty and students will have to carefully attend to the following school schedule adjustments during the last weeks of each of these semesters.

Below, please find calendars and alternate course schedules for the ends of Fall 2008, Winter 2009 and Spring 2009 semesters. Faculty and students are urged to study them carefully so that errors are avoided and conflicts are minimized:

Second half of December 2008

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 15th and last Sunday course</td>
<td>15 13th Monday course meeting</td>
<td>16 14th Tuesday course meeting</td>
<td>17 13th Wednesday course meeting</td>
<td>18 14th Thursday course meeting.</td>
</tr>
<tr>
<td>21 14th Wednesday course meeting</td>
<td>22 14th Monday course meeting</td>
<td>23 15th and last Tuesday Course meeting</td>
<td>24 15th and last Wednesday course meeting</td>
<td>25 Legal Holiday</td>
</tr>
<tr>
<td>28 15th and last Thursday Course meeting</td>
<td>29 15th and last Monday course meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mid April 2009
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>15th and last Sunday course meeting</td>
<td>14th Monday course meeting</td>
<td>14th Tuesday Course meeting</td>
<td>14th Wednesday course meeting</td>
<td>14th Thursday course meeting</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>15th and last Wednesday and Thursday course meetings</td>
<td>15th and last Monday course meeting</td>
<td>15th and last Tuesday Course meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mid August 2009**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14th Sunday course meeting.</td>
<td>14th Monday course meeting</td>
<td>15th and last Tuesday course meeting</td>
<td>14th Wednesday course meeting</td>
<td>13th Thursday course meeting</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>15th and last Sunday course meeting</td>
<td>15th and last Monday course meeting</td>
<td>14th Thursday course meeting</td>
<td>15th and last Wednesday course meeting</td>
<td>15th and last Thursday Course meeting</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>First day of Fall 2009 Semester</td>
<td></td>
</tr>
</tbody>
</table>
ADDENDA (as of: 2/11/09)

This space is reserved for any addenda that may be added during the course of the current academic year. These may be due to: changes in legislation impacting on colleges and universities; changes in policy; Faculty and Administrative staff changes, amongst others. Repair of typos and other similar errors that are non-substantive and do not change the meaning of text shown in the originally published catalog for this academic year are not documented in these addenda.

The initial published version of the MJI Academic Catalog and Student Handbook is distributed by August of each year. Amended catalogs are published “in-line” during October, January and May of each academic year, as necessary. In-line catalogs are identified as such and are updated to incorporate the addenda documented below. (Page numbers cited refer to the page number in the originally published catalog).

Addenda (From Initial Publication – September):

1. The following new section has been added to page 5:

Americans with Disabilities Act (ADA) Compliance

MJI is committed to providing facility and other resources access and reasonable accommodations to students, faculty and staff with disabilities in compliance with the American with Disabilities Act of 1990 (ADA) and corresponding state and federal laws. All facilities owned or otherwise routinely used by MJI meet current ADA guidelines.

Under the ADA, anyone who has a physical or mental impairment substantially limiting one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is considered a person with a disability. In accordance with the provisions of the ADA and Section 504 of the Rehabilitation Act of 1973, disabilities may include, but are not necessarily limited to, visual impairment, mobility and orthopedic impairments, hearing impairments, chronic medical conditions, learning disabilities, and psychological disorders.

Questions about access, accommodations and implementation issues should be addressed as follows:

Onsite: Mr. Paul Levine at 248-414-6900, ext. 106 or plevine@mji.edu.
MJI libraries: Ms. Karen R-Henry at 248-414-6900, ext. 105 or krhenry@mji.edu.
MJI website/online: Mr. Kerry Sanders at 248-414-6900, ext. 104 or ksanders@mji.edu.

2. The following new section has been added to page 5:

Grade Classification System

Freshman  0 – 30 credits
Sophomore 31 – 60 credits
Junior 61 – 90 credits
Senior 91+ credits

3. The prerequisite statement for EDU 261 on page 111 has been changed from:

EDU 261 Educational Psychology (3 credits)
Prerequisite: PSY 202 or equivalent or Permission From the Dean
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.

To:

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.

4. The listing for Professor Shoshana Katz on page 131 has been changed from:

Shoshana Katz, BA, 1993 (Psychology), MA, 1997 (Marriage and Family Psychology), Doctoral Candidate (Educational Psychology – degree anticipated fall 2008), Wayne State University. Psychology, Statistics.

To:

Shoshana Katz, BA, 1993 (Psychology), MA, 1997 (Marriage and Family Psychology), Ph.D. 2008 (Educational Psychology), Wayne State University. Psychology, Statistics.

Addenda (October – December):

1. In October of 2008, MJI requested that ACICS update its records to indicate that the MJI West Bloomfield learning site be designated as our main campus and that the Oak Park campus be designated as a learning site (a simple reversal of the two sites’ designations). At this time, the MJI mailing address shown at various points in this catalog has been updated to reflect this change. (MJI received ACICS approval of this change on January 21, 2009.)

2. The following new section has been added to the notice at the end of the Table of Contents:

...This catalog also contains street addresses, telephone numbers, URLs and email addresses for information created and maintained by other organizations. This information is provided for the convenience of MJI students. MJI is not responsible for controlling or guaranteeing the accuracy, relevancy, currency, continued availability and completeness of this outside information. Students are advised to review information obtained from such outside organizations before relying on its applicability to their specific MJI programs.

3. The discussion regarding the TOEFL test on page 14 has been changed

FROM:
Information may also be obtained at the ETS website, [www.ets.org](http://www.ets.org).

**TO:**

Information may also be obtained at the ETS website, [www.ets.org](http://www.ets.org). Information on the Internet-based TOEFL test (TOEFL iBT) may be found at [www.ets.org/toefl](http://www.ets.org/toefl).

**4. During November 2008 MJI was awarded a grant of accreditation to begin offering its full Judaic Studies program online.**

All relevant sections of the catalog have been updated to incorporate discussion regarding this additional mode of education delivery. These include:

- Table of Contents updated to recognize that a full online program is available
- Page 45: Statement added indicating that there is no additional tuition for online credits
- Page 48: Added notice advising online students to read additional online requirements
- Page 61: Updated discussion of online courses available at MJI to be responsive to ACICS requests for addenda;

**5. The credit formula on page 61 updated:**

**FROM:**

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

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

**TO:**

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

- 15 classroom hours = 1 semester credit-hour
- 30 laboratory hours = 1 semester credit-hour
- 30 directed study hours = 1 semester credit-hour
- 45 hours of internship / externship = 1 semester credit-hour
- 45 hours of Student Teaching = 1 semester credit-hour
6. Pages 91-94 have been substantially rewritten for improved clarity and to be responsive to recent changes in accreditation requirements and the rewritten and approved Higher Education Act.

7. Pages 104, 107 and 119 regarding internship/externship credits have been clarified:

FROM:

XXX 450 Internship/Externship (no more than 6 credits counted for JS concentration) 1-6 credits per semester (but no more than 12 total)

TO:

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

Addenda (January – April):

1. Page 19. The section regarding guest students has been enhanced for new classifications and edited for clarity, from:

Other Guest Students

Post-secondary education students and other adults wishing to enroll in some MJI courses as guest students are required to complete a MJI guest student admissions application form. Upon admission, guest students will be responsible for all tuition and other fees related to their course work. At the conclusion of the guest attendance and if all financial accounts are current, MJI will send a copy of the guest student’s MJI transcript to whatever entity (e.g., home college, employer, etc.) the guest student indicates on an official MJI transcript request form. (Guest students are strongly urged to first check with their home college counselors or employers to insure that the course work taken at MJI will satisfy particular requirements of those entities, before applying as a guest to MJI.) Guest students are generally not permitted to take directed studies or internship/externship courses at MJI. For more details please contact the MJI office at 1-888-INFO-MJI (463-6654) extension 106 or info@mji.edu.

Credits earned while a guest student at MJI will count towards MJI residency requirements, should the guest later apply for and be admitted to MJI as a fully matriculated student.

TO:

Other Visiting Students
Guest Students Seeking College Credits:
Students currently enrolled in other post-secondary educational programs and other adults wishing to enroll in some MJI courses as guest students are required to complete a MJI guest student admissions application form. Upon admission, guest students will be responsible for all tuition and other fees related to their course work. At the conclusion of the guest attendance and if all financial accounts are current, MJI will send a copy of the guest student’s MJI transcript to whatever entity (e.g., home college, employer, etc.) the guest student indicates on an official MJI transcript request form. (Guest students are strongly urged to first check with their home college counselors or employers to insure that the course work taken at MJI will satisfy particular requirements of those entities, before applying as a guest to MJI.) Guest students are generally not permitted to take directed studies or internship/externship courses at MJI. For more details please contact the MJI office at 1-888-INFO-MJI (463-6654) extension 106 or info@mji.edu.

Credits earned while a guest student at MJI will count towards MJI residency requirements, should the guest later apply for and be admitted to MJI as a fully matriculated student.

Continuing Education Students (those not seeking college credits):

As a community resource, MJI recognizes that there are many people who seek college level course work for personal enrichment or professional growth (CE students). However, since they have no need for grades, transfer credits or transcripts they expect that tuition will be discounted. MJI accommodates this by opening its scheduled college courses to interested parties agreeing to the following conditions:

7. CE students are not matriculated as degree or credit seeking candidates at MJI;
8. CE course work will not be formally graded and recorded by MJI;
9. MJI will not issue any transcripts for CE course work, however, MJI CE certificates will be issued upon request and with the approval of course instructors;
10. CE students are not permitted to take directed studies or internship/externship courses at MJI;
11. CE students who later enroll in MJI as matriculated, degree seeking students will have to repeat any CE courses they took which are required for their degree program; and,
12. Scheduled courses not meeting matriculated student registration number requirements may be cancelled.

Tuition for CE students is 1/3 the tuition charged for matriculated students. For more details please contact the MJI Registrar’s Office at 248-414-6900, extension 105 or registrar@mji.edu.
## SUMMARY TABLE OF ALL STAFFING CHANGES

<table>
<thead>
<tr>
<th>FACULTY (F) AND STAFF (S) CHANGES TO PUBLISHED CATALOG</th>
<th>LISTING ADDITIONS &amp; UPDATES:</th>
<th>DELETIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLICATION - SEPTEMBER</td>
<td>Shoshana Katz (F) (Ph.D. added)</td>
<td></td>
</tr>
<tr>
<td>OCTOBER - DECEMBER</td>
<td>Dov E. Gardin (F) added</td>
<td>Galit Levy (F)</td>
</tr>
<tr>
<td>JANUARY - APRIL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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