

# American Jewish University 2023-2024 Academic Catalog

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# About AJU



## History of American Jewish University

In 1947, the University of Judaism (UJ) was founded in Los Angeles, based on the vision of Dr. Mordecai Kaplan, author of *Judaism as a Civilization*, who advocated the creation of an educational institution incorporating diverse elements of Jewish civilization and culture.

Six years earlier, BCI (the Brandeis Camp Institute) was founded by Dr. Shlomo Bardin to respond to assimilation of young American Jews by making “the great ethical heritage of Judaism” relevant to them. This effort was located for brief periods of time in Amherst, NH, Winterdale, PA and Hendersonville, NC before finding its home in 1947 in Simi Valley, California.

The UJ had several homes before moving to the Familian campus in Bel Air in 1977. Thanks to the foresight and leadership of the founding president, Dr. Simon Greenberg, his successor Dr. David Lieber, and first Chairman of the Board, Dore Schary, the UJ became well known early-on for its outstanding teacher training and adult education programs and highly regarded as a Jewish affiliated academic institution that welcomes students of different backgrounds and beliefs.

In 1979, an additional program was created to further the vision of Mordecai Kaplan, a master’s degree in Nonprofit Management. Initially the university awarded the MPMA (Master’s in Public Management and Administration). A few years later the degree awarded became an MBA, and the name of the school itself was changed to the Graduate School of Nonprofit Management.

In 1982 a four-year liberal arts college (initially known as Lee College and later as the College of Arts and Sciences) was opened, followed in 1986 by the establishment of the Fingerhut School of Education (now titled the Graduate Center for Jewish Education) and in 1996 by the creation of the Ziegler School of Rabbinic Studies, the first independent ordaining rabbinical school in the West.

Initially, the Brandeis Camp Institute was limited to a summer program for young adults, ages 18-26. In time, the Institute’s signature collegiate summer program was adapted for adults of all ages in the form of weekend retreats known as House of the Book Weekends. The summer camp, Camp Alonim, opened in 1953. The BBI facilities were also used - and continue to be used - year-round for other youth and adult activities. Impressed and inspired by Dr. Bardin’s vision and educational philosophy, neighbor James Arness (star of “Gunsmoke”) gifted his entire adjoining ranch to the Institute, significantly increasing BBI’s total acreage and making it what is believed to be the largest parcel of land owned by a Jewish community organization outside the State of Israel.

These two dynamic institutions, which were running on parallel paths, were natural partners. When University of Judaism acquired the Brandeis-Bardin Institute in 2007, the American Jewish University was established, creating a thriving center of Jewish resources and talent built upon the values of Jewish Learning, Culture, Ethics, Leadership and Peoplehood.

The University of Judaism and the Brandeis-Bardin Institute united to form American Jewish University (AJU), thereby creating a complete spectrum of intellectual and experiential connections to Jewish culture.

AJU now serves as a resource for individuals, of every stage of life, in the exploration of their distinct voice and identity as Jews. Both Brandeis-Bardin Institute and the University of Judaism have always shared the core values of learning and scholarship, culture, ethics, leadership, and peoplehood. Together, as AJU, they move forward as one of the largest and most innovative Jewish institutions in the country.

## Mission Statement

**American Jewish University advances and elevates the Jewish journey of individuals, organizations and our community through excellence in scholarship, teaching, engaged conversation, and outreach.**

### Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs) are the knowledge, skills, and attitudes that students should value, expect to know, and be able to do upon completion of their degrees and programs from American Jewish University. Additionally, the ILOs have been designed to support the academic departments and disciplines with their development of programmatic learning outcomes.

Upon successful completion at American Jewish University, the student will be able to:

#### Critical and Innovative Thinking

1. Apply analytical, critical, integrative, and creative thinking and reasoning skills to address everyday problems and challenges.

#### Communication

2. Articulate (in oral and written formats) perspectives, values, and ideas in the appropriate context.

#### Diversity Through Engaged Conversation

3. Create positive social impact, promote diversity, equity, and inclusion, as well as express advocacy through relationships within our communities and the global public.

#### Leadership

4. Work respectfully and collaboratively as leaders and participants in varied teams and community contexts.

#### Jewish Wisdom

5. Apply Jewish values and perceptions through study, service, and leadership to address contemporary issues and communal needs.

#### Specialized Discipline Experts

6. Demonstrate the knowledge, skills, and values of their chosen discipline of study.

### Who We Are

American Jewish University (AJU) is a thriving center of Jewish resources and talent that serves the Jewish community of the twenty-first century. A portal for Jewish belonging, AJU equips students, faculty, campers, and learners of all ages with the tools to create the ideas, build the structures, and develop the programs to advance Jewish wisdom and elevate Jewish living.



## Diversity Statement

American Jewish University (AJU) is committed to diversity, equity, and inclusion in all forms and areas of the university. We celebrate and foster a community of students, faculty, and staff, emphasizing and recognizing diversity on the basis of race, religion, gender, national origin, ancestry, language, age, marital status, sexual orientation, gender identity, gender expression, physical or mental disability, medical condition, genetic information/characteristics, veteran status, political affiliation, or any other characteristics. To that end we continue our long-time commitment to hiring, retention, and recruitment policies and practices that bring our University community in line with our beliefs. Beyond embracing diversity in our broader secular community, we also specifically acknowledge, embrace, and respect diversity of opinion and the diversity of the Jewish community. Jews come from many racial and ethnic backgrounds and belong to different denominations and movements. All Jews and non-Jews are welcomed by the University. We will engage conversation within a diverse global community, striving to enrich individuals and organizations alike, and make our University community a more just and equitable one.

In making this statement, the American Jewish University is continuing the mandate of the Jewish tradition, including the Torah's commandments that we love the stranger in our midst (Leviticus 19:34, [Deuteronomy 10:19](#)), that there should be one law for the citizen and the stranger ([Exodus 12:49](#)) and that we love our neighbors as ourselves ([Leviticus 19:18](#)), for this last commandment, according to Rabbinic tradition, is a fundamental principle of the Torah ([Genesis Rabbah 24:7](#)).

## Accreditation

The American Jewish University is accredited by the WASC Senior College and University Commission (WSCUC), one of six regional accrediting associations in the United States. Such approval to operate requires compliance with accreditation standards set forth by WSCUC. WSCUC is recognized by the United States Department of Education (USDE). American Jewish University has been an accredited institutional member of WSCUC since 1961.

## Accuracy of Information

The information written in this catalog is deemed accurate as of the date of printing/publication. AJU Academic Catalogs are updated and published annually. AJU reserves the right to revise or cancel the programs, courses, activities, or services described herein without prior notice. Applicants are advised to confirm their availability prior to enrollment. At all times, the information contained in the digital/online version of the catalog takes precedence over this printed version. This catalog is available to students, members of the public, and interested parties through the AJU website: <https://www.aju.edu/current-students/aju-academic-catalog> or by request to AJU's Office of Registrar Services ([registrar@aju.edu](mailto:registrar@aju.edu)). In addition to the above, students are provided digital access to the course catalog during their enrollment and registration process.

## Questions and Complaints

Students are encouraged but not required to refer any questions or complaints relevant to this catalog to American Jewish University at [registrar@aju.edu](mailto:registrar@aju.edu). Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education:

The Bureau for Private Postsecondary Education  
2535 Capitol Oaks Drive, Suite 400  
Sacramento, CA 95833  
Website: [www.bppe.ca.gov](http://www.bppe.ca.gov)  
Toll free: (888) 370-7589 / Phone: (916) 431-6959  
Fax: (916) 263-1897

A student or any member of the publish may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 (toll-free) or by completing a complaint form, which can be obtained on the bureau’s website: [www.bppe.ca.gov](http://www.bppe.ca.gov).

## Contact American Jewish University

### Familian Campus:

15600 Mulholland Drive  
Los Angeles, CA 90077  
(310) 476-9777  
[info@aju.edu](mailto:info@aju.edu)  
[www.aju.edu](http://www.aju.edu)

### Brandeis-Bardin Campus:

1101 Peppertree Lane  
Brandeis, CA 93064  
(805) 582-445  
[info@aju.edu](mailto:info@aju.edu)  
[www.aju.edu](http://www.aju.edu)

## Board Leadership

Chairperson	Harold Masor
President	Dr. Jeffrey Herbst
Vice Chairperson	Lawrence Platt
Treasurer	Dena Schechter
Secretary	David Weiner
Assistant Secretary	Adrian Breitfeld
Assistant Treasurer	Adrian Breitfeld
Past Chairperson	Virginia Maas

### Elected Members:

Annie Austin, Benjamin Breslauer, Jerome Coben, Abner Goldsteine, Jeffrey Herbst, Lisa Hofheimer, Mark Lainer, Jeffrey L. Levine, Norm Levine, Justine Schreyer Lewin, Francis S. Maas, Virginia Maas, Harold Masor, Stacy Palbaum, Murray Pepper, Lawrence Platt, Rick Richman, Dena Schechter, Michael Scheinberg, Elon Spar, Robbin Steif, Jeffrey Trenton, Yair Vardi, David Weiner, Michael Ziering

NOTICE: This Academic Catalog applies to Academic Year 2023-2024: August 30, 2023 – August 31, 2024. Additions and changes to the Academic Catalog may occur. Please visit our Academic Catalog webpage at: <https://www.aju.edu/current-students/aju-academic-catalog> for the most up-to-date version we have published.

# AJU Academic Calendar 2023-2024



# Admissions



# College of Arts & Sciences (CAS) Admissions

American Jewish University has sunset the College of Arts & Sciences undergraduate programs. We are currently not accepting any new students for programs within the College of Arts & Sciences at this time.

The College of Arts & Sciences consisted of the following undergraduate programs:

**Degree:**

Bachelor of Arts

**Majors/Minors:**

Biology & Bioethics

Business Administration & Innovation

Business, Leadership, & Innovation

Finance

Jewish Studies

Literature

Literature, Communication, & Media

Media Arts

Political Science

Politics & Global Studies

Pre-Law

Psychology

Individualized Major/Minor

Former students of the undergraduate College of Arts & Sciences programs [may request transcripts through our Parchment storefront.](#)

For course description information, please email [registrar@aju.edu](mailto:registrar@aju.edu).

# The Jewish Learning Experience (JLE) Program Admissions

## *About the JLE Program:*

The Jewish Learning Experience offers a unique opportunity for high school students to not only deepen their connection to Judaism and the Jewish people by learning in their home communities. The JLE program allows students to gain a competitive edge in their academic and professional pursuits, by earning undergraduate college credits.

## *JLE Requirements*

The specific requirements for your Jewish Leadership Experience may vary depending on the partner organization. We encourage you to reach out to your partnered community for additional information.

We ask that students:

- **Have a belief in Judaism and its values.** Participants should be committed to Judaism and its values. They should be willing to learn about Jewish history, culture, and religion.
- **Have a willingness to learn and grow.** Participants should be open to learning new things and growing as individuals. They should be willing to challenge themselves and step outside of their comfort zones.
- **Have a positive attitude.** Participants should have a positive attitude and be willing to work hard. They should be excited about the opportunity to learn and grow as leaders in their community.

## *JLE Admissions*

Students applying to JLE must be:

1. Current member “in good standing” with their participating community.
2. Enrolled in grades 9-12 at their high school.
3. Minimum grade point average (GPA) of 2.5 GPA or higher achieved, verified by school transcripts.
4. The cost for this program is \$1,300.00USD per course.\*

\*All fees are subject to change without notice.

To learn more, please contact [jle@aju.edu](mailto:jle@aju.edu).

# School for Jewish Education and Leadership (SJEL) Admissions

## Bachelor of Arts in Early Childhood Education (BAECE) – Distance Ed

### *About the BAECE Program:*

The Bachelor of Arts in Early Childhood Education seeks to elevate the knowledge, skills, and performance of the early childhood educator in Jewish educational settings. Using a cohort-based model, the Bachelor of Arts in Early Childhood Education will bring current early childhood educators together to become a community of practice. This will include acquiring skills to manage classrooms and centers, successfully work with families, incorporate Torah, mitzvot (good deed), Israel, and traditions into daily lesson plans, and prepare for careers in Jewish early childhood settings.

Candidates who wish to apply and be accepted to the BAECE degree must fulfill 60 units outside of AJU. Approximately 34.0 semester units or 51.0 quarter units must meet requirements using the Intersegmental General Education Transfer Curriculum (IGETC). All BAECE students must complete a minimum of 60 upper division credits in residence at AJU, through our BAECE courses, to total a minimum of 120.0 semester units when combined with transfer units.

### *BAECE Prerequisite Requirements*

Candidates applying for admission to the Bachelor of Arts completion program in Early Childhood Education must fulfill 60 units outside of AJU. Approximately 34.0 semester units or 51.0 quarter units must meet requirements using the Intersegmental General Education Transfer Curriculum (IGETC). Candidates must be able to demonstrate English language proficiency. Please contact us if you have any questions regarding the prerequisite requirements.

### *BAECE Early Decisions Application Procedures*

Candidates who submit applications by December 31 for the following fall semester may be considered for early decision and will receive a decision by January 31.

### *BAECE Application Procedures*

The priority deadline for completed application forms is March 1 preceding the fall semester in which the applicant plans to enroll. Applications received after March 1 will be considered on a space-available basis until August 15. Candidates are strongly encouraged to speak with the School for Jewish Education and Leadership in advance of submitting their application.

The application requires the following materials to be submitted:

5. Completed [online](#) application for admission.
6. Responses to two short-answer questions, which you will have access to completing in the application form.
7. Official transcripts of all previous undergraduate studies. An official, notarized, English translation must be submitted for all transcripts not originally issued in English. Official Transcripts must be sent directly from the institution either electronically to registrar@aju.edu or by mail to: American Jewish University ATTN: Office of Admissions- School for Jewish Education and Leadership, 15600 Mulholland Drive Los Angeles, CA 90077 United States
8. A non-refundable application fee of \$50.00 USD\* payable at the completion of the application form.

\*All fees are subject to change without notice.

## ***BAECE Transfer Credit Policies***

Students applying for admission to the Bachelor of Arts degree in Early Childhood Education (BAECE) completion program must fulfill 60 units outside of AJU. Approximately 34.0 semester units or 51.0 quarter units must meet requirements using the Intersegmental General Education Transfer Curriculum (IGETC).

### **Evaluating Credit for Coursework Done Prior to Applying**

Prospective students will be evaluated as part of the application process. This process involves receiving your transcripts and reviewing them against an AJU BAECE transfer-credit evaluation worksheet. Course-by-course evaluations are only done for admitted students who've notified us that they plan to enroll.

### **Who Determines Which Credits Transfer?**

The School for Jewish Education and Leadership (SJEL) will determine the transferability of coursework taken at other institutions for newly admitted BAECE students. This process involves completing an AJU BAECE transfer credit evaluation worksheet to determine what, if any, remaining coursework needs to be completed to fulfill the 60 units outside of AJU as part of the program requirements. The evaluation is then submitted to the University Registrar so that the office may enter transfer credits onto the student transcript.

### **When Course Credits Are Approved**

To receive credit, you must:

1. Attend a regionally accredited college or university in the United States, or a recognized university in another country. If English is not the primary language in the country, your transcripts must be translated by recognized Current Members of the [National Association of Credential Evaluation Services](#). If you have questions concerning the accreditation or recognition of the institution you plan to attend, please contact us.
2. Take academic courses which are substantially similar to those offered by the UC/CSU system.
3. If applicable, assure they meet with AJU's IGETC requirements.
4. Take courses that don't repeat material you have already completed.
5. Request that the institution attended send us an official transcript. Requests for transcripts from foreign institutions should be made before you leave the country.

### **Courses that will likely NOT transfer**

Courses will likely not transfer if:

1. The school does not have proper accreditation.
2. The course is credit for work or volunteer experience, vocational or technical training (internship), or a personal enrichment course.
3. Your course is focused on a remedial academic topic or pre-Bachelor's degree courses, especially in English and mathematics.
4. Your course is a duplication of a passing AP/IB exam or of other coursework you have taken.

### **United States Military Credit**

If you have completed courses provided by the U.S. military, you should report those courses to our Admissions Department and should be prepared to submit an official military transcript to AJU. We may award transfer credit after enrollment for some of your U.S. military courses only if the content was equivalent to our transfer credit requirements for AJU's BAECE program.



### **Sending Your Transcripts to American Jewish University**

Electronically – we must receive your transcript directly from the transcript vendor/institution. We will not accept transcripts as official sent as an email attachment and/or sent from the student/applicant.

By Mail – Paper documents will only be considered official if they are sent in a sealed school envelope.

Please send your paper official transcripts to:

American Jewish University

Attn: Office of Admissions- School for Jewish Education and Leadership

15600 Mulholland Drive

Los Angeles, CA 90077

United States

### **Other Forms of Coursework Credit You May Be Able to Receive**

Credit from Advanced Placement (AP) Exams

AJU awards college credit for [AP exams](#) with scores of four or higher.

Credit from International Baccalaureate (IB) Exams

AJU awards college credit for most [IB higher-level exams](#) with scores of five or higher.

### **Credits for Units or Subject Matter Toward Degree Requirements**

Candidates who wish to apply and be accepted to the BAECE degree must fulfill 60 units outside of AJU. Approximately 34.0 semester units or 51.0 quarter units must meet requirements using the Intersegmental General Education Transfer Curriculum (IGETC). **Students must complete a minimum of 60 upper division credits in residence at AJU, through our BAECE courses**, to total a minimum of 120.0 semester units when combined with transfer units.

To learn more, please contact Early Childhood Coordinator Megan Blichá at [blichá.megan@aju.edu](mailto:blichá.megan@aju.edu).

# School for Jewish Education and Leadership (SJEL) Admissions

## Master of Arts in Education in Early Childhood Education (MAEd ECE) – Distance Ed

### *About the MAEd ECE Program:*

The MAEd ECE program is intentionally designed to support educators who want to acquire skills and mastery of both Jewish Early Childhood Education theories and practice as well as to hone their leadership and advocacy skills. Our cohort model brings together educators from a diverse group of practitioners in a wide range of programs and philosophies. Together, we learn, grow, advocate, and support the field of Jewish Early Childhood Education. Our learning is framed by the Torah, Hebrew, Israel and the intersection of our traditions and innovations for learning.

### *MAEd ECE Prerequisite Requirements*

Candidates applying for admission to the Master of Arts in Education in Early Childhood Education degree from the School for Jewish Education and Leadership must have completed a bachelor's degree (B.A. or B.S.) with a competitive grade point average from an accredited college or university. Candidates must be able to demonstrate English language proficiency. **The following is strongly recommended: prior experience in teaching or working in an educational setting.**

### *Additional MAEd ECE Requirements*

An interview with the School's Admissions Committee is required of all applicants to the program and will be scheduled only after all necessary application documents and fees are received. Candidates in this program are expected to work at least 10 hours a week in an early childhood education center while they are enrolled in the program.

### *MAEd ECE Application Procedures*

The priority deadline for completed application forms is March 1 preceding the fall semester in which the applicant plans to enroll. Applications received after March 1 will be considered on a space-available basis until August 15. This process includes an interview with the SJEL Admissions Committee once all materials have been submitted. Candidates are encouraged to speak with the School for any questions about the application process.

The application requires the following materials to be submitted:

1. Completed [online](#) application for admission.
2. Official transcripts of all previous undergraduate studies. An official, notarized, English translation must be submitted for all transcripts not originally issued in English. Official Transcripts must be sent directly from the institution either electronically to registrar@aju.edu or by mail to: American Jewish University ATTN: Office of Admissions- School for Jewish Education and Leadership, 15600 Mulholland Drive Los Angeles, CA 90077 United States
3. You will be asked to submit two email addresses for letters of recommendation. One recommendation must be from a supervisor, if applicable.
4. Two essays, which you will have access to upload in the application form.
5. A non-refundable application fee of \$50.00 USD\* payable at the completion of the application form.

\*All fees are subject to change without notice.

To learn more, please contact Early Childhood Coordinator Megan Blich at blich.megan@aju.edu.

# School for Jewish Education and Leadership (SJEL) Admissions

## Doctorate in Education in Early Childhood Education Leadership (EdD ECE) – Distance Ed

### *About the EdD ECE Program:*

The School for Jewish Education and Leadership at American Jewish University prepares educators for a leadership role in early childhood education-focused programs. Our Doctorate in Education in Early Childhood Education Leadership (EdD) program will prepare you to think strategically; understand and apply current trends in both early childhood education and Jewish education; and become an advocate for young children, their families, and the Jewish community.

### *EdD ECE Prerequisite Requirements*

Candidates applying for admission to the Doctorate in Education in Early Childhood Education Leadership degree from the School for Jewish Education and Leadership must meet the following requirements: 1) Masters degree in early childhood education or related field from an accredited college or university with a competitive grade point average from an accredited college or university, 2) Minimum three years of work experience in an early childhood center or similar center, 3) Candidates must be able to demonstrate English language proficiency.

### *Additional EdD ECE Requirements*

Candidates in this program are required to attend a five-day in-person residency in Los Angeles at American Jewish University during the first year of their studies. The EdD Intensive is an in-person experience that provides students with the opportunity to meet their classmates and professors in-person while completing collaborative learning activities and exercises designed to build essential leadership skills.

### *EdD ECE Application Procedures*

The priority deadline for completed application forms is March 1 preceding the fall semester in which the applicant plans to enroll. Applications received after March 1 will be considered on a space-available basis until August 15. This process includes an interview with the SJEL Admissions Committee once all materials have been submitted. Candidates are encouraged to speak with the School for any questions about the application process.

The application requires the following materials to be submitted:

1. Completed [online](#) application for admission.
2. Official transcripts of all previous undergraduate studies. An official, notarized, English translation must be submitted for all transcripts not originally issued in English. Official Transcripts must be sent directly from the institution either electronically to registrar@aju.edu or by mail to: American Jewish University ATTN: Office of Admissions- School for Jewish Education and Leadership, 15600 Mulholland Drive Los Angeles, CA 90077 United States
3. Resume/professional curriculum vitae, which you will list in the application form.
4. You will be asked to submit two email addresses for letters of recommendation. One recommendation must be from a supervisor, if applicable.
5. Three essays, which you will have access to upload in the application form.
6. A non-refundable application fee of \$50.00 USD\* payable at the completion of the application form.

\*All fees are subject to change without notice.

To learn more, please contact Early Childhood Coordinator Megan Blichka at [blichka.megan@aju.edu](mailto:blichka.megan@aju.edu).

# School for Jewish Education and Leadership (SJEL) Admissions

## *Student Technology Requirements*

Each student at American Jewish University must have a device that allows for access to our Learning Management System (LMS) and corresponding materials. This is a requirement of enrollment at American Jewish University. AJU has made every effort to ensure that this material is available on a multitude of different devices/operating systems.

You will need to have access to the following technology for your courses:

- Computer or tablet (see Student Technology at AJU in this Catalog for specifications on minimum hardware)
- Reliable internet connection for device/computer (wi-fi or ethernet recommended)
- Built-in or external speakers, headphones, or similar for audio playback.
- Canvas learning management system (LMS)
- Google Chrome or Mozilla Firefox web browser
- Word-processing software (the full Microsoft Office 365 is available for students to download, courtesy of AJU, upon enrollment in an accredited program)
- Additional tools may be required for courses in this program. Review the syllabus for information on required materials and tools.

You will need to be proficient with performing the following tasks:

- Navigating the Canvas LMS
- Accessing links to videos and websites
- Creating and saving documents

## *Distance Education Students*

Much of AJU's course and curricular content for distance education programs is delivered in an electronic format, so each student must possess a device that allows for access to the Zoom videoconferencing tool, Canvas by Instructure Learning Management System (LMS), AJU emails through Microsoft Outlook, and corresponding course materials. A computer or laptop device is a requirement of enrollment in distance education programs at American Jewish University.

## *Visiting and Non-Matriculating Students*

Students who have not been formally admitted to a graduate degree program may, with the permission of the Dean of the program, enroll in courses on a non-matriculated basis. Students with non-matriculated status may take no more than four credits in any given semester and may accumulate no more than eight (8.0) total semester credits at American Jewish University before being formally admitted to and enrolled in a graduate program. Credit awarded for work completed is not guaranteed to be applied toward degree requirements once a student has been admitted and subject to review by the Dean for transferability.

# School of Enterprise Management & Social Impact (SEMSI) - Admissions

## Master of Business Administration (MBA)

American Jewish University is phasing out the current online SEMSI MBA program. We are currently not accepting any new students for the MBA program within the School of Enterprise Management & Social Impact at this time.

### *MBA Readmission and Partial Dismissal Policy*

Students in the School of Enterprise Management & Social Impact's online MBA program must complete all requirements within 6 years from the date of admission. If after 6 years, the requirements have not been met, the student will be dismissed from the program.

Students whose sole remaining course is the MBA Capstone may, at the discretion of the Dean or Chief Academic Officer (CAO), be readmitted and allowed the opportunity to return to complete the MBA Capstone. If a student would like to be readmitted to the AJU School of Enterprise Management & Social Impact, the following must occur:

- The student must re-apply by writing an essay explaining why the student is prepared, at this time, to complete the MBA Capstone.
- May be required to pay a re-enrollment application fee.
- If readmitted, the student must complete the MBA Capstone requirements on a schedule established by the Dean or CAO.

Please contact the University Registrar at [registrar@aju.edu](mailto:registrar@aju.edu) for any questions related to the MBA program.

# Ziegler School of Rabbinic Studies (ZSRS) Admissions

## Master of Arts in Rabbinic Studies (MARS)

### *About the MARS Program:*

The Master of Arts in Rabbinic Studies (MARS) within the Ziegler School of Rabbinic Studies (ZSRS) trains rabbis who model robust relationships and share the commandments and wisdom that our Torah traditions contribute to human thriving. The Ziegler School focuses on each student and on the full range of Judaism's sacred texts, on lives made wise through mitzvot (religious duty), and on the spiritual and professional training along diverse pathways of rabbinic service that elevate God, Torah, Israel, community, and self, all to advance Judaism's ancient covenant of service, justice, and holiness.

### *MARS Prerequisite Requirements*

To apply for admission to the Ziegler School of Rabbinic Studies, applicants must have:

1. A bachelor's degree (Bachelor of Arts or Bachelor of Science) from an accredited college or university. Normally, the Admissions Committee expects a grade-point average of 3.0 or better. While the Admissions Committee insists on evidence of academic ability and motivation, potential students should not be deterred from applying solely on the basis of their cumulative college grade point averages. The Admissions Committee will weigh this factor along with all of the other evidence of academic ability.
2. One year of college-level Hebrew, as taught at American Jewish University, is a pre-requisite to beginning the rabbinical school program. As part of the application process, students must take a Hebrew placement examination and demonstrate ability to begin the Hebrew program of Ziegler. Students who do not test into our requisite level will be ineligible to begin text classes. In addition, those without the necessary Hebrew background may need further language preparation before they begin the text work of the Ziegler School. Any admission into the school is contingent on the ability to place into the appropriate Hebrew level prior to the candidate's scheduled beginning of the program.
3. Strong written and oral communication skills. This is demonstrated in the admissions essays and interviews.
4. Since the Ziegler School is designed to prepare future rabbis and educators, the committee must be satisfied that the candidate demonstrates appropriate Jewish commitment. Rabbinical students must be committed to a life of mitzvot in accordance with Jewish law, as interpreted by the Conservative movement's Committee on Jewish Law and Standards.
5. Each application must include transcripts from any accredited college or university an applicant has attended. An official, notarized, English translation must be submitted for all transcripts not originally issued in English. Official Transcripts must be sent directly from the institution either electronically to registrar@aju.edu or by mail to: American Jewish University ATTN: Ziegler Admissions, 15600 Mulholland Drive Los Angeles, CA 90077 United States. If you have not yet graduated from college, please submit transcripts of work completed to date. If you are subsequently admitted to the Ziegler School, you must submit official transcripts as verification that you have been granted a bachelor's degree prior to enrollment at the Ziegler School.

6. Applicants may be asked to take the Aptitude Test of the Graduate Record Examinations (GRE) at the request of the Dean. Registration information can be found at <https://www.ets.org/gre>. Please list American Jewish University (School Code #4876) as a recipient of your GRE scores.

### ***MARS Admissions Application and Materials***

In order to begin the application process, prospective students must complete a request for application ([online](#)) as well as complete a preliminary interview with one of our admissions representatives. Please call our office at 310-440-1510 to schedule a time. The preferred deadline for admissions is January 1 in order to begin the corresponding fall semester. At the deans' discretion, the school may consider applicants after this date.

Once you are invited to apply for admissions, you will be provided with an online link, where you will be asked to complete the following items for admission into the program beginning in the Fall of the same year:

1. Online application for admission,
2. Admissions essays,
3. Have all colleges or universities you have attended forward official transcripts,
4. Submit four (4) letters of recommendation,
5. Submit a non-refundable \$50.00USD application fee\*,
6. Complete an in-person interview.

To begin the application process, please complete the form ([online](#)) and contact the Admissions Office at [Ziegler.Admissions@aju.edu](mailto:Ziegler.Admissions@aju.edu) or at 310-440-1510 to schedule your preliminary interview.

\*All fees are subject to change without notice.

### ***MARS Transfer Policy***

The Ziegler School accepts applications from students interested in transferring from other rabbinical schools. Such applications are not uncommon. The Ziegler School understands that students' theological commitments, academic interests and professional aspirations often change during rabbinic training and that these changes may lead students to explore other rabbinical schools. Candidates considering a transfer from another rabbinical school should speak with the Ziegler School to discuss ways in which the Ziegler School might be a more appropriate setting for their studies, and to get a general sense of how their work at their original rabbinical school might earn credit towards Ziegler School graduation. Depending on individual circumstances and background, the committee will often consider transfer applicants after the official January 1 application deadline.

In general, the Ziegler School has a minimal residency policy of three full academic years. Formal reviews of course work and advanced placement decisions are typically made after completion of the Admissions process.

# General Admissions Policies

## *Section 487 (a) (20) of the Higher Education Act (HEA)*

### **Federal Ban on Incentive Compensation for Student Recruiting Activities or the Awarding of Federal Financial Aid.**

Section 487 (a)(20) of the Higher Education Act of 1965, as amended (HEA) prohibits American Jewish University from providing incentive compensation to employees or third-party organizations and entities for their success in securing enrollments. It also prohibits the awarding of Title IV Higher Education Act program funds based on incentive compensation.

Policy from [Section 487 \(a\) \(20\) of the Higher Education Act of 1965](#), as amended (HEA): *“The institution will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance, except that this paragraph shall not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.”*

### **This rule prohibits AJU from offering incentive compensation for the following activities:**

1. Recruitment or admissions-related activities related to success in securing student enrollments, and
2. Making decisions regarding the awarding of Title IV HEA program funding in the awarding of financial aid.

Examples of included incentive compensation includes:

1. Commissions;
2. Bonus payments;
3. Merit salary adjustments;
4. Promotion decisions;
5. Payments based on student academic performance.

Employees may not be compensated based on their success in enrolling students. Fixed employee salary or wages are excluded from definitions of incentive compensation. Other forms of exclusions include payments to faculty or professors based on class size enrollment or student achievement.

These restrictions extend to payments to third-party entities; however, specific rules may apply if a vendor is providing bundled activities that include restricted as well as other activities. All third-party agreements must be approved by the General Counsel to ensure they do not include incentive payments for restricted activities.

Please contact The Office of Academic Affairs at [academicaffairs@aju.edu](mailto:academicaffairs@aju.edu) for any questions regarding this policy and/or to report any grievances related. For more information on the U.S. Department of Education’s Program Integrity Questions and Answers related to Incentive Compensation, please visit:

<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/compensation.html>.



# General Admissions Policies

## *Visiting and Non-Matriculating Students*

Students who have not been formally admitted to a graduate degree program may, with the permission of the Dean of the program, enroll in courses on a non-matriculated basis. Students with non-matriculated status may take no more than four credits in any given semester and may accumulate no more than eight (8.0) total semester credits at American Jewish University before being formally admitted to and enrolled in a graduate program. Credit awarded for work completed is not guaranteed to be applied toward degree requirements once a student has been admitted and subject to review by the Dean for transferability.

## *Changing Degree Objective*

Students who wish to transfer from one graduate program to another must formally apply to the new graduate program through the Dean of the respective program. Students must also inform the Dean of their current program about the transfer to the new program. Credit awarded for work completed in a previous degree is not guaranteed to be applied toward degree requirements once a student has been admitted to a new program and is subject to review by the Dean for transferability.

## *International Students – General Admission Information*

International students seeking admission to American Jewish University must submit documents attesting to their previous educational achievements. All documents in languages other than English (including Hebrew) must be accompanied by a properly notarized translation and professional evaluation. All students whose native language is not English must demonstrate English language proficiency, prior to admission, through the achievement of at least a 215 score on the Test of English as a Foreign Language (TOEFL). These requirements may be waived at the discretion of the Dean of the respective program.

Upon admission, in-residence international students will be sent an I-20 form, which is a “Certificate of Eligibility for Nonimmigrant (F1) Student Status—For Academic and Language Students,” together with an Affidavit of Support form. The Affidavit of Support requires that students submit proper documents establishing their financial ability to maintain themselves for at least one year. It is the responsibility of all students to apply for their own student visas and to maintain these visas in good standing. To qualify for a student visa, international students at the graduate level are required to register for at least eight credits per semester.

## *Additional Information*

### **Transferability of Credits**

The transferability of credits you earn at American Jewish University is at the complete discretion of an institution to which you may seek to transfer.

### **Disclaimer:**

While we provide no guarantee that employment will result from attending or completing any program offered by the University, AJU is dedicated to assisting students in finding and acquiring professional opportunities. For more information, please contact your School and/or your Deans.

# Program Requirements & Course Descriptions



## *The Jewish Learning Experience Overview*

The Jewish Learning Experience (JLE) program engages students in higher Jewish academic study, while providing an engaging, pluralistic curriculum for curious spiritual seekers on the road to discovering a mature, life-long connection to Judaism and Jewish learning. Our students reflect on Jewish philosophy, history, halacha (law) traditions and more.

### *JLE Learning Objectives*

JLE courses look back and forward. The goal of each course is to acquaint the student with the subject matter and prepare them for further scholarly inquiry. In addition, each course incorporates a number of subsidiary goals.

1. Developing workable knowledge in an area of Jewish studies.
2. Developing an appreciation for the nuances and attributes of the traditional view of that area of Jewish intellectual and spiritual achievement.
3. Mastering the critical methodologies by which traditional assumptions are questioned by the academy and in the light of modernity.
4. Mastering relevant linguistic, symbolic and legal methodologies inherent in the given tradition.
5. Balancing the traditional with the critical views of a given tradition.
6. Developing the capacity to read, analyze and critique primary and secondary sources in a given tradition.
7. Considering a given religious or cultural phenomenon in Jewish studies in the light of parallel phenomena in other traditions.
8. Developing skills in scholarly writing and analysis.

### *JLE Course Descriptions*

#### *JST 311 CONTROVERSIAL JEWISH TEXTS*

LECTURE 3 CREDITS. In this class, students will engage with some of the more complicated texts in our tradition - those which either show sides of our biblical ancestors in a less than positive way, or stories which include content that is seemingly contradictory to our current connection to our tradition. Students will begin by learning about our tradition of storytelling, documentary hypothesis and ensuring that all voices are represented and heard. The ultimate goal is for students to develop the ability to find meaning in all of the parts of our tradition (even and maybe even most importantly, the complicated ones) and for them to continue to sharpen their skills at reading and interpreting Jewish texts.

#### *JST 325 CONTEMPORARY HALACHA*

LECTURE 3 CREDITS. In this class, students will explore Jewish ethics - both the context and time in which they were lived and practiced as well as the way we understand these ancient laws in our lives today. Over the course of the year, students will spend time exploring kashrut, Shabbat, medical ethics, property laws and social responsibility, starting with the original text, exploring what our ancient commentators thought about these laws and then assessing what these laws look like in modern day. The ultimate goal is for students to develop an understanding of these fundamental pieces of our

tradition and determine how they might apply the underlying values to challenging ethical decisions in their own lives.

### *JST 328 ARGUMENT FOR COMMUNITY'S SAKE*

LECTURE 3 CREDITS. In this class, students will explore the developmental foundations of what it means to be together in community, during both good times and challenging times. Using the story about maklochet l'shem shemayim (argument for the sake of heaven), students will explore a variety of philosophies and methodologies tied to creating and engaging in community. Students will also explore some of the skills needed to engage with other community members in a positive and productive way including understanding our own strengths and triggers, attuned listening and learning how to achieve a win-win feeling at the end of a discussion. The ultimate goal is for students to develop an understanding of the study of Talmud, as well as how they might utilize the skills and strategies they have learned in real-life difficult conversations.

### *JST 358 THE JEWISH IMMIGRANT EXPERIENCE*

LECTURE 3 CREDITS. In this class, students will explore the idea of immigration as a Jewish narrative. Beginning with the more well-known instances of moving from one place to another - Abraham and Sarah's journey and the Exodus from Egypt - students will explore what logistics, emotions, joys and struggles go into transitioning to a new place. Students will learn about the first Jewish communities in the US, explore immigration from Europe to the United States in the 1900s, the waves of Aliyah to Israel, emigration from Ethiopia, Russia and Iran and immigration to countries in Asia. In each instance, students will reflect back on what aspects are similar to the journeys that our biblical ancestors took, and which are related directly to the time and context in which they occurred.

## *Faculty*

*RABBI CARRIE VOGEL*- Director of Undergraduate Initiatives- B.A., University of Cincinnati; M.A., Rabbi, Hebrew Union College-JIR

*RABBI DR. ELLIOT DORFF*, B.A., Columbia College; Ordination, Jewish Theological Seminary; Ph.D., Columbia University

*RABBI DR. PINCHAS GILLER*, B.A., Columbia College; M.S., Rabbi, Yeshiva University; Ph.D., Graduate Theological Union

*RABBI DANIEL SHER*, B.S., University of Arizona; M.A., Rabbi, Hebrew Union College-JIR; MBA, American Jewish University

# School for Jewish Education and Leadership

The School for Education and Leadership prepares educators to create and articulate a compelling vision for Jewish education and apply the knowledge, skills, creativity, and leadership needed to bring that vision to life. Home to the Fingerhut School of Education and various continuing education initiatives for educators, we are a trans-denominational center for educational leadership training, Jewish learning, professional development, and research. The School for Jewish Education and Leadership offers a robust slate of degree programs, as well as certification programs, designed to cultivate the Jewish educators and leaders who will work to ensure a vibrant Jewish future.

## **Our Mission: Training Visionary Educators**

The School for Jewish Education and Leadership is a degree-granting academic hub for professional development, thought leadership, and research in Jewish education. Our degree programs prepare educators to lead and teach creatively and flexibly across the variety of settings in which Jewish teaching and learning occurs.

## **Degrees Offered:**

- Bachelor of Arts in Early Childhood Education (BAECE): online evening completion program
- Master of Arts in Education in Early Childhood Education (MAEd in ECE): online evening program
- Doctorate in Education in Early Childhood Education Leadership (EdD in ECE): online evening program

## **Dual Degree with the Ziegler School of Rabbinic Studies:**

- Master of Arts in Education (MAEd): For Master of Arts in Rabbinic Studies (MARS) students of AJU's Ziegler School of Rabbinic Studies, earning dual degrees (MAEd and MARS).

## **Certificates Offered:**

- ECE Extension: Basic Certificate in Early Childhood Education: BA level
- ECE Extension: Advanced Certificate in Special Needs in Early Childhood Education: BA level
- ECE Extension: Advanced Certificate in Early Childhood Pedagogy and Curriculum: BA level
- Jewish Education Excellence Project (Mentor Teacher Training) Certificate: Masters-level

## School for Jewish Education and Leadership

### Bachelor of Arts in Early Childhood Education

Our Bachelor of Arts in Early Childhood Education seeks to elevate the knowledge, skills, and performance of the early childhood educator in Jewish educational settings. Using a cohort-based model, the Bachelor of Arts in Early Childhood Education will bring current early childhood educators together to grow as educators. This will include acquiring skills to manage classrooms and centers, successfully work with families, incorporate Torah, mitzvot (good deed), Israel, and traditions into daily lesson plans, and prepare for careers as teachers or administrators in Jewish early childhood settings.

Students who wish to apply and be accepted to our BA program in ECE must first complete a minimum of 60 lower division credits at an external college or university, as our program will only have upper division courses related to the major. **Students must complete a minimum of 60 upper division credits in residence at AJU.**

### Bachelor of Arts in Early Childhood Education Program Learning Outcomes

Students who complete the program will develop the skills necessary to:

1. Demonstrate understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are developmentally appropriate.
2. Demonstrate orally and in writing, knowledge, understanding, and value of the importance and complex characteristics of children's families and communities.
3. Understand and use systematic observations, documentation, and other effective assessment strategies in an ethical manner in partnership with families and other professionals to positively influence children's development and learning.
4. Design, implement and evaluate experiences that promote positive development and learning for all children.
5. Use positive relationships and supportive interactions as the foundation for their work with young children.
6. Use ethical guidelines and other professional standards related to early childhood practice.

# Bachelor of Arts in Early Childhood Education

## Degree Requirements

### **Bachelor of Arts in Early Childhood Education (BAECE)**

Students must fulfill 60 credits outside of AJU, including those courses fulfilling the Intersegmental General Education Transfer Curriculum (IGETC). Students must complete a minimum of 60 upper-division credits in residence at AJU.

The following 60 upper-division classes must be taken at AJU.

### **Required Courses**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>
EDU 300	Infant Toddler Development and Learning	4.00
EDU 301	Child Growth & Development	4.00
EDU 303	Introduction to the Administration of Early Childhood Programs	4.00
EDU 304	Collaboration and Adaptations for Special Needs in ECE	4.00
EDU 306	Language and Literacy Development in ECE	4.00
EDU 307	Introduction to Working with Young Children: Curriculum, Play, and Pedagogy	4.00
EDU 308	Cognitive Development	4.00
EDU 309	STEM Education and Experiences in ECE	4.00
EDU 311	Creative Experiences for Young Children	4.00
EDU 313	Partnering with Families and Community	4.00
EDU 314	The Indoor & Outdoor Environments: A Classroom View	4.00
EDU 315	Child Guidance and Positive Discipline	4.00

### **Practicum Requirements**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>
EDU 302	Practicum with Infants and Toddlers	2.00
EDU 305	Practicum with Special Needs in ECE	2.00
EDU 310	Practicum: Planning, Implementing and Evaluating Lesson Plans for Young Children	2.00
EDU 312	Practicum: Planning Literacy Based Activities for Young Children	2.00
EDU 317	Practicum: Leading Classroom Experiences	2.00
EDU 318	Practicum: Leading Parent Education	2.00

## School for Jewish Education and Leadership

For information concerning the Master of Arts in Education (MAEd) or the Master of Arts in Teaching (MAT), please defer to Academic Catalogs prior to 2023.

### Master of Arts in Education in Early Childhood Education (MAEd ECE)

The MAEd ECE program is intentionally designed to support educators who want to acquire skills and mastery of both Jewish Early Childhood Education theories and practice as well as to hone their leadership and advocacy skills. Our cohort model brings together educators from a diverse group of practitioners in a wide range of programs and philosophies. Together, we learn, grow, advocate, and support the field of Jewish Early Childhood Education. Our learning is framed by the Torah, Hebrew, Israel and the intersection of our traditions and innovations for learning.

#### Master of Arts in Education in Early Childhood Education Program Learning Outcomes

Students who complete the program will develop the skills necessary to:

1. Describe, summarize, apply, and critically evaluate and synthesize constructs, theories, and empirical findings pertaining to child development including developmental milestones and processes in the physical, cognitive, and social-emotional domains from conception to adolescence.
2. Demonstrate research knowledge and skills: explain and apply the scientific method; describe, evaluate, and apply research and observation methods used in the study of children's development; and calculate and interpret basic statistics.
3. Demonstrate effective oral and written communication skills that reflect the ability to summarize, apply, and evaluate/synthesize developmental theories and empirical findings and that are consistent with the professional and ethical standards of the early childhood education field.
4. Use best practices of early childhood education when working with children, families, and the community. This includes developing and demonstrating professional and personal skills and qualities related to the field of early childhood education (e.g. observation techniques, curriculum development/implementation, leadership and teamwork, professional ethics, accountability, reliability).
5. Identify children who may have special needs, and families that may be in crisis, and be able to locate appropriate resources to help guide families through the process of therapy and/or recovery.
6. Manage, supervise, and mentor teachers and future leaders in Jewish early childhood education.



# Master of Arts in Education in Early Childhood Education (MAEd in ECE) Degree Requirements

## MAEd in ECE Degree Requirements

Students are expected to be familiar with credit requirements and to keep an accurate check on their progress toward completing degree requirements. They are also responsible for ensuring that they have completed all degree requirements in the course of their studies.

## MAEd in ECE Course Requirements

The following courses are required for completion of the MAEd in ECE degree, for a total of 38.0 semester units.

Course Code	Course Title	Units
EDU 600	Chacham Ma Hoo Omer? (The Wise, one, What Does He Say?) Theories of Child Development	3.00
EDU 610	B'Tzalmo (In His Image): Addressing Special Needs in the Jewish ECE Program	3.00
EDU 620	V'shinantem Levanecha (And You Shall Teach Your Children): Creating Curriculum in a Jewish Early Childhood Program	3.00
EDU 630	Kol Yom b'Yomo (Each and Every Day): The Jewish Calendar in the Early Childhood Education Setting	3.00
EDU 650	Hevey Rhatz Le'Mitzvah (Run to Do a Commandment): Children and Families Experiencing Stress and Trauma	3.00
EDU 660	Ayzehu Chacham? (Who is Wise?): Research Methods	3.00
EDU 670	Im Lo Achshav? (If not Now?): Professional Development, Adult Supervision and Leadership	3.00
EDU 680	Kneh L'Chah Chaver (Acquire for yourself a friend): Observation, Assessment and Relationships with Parents	3.00
EDU 685	Equity, Diversity, and Social Policy in Early Childhood Education	3.00
EDU 601	V'al Ha'avodah (About the Work): Supervised Practicum 1	2.00
EDU 611	V'al Ha'avodah (About the Work): Supervised Practicum 2	2.00
EDU 621	V'al Ha'avodah (About the Work): Supervised Practicum 3	2.00
EDU 631	V'al Ha'avodah (About the Work): Supervised Practicum 4	2.00
EDU 690	Siyyum (conclusion): Capstone Project	3.00

## School for Jewish Education and Leadership

### Doctorate in Education in Early Childhood Education Leadership (EdD ECE)

Our Doctorate in Education in Early Childhood Education Leadership (EdD) program will prepare you to think strategically; understand and apply current trends in both early childhood education and Jewish education; and become an advocate for young children, their families, and the Jewish community.

The EdD program will consist of two years of online coursework where you will become proficient in research methods, APA formatting, current trends in early childhood research in Jewish education, as well as how to implement these into practice in Jewish early childhood education programs. Each student is provided with mentorship and collaborative learning opportunities throughout the duration of the program. In the third year, students will complete their concept paper and applied dissertation.

#### **EdD ECE Degree Requirements**

Candidates in this program are required to attend a five-day in-person residency in Los Angeles at American Jewish University during the first year of their studies. The EdD Intensive is an in-person experience that provides students with the opportunity to meet their classmates and professors in-person while completing collaborative learning activities and exercises designed to build essential leadership skills.

#### **Doctorate in Education in Early Childhood Education Leadership Program Learning Outcomes**

Students who complete the program will develop the skills necessary to:

1. Assess, reflect, and apply personal and organizational principles and practices to drive organizational improvements.
2. Evaluate and integrate theoretical foundations of leadership and Jewish values to improve current practices in Jewish early childhood education programs.
3. Model high standards of communication and ethical practice.
4. Create and use evidence-based research to improve practice in the field of Jewish early childhood education.

# Doctorate in Education in Early Childhood Education Leadership (EdD ECE) Degree Requirements

## EdD ECE Course Requirements

The following courses are required for completion of the EdD ECE, for a total of 53.0 semester units.

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>
EDU 700	Foundations of Doctoral Studies	2.00
EDU 701	Current Trends in Early Childhood Education Research	4.00
EDU 702	Academic Writing Intensive	2.00
EDU 703	Philosophy of Jewish Education	4.00
EDU 704	Research Methods I: Qualitative Methods	4.00
EDU 705	Research Design	2.00
EDU 706	Jewish Study	1.00
EDU 707	Defining “Quality” in ECE Programs	2.00
EDU 708	Research Methods II: Quantitative Methods	4.00
EDU 709	Leading for Social Change in Early Childhood Education	4.00
EDU 710	Design for Dissertation	2.00
EDU 711	Leading to Promote Learning	4.00
EDU 712	Education Finance and Policy	4.00
EDU 713	Dissertation Practicum	2.00
EDU 714	Concept Paper	6.00
EDU 715	Applied Dissertation Research	6.00

# School for Jewish Education and Leadership

## *Non-Degree Certificates*

### *ECE Extension*

The following three certificates are for those students who would like to take more than a course or two and will be able to get the acknowledgement for their ongoing training. The first certificate, our basic, includes the four courses necessary for the state of California to become a lead teacher in an early childhood center. The second cluster of courses is around working with children with special needs in early childhood education (ECE). Finally, the third certificate focuses on pedagogy and curriculum. The second two certificates allow students to specialize in an area of early childhood education.

#### **ECE Extension: Basic Certificate in Early Childhood Education**

1. EDU 301 Child Growth & Development 4 credits
2. EDU 307 Introduction to working with young children: Curriculum, Play, and Pedagogy 4 credits
3. EDU 313 Partnering with Families and Community 4 credits
4. One of the following (4 credits each):
  - a. EDU 309 STEM Education and Experiences
  - b. EDU 316 Music, Movement, and Drama in ECE
  - c. EDU 311 Creative Experiences for Young Children

#### **ECE Extension: Advanced Certificate in Special Needs in Early Childhood Education**

1. EDU 304 Collaboration and Adaptation for Special Needs in ECE 4 credits
2. EDU 305 Practicum with Special Needs in ECE 2 credits
3. EDU 315 Child Guidance and Positive Discipline 4 credits

#### **ECE Extension: Advanced Certificate in Early Childhood Pedagogy and Curriculum**

1. EDU 314 The Indoor and Outdoor Environments: A Classroom View 4 credits
2. EDU 306 Language and Literacy: development and experiences for young children 4 credits
3. Choose 2 of the following (each 4 credits):
  - a. EDU 309 STEM Education and Experiences
  - b. EDU 316 Music, Movement, and Drama in ECE
  - c. EDU 311 Creative Experiences for Young Children

## School for Jewish Education and Leadership

### *Jewish Education Excellence Project- Mentor Teacher Certificate*

The Jewish Education Excellence Project (JEEP) creates mentor teachers who will learn to make instruction and professional improvements for the classroom a priority within the culture of their school. Well trained mentor teachers can remain inside the classroom while providing growth opportunities for faculty and providing new teachers support and collaboration during their first years on the job.

The program will provide the social, emotional and cognitive skills for mentors to be successful with their mentees within a cohort model of learning. The certification also provides mid-career professional growth in the field of education. Participants will receive three (3) academic credits.

#### **Requirements**

- Minimum of 7 years working as lead instructor in a classroom
- Leadership roles assumed inside of school
- MA in education or relevant field (also open to current MAT students)
- Previous experience working with teachers to improve instruction recommended
- You must mentor a teacher for the duration of the program

#### **Program Length**

- One three-day workshop held in August
- Once a month evening sessions for 9 months

Total cost for this Certificate course is \$2,000.00 USD

# School for Jewish Education and Leadership

## Course Descriptions

### UNDERGRADUATE LEVEL COURSES (BAECE & ECE EXTENSION)

#### *EDU 300 INFANT TODDLER DEVELOPMENT AND LEARNING*

LECTURE 4 CREDITS This course reviews major theories of development and connects them to observed behaviors of infants and toddlers in the physical, social, emotional, cognitive and language domains. The course emphasizes knowledge and application of various techniques for observing and recording the behavior of young children in Jewish early childhood settings. Exploration of both formal and informal ways of presenting information to parents is also covered.

#### *EDU 301 CHILD GROWTH & DEVELOPMENT*

LECTURE 4 CREDITS Understand how children develop physically, cognitively, socially, emotionally, and culturally within a Jewish community; understand how children acquire language and creative expression; understand the links between development and learning; understand the roles and responsibilities of parents, educators, and caregivers; understand the environmental, biological, social and cultural influences on growth and development. Special attention will be given to development within a Jewish community and how religion, culture, second language and Torah guides our understanding of such.

#### *EDU 302 PRACTICUM WITH INFANTS AND TODDLERS*

PRACTICUM 2 CREDITS This course is asynchronous and taken alongside EDU 300: Working with Infants and Toddlers. In this course, students will observe and work with infants or toddlers to practice implementing their learning from the infant and toddler development course. This includes the application of developmental theories of attachment and stages of development as they relate to Piaget, Erikson, Bowlby, Vygotsky, to name a few. Students will also put into practice choosing developmentally appropriate materials for the various infant and toddler environments.

#### *EDU 303 INTRODUCTION TO THE ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS*

LECTURE 4 CREDITS This class covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies and techniques needed to organize, open, and operate an early care and education program.

#### *EDU 304 COLLABORATION AND ADAPTATIONS FOR SPECIAL NEEDS IN ECE*

LECTURE 4 CREDITS This course introduces students to various categories of disabilities, legal and historical foundations for special education services, as well as opportunities to identify, evaluate/assess and implement strategies for modifications or adaptations for exceptional children within a community

of collaboration and inclusion. Focus will also be made on Jewish law and customs regarding inclusion of children and families in Jewish ritual and synagogue activities.

#### *EDU 305 PRACTICUM WITH SPECIAL NEEDS IN ECE*

PRACTICUM 2 CREDITS This course is asynchronous and taken alongside EDU 304: Collaborations and Adaptations for Special Needs in ECE. It will provide students with an opportunity to learn about the IEP process and to explore identification, diagnosis and treatment for a child with a special need. Students will help to plan, implement and evaluate strategies for modifications for a child as well as to assist in determining other activities and events that may require modifications. An emphasis will be placed on ensuring family inclusion.

#### *EDU 306 LANGUAGE AND LITERACY DEVELOPMENT IN ECE*

LECTURE 4 CREDITS This course will provide a critical examination of how to help children develop pre-reading and pre-writing skills, read and write, particularly in ELL contexts. During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children's literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and reading-writing connections. Course will cover both English and Hebrew language acquisition. Also, different theories and philosophies regarding children's language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

#### *EDU 307 INTRODUCTION TO WORKING WITH YOUNG CHILDREN: CURRICULUM, PLAY, AND PEDAGOGY*

LECTURE 4 CREDITS This course will address the importance of play in the growth and development of young children ages 0 to 5. In addition, an overview of play theories as they apply to the total development of young children ages 0 to 5 will be discussed. Special attention is given to organized play experiences through arranging and scheduling developmentally appropriate learning opportunities through play for young children in private and public care settings.

#### *EDU 308 COGNITIVE DEVELOPMENT*

LECTURE 4 CREDITS The goal of this course is to provide an understanding of how children's thinking develops from infancy on. We will discuss the content of children's knowledge across a variety of domains and evaluate the major theories and explanations for intellectual growth. We will review and evaluate both classic findings and state-of-the-art research on cognitive development.

#### *EDU 309 STEM EDUCATION AND EXPERIENCES IN ECE*

LECTURE 4 CREDITS This course is designed for early childhood educators and specialists. Through special topics, the course explores the development of math, engineering, physics, and science curiosity in young children. Emphasis is placed on STEM and STEAM in the early childhood classroom.

### *EDU 310 PRACTICUM: PLANNING, IMPLEMENTING, AND EVALUATING LESSON PLANS FOR YOUNG CHILDREN*

PRACTICUM 2 CREDITS In this course, you will be practically applying the information you are learning from your EDU 314 and EDU 309 courses. Students will assess the need for curriculum in early childhood, look at how young children learn, and how early educators can best support young children's development through curriculum planning.

### *EDU 311 CREATIVE EXPERIENCES FOR YOUNG CHILDREN*

LECTURE 4 CREDITS An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking. Creative activities will be planned and presented for all activity areas, including art, movement, music, language, science, mathematics and social studies, in addition to holiday and seasonal activities for young children. Emphasis is placed on appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking.

### *EDU 312 PRACTICUM: PLANNING LITERACY BASED ACTIVITIES FOR YOUNG CHILDREN*

PRACTICUM 2 CREDITS This asynchronous practicum course will be taken alongside EDU 306: Language and Literacy Development. The course focuses on language and literacy with special attention given to creating a print-rich environment, creating lessons for speaking, listening, writing and reading in early childhood education. Students will work with children individually, in small groups and with full class to ensure that all children are developing mastery of print and other forms of language and literacy.

### *EDU 313 PARTNERING WITH FAMILIES AND THE COMMUNITY*

LECTURE 4 CREDITS This course is designed to provide students with the knowledge and skills needed to work successfully with families, caregivers, community members and more both within a school setting as well as outside of the school walls. The focus will be on strengthening adult-child relationships and parent staff relationships in home, school, and community settings. An awareness of strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed.

### *EDU 314 THE INDOOR AND OUTDOOR ENVIRONMENTS: A CLASSROOM VIEW*

LECTURE 4 CREDITS This course will offer a broad perspective and exploration of early childhood environments, emphasizing the relationships between the children's learning, adult engagement, and the environment. Students will expand their current views and ideas about children's education by investigating and discussing the images of children in relation to our indoor/outdoor spaces; encountering when and how the environment acts as a teacher; building a curriculum in harmony with the surroundings; creating a sense of belonging; and discovering how to pay close attention to details in the environment in order to transform the way we live, think, interact, and learn together.



### *EDU 315 CHILD GUIDANCE AND POSITIVE DISCIPLINE*

LECTURE 4 CREDITS This course is designed to provide the student with an understanding of young children's behavior. The course will provide to the student underlying causes of problem behavior, foundations for developmentally appropriate child guidance, different caregiving styles, specific positive discipline strategies and ways to manage the physical environment effectively. Students will gain various suggestions/tips on managing specific types of behavior. Students will have opportunities to solve specific problems relating to theory as compared to real-life situations.

### *EDU 317 PRACTICUM: LEADING CLASSROOM EXPERIENCES*

PRACTICUM 2 CREDITS This course is taken alongside EDU 311: Creative Experiences for Young Children and 307: Introduction to Working with Young Children; Curriculum, Play, and Pedagogy, and focuses on the skills a teacher needs to manage a classroom by themselves. With guidance of their mentor teacher, students will assume a lead role in planning, implementing, and evaluating classroom design, curriculum, and activities.

### *EDU 318 PRACTICUM: LEADING PARENT EDUCATION*

PRACTICUM 2 CREDITS This asynchronous course aligns with EDU 313: Partnering with Families and Community and EDU 315: Child Guidance and Positive Discipline courses. This fieldwork experience is designed to allow students to identify a need and then provide a parenting education activity that will help parents and caregivers of young children learn and develop skills to guide children's growth and behavior more effectively. An emphasis will be placed on ensuring family inclusion.

## **GRADUATE LEVEL COURSES**

For course descriptions concerning the Master of Arts in Education (MAEd), Certificate in Jewish Education, or the Master of Arts in Teaching (MAT), please defer to Academic Catalogs prior to 2023.

### **IEEP**

#### *EDU 582 MENTOR TEACHER TRAINING*

LECTURE 3 CREDITS This course gives experienced classroom teachers the tools they need to share their expertise with other teachers through the process of mentoring. Students will learn the theoretical and practical principles that provide structure to the arc of the mentoring experience. Topics to be addressed include creating and fostering mentor-mentee relationships, becoming a change-agent in your school, the art of inquiry and listening, SMART plans, assessment of success, having difficult conversations, and more.

### **MAED IN ECE**

#### *EDU 600 Chacham Ma Hoo Omer? (The Wise, one, What Does He Say?) Theories of Child Development*

LECTURE 3 CREDITS Familiarizes students with the foundational theories of human development, current research directions in developmental psychology, major developmental perspectives and research approaches in developmental psychology and issues surrounding diversity, emphasizing an ecosystemic model of thinking about and understanding children and their development. In addition to

the previous topics, the following areas will be discussed: the history of childhood; developmental theories and appropriate practices in education; play as a medium for learning and development; and the field of discipline particularly as it relates to development, behaviors and considering temperament in children.

*EDU 601, EDU 611, EDU 621, EDU 631 V'al Ha'avodah (About the Work): Supervised Practicum 1-4*  
2 CREDITS Practicum courses serve as a laboratory for students to experiment with and practice the skills and models encountered in their coursework. Actual number of hours will vary for working professionals pursuing the degree. The students are assigned mentors that will support them throughout their master's program and work on personal, professional, and civic goals towards becoming leaders and advocates in the Jewish early childhood profession.

*EDU 610 B'Tzalmo (In His Image): Addressing Special Needs in the Jewish ECE Program*  
LECTURE 3 CREDITS This course focuses on how to address, include and support families and children with special education needs. Emphasis will be placed on both ends of the special education spectrum from children with disabilities to those on the gifted end. Best teaching practices will be investigated, observed and applied. Finally, this course will examine legal trends related to Individuals with Disabilities Education Act (IDEA) and Individualized Educational Plans (IEP), Individualized Family Service Plans (IFSP), regional centers and public schools' role in identification and assistance for special needs, the Free and Appropriate Education requirement (FAPE), the Least Restrictive Environment (LRE) requirements and more.

*EDU 620 V'shinantem Levanecha (And You Shall Teach Your Children): Creating Curriculum in a Jewish Early Childhood Development Program*  
LECTURE 3 CREDITS Study of the philosophies, history, and development of early childhood programs. Review how existing program types meet the needs of the preschool child and teacher, as well as the criteria of a quality learning environment. Emphasizes relationships between teacher and child. Includes field observations.

*EDU 630 Kol Yom b'Yomo (Each and Every Day): The Jewish Calendar in the Early Childhood Education Setting*  
LECTURE 3 CREDITS Jewish early childhood programs are often led by the Jewish calendar, holidays, celebrations and customs. This course will cover the entire Jewish year as well as celebrations, customs and traditions to help guide students to move beyond ordinary rote planning and into high quality intentional use of the Jewish calendar for teaching and programming.

*EDU 640 Ha'lo tziviticha, chazak ve'ematz (have I not commanded you to be strong and courageous): Social Development and Resiliency*  
LECTURE 3 CREDITS The study of social and emotional development in early childhood through adolescence including concepts of risk, resilience, influence of family, peers, religion, socio-economic levels, etc. Discussion of interventions and remediations will be included.

*EDU 650 Hevey Rhatz Le'Mitzvah (Run to Do a Commandment): Children and Families Experiencing Stress and Trauma*

LECTURE 3 CREDITS This course will examine many of the common and more serious cause - effect relationships of stress within children, including home, school, medical and other stressors. Theoretical treatment approaches will be introduced as well as emphasis for the development of practical skills for parents and teachers.

*EDU 660 Ayzehu Chacham? (Who is Wise?): Research Methods*

LECTURE 3 CREDITS This course focuses on the fundamentals of research methods and design. Students will learn about the various research methods used in education and psychology, and understand the nuances of conducting a valid and reliable research study. Students will review several research articles, each using a different research design, to become familiar with various research methods. Students will also learn the various steps in the research process from idea formulation to design planning, data collection, data analysis, and interpretation. The class involves a class-wide research project that will provide the data for statistical analysis and the subject matter for writing a research paper. In all areas, an emphasis will be placed on research involving children and families.

*EDU 670 Im Lo Achshav? (If not Now?): Professional Development, Adult Supervision and Leadership*

LECTURE 3 CREDITS This course provides a seminar on effective leadership in Early Childhood Education. Special attention will be devoted to professional development of teachers and administration, adult supervision, mentoring adults and child advocacy. Additionally, students will examine types of leadership models and theories of management. Finally, this course will examine policy-making processes and procedures that impact children, families, communities, and schools.

*EDU 680 Kneh L'Chah Chaver (Acquire for yourself a friend): Observation, Assessment and Relationships with Parents*

LECTURE 3 CREDITS This course explores the importance of family engagement and how it leads to student success in school. Students will learn about partnering with families, using observations and assessments of children, in helping support the learning and development of the children they work with, as well as, their shared responsibility between home and school. This ability to develop positive relationships with parents and families is an integral part of becoming a proficient educator. Students will read and discuss research which links the relationship between family engagement and positive educational outcomes. Students will also learn and practice communication methods with parents and guardians, taking into consideration multiple challenging situations as well as maintaining positive relationships.

*EDU 685 Equity, Diversity, and Social Policy in Early Childhood Education*

LECTURE 3 CREDITS This course is designed to provoke questions and possible solutions to complex social problems that impact early care and education, children and families. As diversity as well as discrimination and exclusion are simultaneously present in today's society, it is imperative that we recognize the value of difference in enriching our lives and in preparing us to work effectively and ethically with families and children. In this course, we will examine the benefits and challenges of implementing an anti-bias framework in the early childhood context and its relationship to enhancing

our partnerships and communication with families. Active engagement in dialogue and reflection will contribute to the evolving professional identities of students as they explore the topics of culture, family, identity, diversity, gender, and race and examine US social policies and their potential unintended consequences. We will explore how social media, news organizations, politics and socio-economic factors affect families, young children, and early childhood education.

*EDU 690 Siyyum (conclusion): Capstone Project*

2 CREDITS Capstone Project

**EDD IN ECE**

*EDU 700 Foundations of Doctoral Studies*

LECTURE 2 CREDITS This is an introductory course to orient students to doctoral studies in Early Childhood Education, what it means to be a scholar in a particular subject matter, and the requirements for an EdD in ECE. Critical thinking skills, scholarly writing, empirical research, and ethics are discussed. This course is reading-intensive with an emphasis on being able to articulate the ideas presented in the readings through discussions and writings. so that students are equipped for the rigors of doctoral studies, what it means to be a researcher, and success in completing a dissertation.

*EDU 701 Current Trends in Early Childhood Education Research*

LECTURE 4 CREDITS This course is designed to provide doctoral students with access to current trends in early childhood research. This will include a focus on the various elements of early childhood education, including pedagogy & curriculum, child development, child psychology, preschool, families & parenting, and non-developmental perspectives on early childhood.

*EDU 702 Academic Writing Intensive*

LECTURE 2 CREDITS In order to cultivate the essential writing and research abilities required for doctoral level work, this course employs a blend of writing, editing, lectures, independent study, and in-class exercises. Achieving a proficient level of skill is imperative, as is the capacity to scrutinize, merge, and consolidate written material produced by others. Special attention will be given to creating and supporting an argument and avoiding plagiarism. Students will have an opportunity to practice each of these elements and integrate them into a final writing assignment.

*EDU 703 Philosophy of Jewish Education*

LECTURE 4 CREDITS In this course, we will assume a philosophical disposition to critically examine a wide variety of visions of education and learn to articulate our own visions of education. This course builds on the philosophical questions visited in previous coursework on pedagogy and curriculum design, offering a broader examination of the competing purposes of Jewish education. We will gain exposure to and practice in using philosophical language and argument to create a vision-driven approach to education.

*EDU 704 Research Methods I: Qualitative Methods*

LECTURE 4 CREDITS The aim of this course is to acquaint students with qualitative research methodologies. To this end, a blend of informative, interactive, and practical techniques will be employed to teach students relevant knowledge and abilities associated with qualitative research.

Throughout the course, students will be expected to undertake their own qualitative study by individually collecting data, analyzing it in small groups, and presenting the outcomes of their analysis. Additionally, students will be required to submit their interview guides, interview transcripts, codebooks, and analytical products for evaluation. Moreover, students will be assessed based on their in-class participation and their final presentation. Ultimately, by the conclusion of the course, students will acquire proficiency in formulating appropriate qualitative research questions, conducting qualitative data collection through interviews and focus group discussions, and scrutinizing qualitative data. Students will also be exposed to diverse approaches to presenting qualitative research findings and gain insight into the various practical applications of qualitative data. This course encompasses both qualitative data collection and analysis as well as writing objectives.

### *EDU 705 Research Design*

LECTURE 2 CREDITS This doctoral course in early childhood education focuses on research methods and research design. It emphasizes the conceptualization of a research design, the selection of a study design, and information-gathering and analytical strategies, such as case studies, experimental and quasi-experimental design, survey methods, open-ended interviewing, and observation. The course also addresses how to develop and use a conceptual framework to ensure that the gathered information is relevant and valuable in answering questions that may arise in a thesis or policymaking. Accordingly, the course concentrates on defining early childhood issues and suitable research questions, constructing basic conceptual models, operationalizing concepts into variables, comprehending the types of study designs and data collection methodologies available to understand early childhood education problems, and creating an overall strategy for research design and execution. Each student will need to make some basic decisions about their dissertation topic as part of the course. As an early childhood education practitioner, one will be required to identify and consider authoritative research to understand early childhood issues. Thus, the course will be taught in the context of developing ideas for the dissertation. The course includes a series of assignments where students develop and use study designs and data collection methodologies to define a research topic and write a research proposal on that topic. The course format combines lecture, group exercises, and discussion.

### *EDU 706 Jewish Study*

LECTURE 1 CREDIT

### *EDU 707 Defining "Quality" in ECE Programs*

LECTURE 2 CREDITS Professionals, parents, policymakers, and researchers all agree that quality in early childhood education is critical for positive outcomes of these programs. However, the precise and consistent definitions of what constitutes quality has evaded the field since its inception. This course will examine quality in early childhood structure such as teacher qualifications, professional development plans, and class size. The physical environments such as materials, apparatus, furniture, and other elements. The curricular environment such as activities, planning, assessments, and curriculum models. The temporal environment includes scheduling, hours of operation, activity duration, and use of time. The interpersonal environment includes teacher-child interactions, teacher-teacher interactions, teacher-administration interactions, and program-family interactions.

### *EDU 708 Research Methods II: Quantitative Methods*

LECTURE 4 CREDITS The primary objective of this course is to equip students with an understanding of statistical concepts and procedures essential for reading, understanding, synthesizing, and ultimately conducting accurate statistical analysis and applying quantitative methods in educational research. Students will gain knowledge through a combination of assigned readings, discussion, practical experience in utilizing a computer program for data analysis, and hands-on application activities. As part of the course requirements, students will be expected to identify and report on the quantitative methods employed in published research articles, collect, and analyze data using the Statistical Package for Social Sciences (SPSS), and produce written reports on methodology and findings.

### *EDU 709 Leading for Social Change in Early Childhood Education*

LECTURE 4 CREDITS This course is an introduction to and survey of major historical and contemporary theories of educational leadership. Through this lens, students will learn how to evaluate dilemmas, problems, and critical incidents that typically occur in educational settings to master leadership theories and apply them to educational settings. Additionally, students will use research and theory to engage in research-based conversations about educational leadership, Jewish early childhood education, and enhance practical wisdom.

### *EDU 710 Design for Dissertation*

LECTURE 2 CREDITS This course is intended for advanced doctoral students who have already completed their methods courses and want to further enhance their research skills. The main goal of the course is to guide students in developing their dissertation proposal writing abilities, and to become proficient in selecting appropriate research designs for specific research questions. Additionally, students will gain an understanding of the factors to consider when evaluating the overall quality of their research. Students will learn how to conduct a comprehensive literature review and explore various methodological approaches for their research topic. The emphasis will be on creating a research question that can be empirically investigated during the doctoral program. Although the course is primarily focused on writing the dissertation proposal, it also serves as a refresher on fundamental research concepts, such as reviewing literature, understanding theory, identifying research problems and methodologies, gathering and analyzing data, presenting results, and applying research to address educational issues. Furthermore, students will develop an understanding of the purposes, assumptions, and reasoning involved in research methodologies.

### *EDU 711 Leading to Promote Learning*

LECTURE 4 CREDITS In this course, we will explore the optimal ways in which adults and children can learn. We will center our attention on various curriculum models, delivery methods, learning environments, and assessment techniques.

### *EDU 712 Education Finance and Policy*

LECTURE 4 CREDITS This course focuses on using economic theory, econometric methods, and related social science research to examine economic issues in early childhood education. The course begins with exploring theories and research that view education as an investment in future productivity, evaluating the value of early education and returns to it. The production of education is then studied, taking into

account different inputs and the role of education in domestic and global economic growth. Early childhood education is analyzed with emphasis on current policy debates. The course also discusses the organization of early childhood education and the use of incentives to improve educational effectiveness. Research on early childhood education markets such as Head Start and Early Head Start, school quality, and choice, and the impact of family peers and educational environments is explored, followed by an examination of early childhood education reforms and efforts to increase accountability. While econometric methods play a significant role in assessing early childhood educational policies and interventions, this course draws on interdisciplinary perspectives and current issues to enrich discussions.

#### *EDU 713 Dissertation Practicum*

LECTURE 2 CREDITS Faculty guided independent study leading to the development and writing of a dissertation literature review and study focused on either theoretical or applied research.

#### *EDU 714 Concept Paper*

LECTURE 6 CREDITS Students will work with faculty and dissertation advisors to create the foundation of their dissertation including the problem statement, research questions, methodology and steps needed to finalize these.

#### *EDU 715 Applied Dissertation Research*

LECTURE 6 CREDITS This course is the final course that brings the dissertation process to a close. Prior to this course students will have studied research methods and design. They will have completed the research design, literature review, and methodologies sections of the dissertation. In the previous semester, once students' concept paper was approved, students will have begun to collect data for their study. This final semester will be the closure of data collection, the writing of the dissertation itself, and conclude with the defense of the dissertation.

### ***School for Jewish Education and Leadership Faculty***

*DR. BRUCE POWELL*, Dean, B.A., University of California, Los Angeles; M.A., California State University, Northridge; Ph.D., University of Southern California

*DR. TAMAR ANDREWS*, Director of Early Childhood Education Degree Programs, B.A., California State University, Northridge; Ed.D, California State University, Los Angeles

*SHARON BACHARACH, L.C.S.W.*, Associate Director of Early Childhood Education Degree Programs, B.A., California State University, Northridge; M.S.W., New York University

*JASON ABLIN*, B.A., Vassar College; M.A., New York University

*DR. RON WOLFSON*, B.A., M.A, Ph.D., Washington University; M.A., University of Judaism

## School of Enterprise Management & Social Impact

### Master of Business Administration (MBA)

The Master of Business Administration (MBA) curriculum is designed to provide graduate-level education in a cross-functional, interdisciplinary fashion to prepare business leaders with skills across key areas of accounting, finance, marketing, human resources, operations, technology, management, and values-based ethical leadership. In keeping with the mission of the American Jewish University and the School of Enterprise Management and Social Impact (SEMSI), students in the MBA will explore key business disciplines through the lens of stakeholders (including investors) rather than solely stockholders, with a focus on training to lead purpose-driven ventures that impact society for the better.

### MBA Programmatic Outcomes

Upon successful completion of the MBA program, students will demonstrate:

#### *Knowledge*

- **PO 1: Interdisciplinary Approach:** Synthesize the perspectives and methods of business-related fields of study finance, marketing, organizational behavior, operations, and accounting and assess the resulting advantages and challenges.
- **PO 2: Theoretical Framework:** Assess and utilize the primary models and theories used to identify and respond to problems within a business environment.

#### *Ability*

- **PO 3: Problem Solving:** Apply appropriate analytical frameworks and critical-thinking skills to solve problems affecting an organization.
- **PO 4: Research Application:** Utilize qualitative and quantitative research methods in solving business managerial problems.
- **PO 5: Data Analysis:** Analyze data and make data-driven decisions.
- **PO 6: Global Business:** Evaluate the changing conditions in the global business environment.
- **PO 7: Communication:** Communicate cogently in oral and written formats in a variety of professional contexts to a variety of audiences.
- **PO 8: Technology:** Apply appropriate technological and research tools to solve problems in a business environment.
- **PO 9: Collaboration:** Demonstrate the ability to work collaboratively to complete projects.

#### *Values*

- **PO 10: Business Ethics:** Propose solutions to ethical dilemmas and concerns affecting the modern business environment based on an analytic/application of historical religious values in modern times.

### MBA Course Requirements and Sequencing

The MBA consists of a total of 36.0 semester units. The MBA core program is 27.0 semester units. Each course is 3 semester units. This does not include the foundational prerequisite courses necessary for



successful completion of the degree program. Students can complete the total program of 36.0 units by selecting electives or a specific concentration.

## **MBA Program Courses**

*(27.0 semester units of Core, 9.0 semester units of Concentration)*

<b>Code</b>	<b>Title</b>	<b>Units</b>
MGT 601	Leadership and Organizational Behavior	3.00
LAW 601	Business Law	3.00
MGT 600	Ethical Frameworks for Leaders	3.00
MGT 625	Human Resource Management	3.00
STAT 625	Impact Analysis: Data Analytics and Decision Making	3.00
FIN 650 <u>or</u>		
ECO 625	Managerial Finance <u>or</u> Managerial Economics	3.00
MKT 650	Cause Marketing	3.00
COMM 600	Impact Communication for Social Enterprise Leaders	3.00
MBA 675	Integrative Capstone: Impactful Enterprise Leadership, Strategy, and Performance	3.00
XXX XXX	<i>MBA Program Concentration (Various)</i>	<i>9.00</i>

## **School of Enterprise Management & Social Impact Course Descriptions**

### *COMM 600 IMPACT COMMUNICATIONS FOR SOCIAL ENTERPRISE LEADERS*

LECTURE 3.0 UNITS This course focuses on developing interpersonal and relational written, verbal, visual, presentation, and on-camera non-verbal skills that help social enterprise leaders communicate more effectively with individuals, teams, enterprises, and other stakeholders by persuading, informing, legitimizing, and applying other techniques. This course also covers basic power dynamics in workplace communication, crisis communication, communicating with those of different cultures, and using digital media to achieve organizational goals.

### *ECO 625 MANAGERIAL ECONOMICS*

LECTURE 3.0 UNITS This course provides students with an understanding of how the decisions of managers and consumers impact supply, demand, prices, and values by providing the basic tools and analytic approaches for managerial economic decision making. The course not only covers how managers can navigate the functioning (and failure) of various efficient and inefficient markets through basic micro- and macro-economic principles, but also delves into the burgeoning field of behavioral economics. Consistent with SEMSI's mission, this course introduces students to principles of Development Economics as well as the interplay of economic reasoning and public policy decisions that affect environmental, workforce, and community concerns.

### *FIN 650 MANAGERIAL FINANCE*

LECTURE 3.0 UNITS This course covers the basic functions of financial management within organizations. Principles and concepts of finance are addressed. Students explore tools and methods of analysis employed by financial managers to understand and make decisions related to managerial finance. Students also are introduced to concepts including impact investing, shareholder primacy vs. stakeholder capitalism, ESG, and other socially impactful metrics of how an investment is measured, including the Triple Bottom Line of "People, Planet, & Profit," and risk return impact.

### *LAW 601 BUSINESS LAW*

LECTURE 3.0 UNITS An exploration of law and legal theory as relates to intentionally impactful business, including choices among entity types, fiduciary duties, governance structures, and basic formation alternatives. The course also introduces students to the fundamentals of contract, tort, property, and tax law, compare among morals, ethics, and laws, and refine their understanding of the American legal system as applied in the business environment, and they apply basic legal analytical frameworks, such as IRAC, to business decisions.

### *MGT 600 ETHICAL FRAMEWORKS FOR LEADERS*

LECTURE 3.0 UNITS As a gateway to the MBA, students will explore best business practices based on thousands of years of Rabbinic tradition. Explorations of modern organizational challenges such as internal and external reporting, transparency, decision making within an ethical framework, and serving stakeholders rather than stockholders in this early course will provide an analytical foundation for the remainder of the MBA experience.

### *MGT 601 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR*

LECTURE 3.0 UNITS This course examines behavioral science theory as well as various factors that influence the culture and politics of an organization. Students learn how to analyze the culture of an organization, determine appropriate communication techniques, and apply them effectively. Understanding the culture and politics within an organization is a critical skill for leaders in today's society. By combining organizational theory with real life organizational examples, students analyze culture, politics, and psychological theories of teams and develop communication strategies that assist in improving overall performance. Students have the opportunity to analyze their own organizations and learn practical approaches for improvement.

### *MGT 625 HUMAN RESOURCE MANAGEMENT*

LECTURE 3.0 UNITS An exploration of the strategic role of human resource management to support organizational effectiveness. Students use theoretical and practical frameworks to examine the major functions of human resources management, including acquisition, development, retention, and separation of human capital and talent. Topics such as employment law, diversity, equity, and inclusion, and total compensation packages are also addressed.

### *MKT 650 CAUSE MARKETING*

LECTURE 3.0 UNITS This course provides an introduction to the theories and practices of marketing from an enterprise management perspective. Through the development of a comprehensive marketing plan, students apply concepts and skills related to market analysis and strategy, situation analysis, and execution of the marketing mix. Contemporary issues in cause marketing and the relationship of marketing and market research to a business's mission are also addressed.

### *STAT 625 IMPACT ANALYSIS: DATA ANALYTICS AND DECISION MAKING*

LECTURE 3.0 UNITS This course provides an introduction to quantitative theories and methods as applied to business analysis and improvement for managerial decision making. Students gain a practical understanding of strategies for collecting, analyzing, and interpreting data for use in organizational decision making across the functional areas of the business.

*MBA 675 INTEGRATIVE CAPSTONE: IMPACTFUL ENTERPRISE LEADERSHIP, STRATEGY, AND PERFORMANCE*

LECTURE 3.0 UNITS This is the capstone course for all MBA candidates. The course provides theoretical and applied exposure to the conceptual and analytical skills required by ethical leaders of socially impactful enterprises seeking to maximize value for diverse and often competing stakeholders. Emphasis is placed on the integration of knowledge from prior coursework in functional management, the application of that knowledge to organizational problems, the formulation and implementation of a strategy affecting a range of constituencies.

***Concentration (9.0 semester units)***

Starting with the current coursework available in nonprofit management, students may choose a set of electives to meet their career interests or specialize in a specific business field to-be-developed concentrations.

***Nonprofit Management Concentration***

*NPFT 610 NONPROFIT FUNDRAISING*

LECTURE 3.0 UNITS This course is an overview of fundraising for a non-profit organization, with a goal of providing basic understanding of the fundraising techniques used by—and the environments within—professional fundraisers operate, working with volunteers and understanding and building relationships with donors. The course also provides an understanding of major gifts fundraising techniques and a brief overview of grant writing.

*NPFT 650 ACCOUNTING, FINANCE, & BUDGETING FOR NONPROFIT LEADERS*

LECTURE 3.0 UNITS This course focuses on interpreting and using accounting and financial information to make and support business decisions for non-profit enterprises. This course covers managerial finance and accounting concepts relevant to non-profit enterprises, including generally-accepted accounting principles, financial statements, time value of money, and budget preparation. Students use accounting information in a managerial capacity for the planning and control of functional areas within an organization in a manner that teaches students to interpret and act on accounting information, rather than prepare it. Students are expected to leave the course able to understand business-planning basics, such as how to forecast and manage cash flow in a manner that empowers them to prepare legitimate budgets for non-profit organizations.

*NPFT 675 NONPROFIT GOVERNANCE*

LECTURE 3.0 UNITS This course focuses on governance functions, principles, and techniques. Topics include strategy, business models, resource utilization, risk management, organization structure, validation of information, problem solving, and the role of the board of directors. Course material is a combination of theory and case studies.

*HR 625 ADVANCED HUMAN RESOURCES: DIVERSITY, EQUITY, INCLUSION, & BELONGING*

LECTURE 3.0 UNITS This course provides an overview of what diversity, equity, inclusion, and belonging (DEIB) mean, why they matter in an effective work environment, and the impact of corporate policies

and procedures on a diverse employee pool. The course addresses such topics as unconscious bias, otherness, inclusive leadership, and interpreting various data, including from surveys and focus groups. Students will create Leadership and DEIB Plans for a sample organization's HR & Talent Management department.

AJU School of Enterprise Management & Social Impact Faculty

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## Ziegler School of Rabbinic Studies

# ***MACHSHEVET YISRAEL & PROFESSIONAL EXCELLENCE:*** **TRAINING AN EFFECTIVE RABBINATE FOR TODAY'S SEEKING JEWS** **Curriculum Rationale of the** **Ziegler School of Rabbinic Studies**

### Academic Learning & Rabbinic Training

The path we walk at the Ziegler School in our study of Jewish sacred texts is both new and old, fresh and well worn. We read writings that centuries of Jews have read, and we read them in dialogue with the generations of scholars – Geonim, Rishonim and Ahronim – who have read them before us. We also read those texts through lenses that have been ground by contemporary scholars in the Universities and Rabbinical seminaries in this country, in Israel, and around the world. The directive of Kohelet guides us: *It is best that you grasp the one without letting go of the other, for the one who reveres God will attend to both* (Kohelet 7:18).

We understand the study of Jewish sacred writings as a spiritual practice. In this we stand in the long tradition ranging from the Talmud through the great centers of learning in Franco-Germany, Spain, North Africa, the Middle East, through the great yeshivot of Eastern Europe and into our own times. “After the Temple was destroyed, God was found in the four cubits of halakhic discussion (Berakhot 8a),” teach the Sages, who also assert “If you would learn to know the One at whose word the world came into being, learn aggadah (Sifrei Devarim, Piska 94).” The intellectual pursuit of subtle distinctions in halakhah, the close readings of Midrash and parshanut, or the joys of philosophical theology is itself a spiritual exercise. The intellectual and the spiritual are one on this path.

In our engagement with Rabbinics we are humbled before the edifices that were built by the Tannaim, Amoraim, Geonim and Rishonim. We learn their words with the reverence with which we learn the Torah itself. At the same time our learning is also informed by our knowledge that all texts, sacred and secular, are influenced by and embedded in cultures. All authors are people, including those recording or responding to the will of God. Therefore, these texts also yield to analyses within historical, literary, legal, feminist and other interpretive frames. We seek to “accept truth from anyone who speaks it,” with the conviction that God wants the service of the mind unfettered.

### Jewish Commitment and Western Learning

We require and train rabbis who live within the cultural and political orbits of the Jews they will serve. But our commitment to the intellectual enterprise is far deeper than the merely utilitarian. Because we recognize that Judaism has a history, that it has been influenced – for the good – by the insights and advances of surrounding cultures, we know that our religious obligation is to serve as filters through which contemporary culture can influence and shape Jewish religious life. At the same time, we also know that Judaism’s core commitments can only contribute *to tikkun ha-olam*, the repair of the world, if we are sufficiently grounded in that world to translate Judaism’s particular

forms and insights into a universal language. For these reasons, our curriculum goes far beyond a traditional rabbinical yeshiva, including courses in pastoral psychology, literature, history, philosophy, sociology, pedagogy, mysticism, professional skills, and extensive field experience.

These commitments find fullest expression within Conservative/Masorti Judaism, with which the school is affiliated. As such, we also include courses in Conservative/Masorti Jewish thought and history, in the halakhic findings and methods of Conservative/Masorti decisors, and in Conservative/Masorti Jewish observance and practice.

### The Context

The Ziegler School of Rabbinic Studies of the American Jewish University was created in 1996 to develop a new model of rabbinic education, suitable to meeting the challenges and opportunities facing the Conservative rabbinate and American Jewry. Toward that end, it is worth reflecting on the position of American Jewry – where it has come from and where it is heading – and on the profile of a Conservative rabbi equipped and capable of meeting those challenges.

Jews came to America, by and large, to seek economic prosperity and social security. Those Jews who did immigrate tended to be among the least educated, both in traditional Jewish sources and in Western academic training, and often were among the poorest of the new immigrants. As such, the earliest Jewish agenda was one of ethnic solidarity and social opportunity. Organizations such as the federations, congresses, committees, leagues and agencies were designed to fight for Jewish opportunity in the broader economy and culture. Synagogues and schools of higher Jewish learning were to articulate ways of integrating American culture and values with Jewish religious structures and commitments, and to offer havens for Jewish social and ethnic expression, among them, some measure of religious ritual and education. With the rise of Zionism, support for Zionism and (later) for the State of Israel also provided a key agenda item for these Jewish organizations – both the agency/federation cluster and the synagogue/seminaries constellation.

Ours is an age challenged by our own success. With the establishment of the State of Israel, and its vibrant history of over a half-century, and the prosperity and professionalization of American Jewry, much of the original impetus for the federations and agencies no longer seems quite so clear, nor so capable of summoning widespread Jewish passion (let alone forming the cornerstone of Jewish identity). The understanding of the synagogue as the place that Americanized Judaism has also shifted. The task, then, of energizing American Jewish life, has returned to its proper agenda – serving the Jewish people in the advancement of our covenant with God. Agencies, Federations, and synagogues are all united in common cause behind this emerging agenda.

And the needs of contemporary Jews – their spiritual seeking, their desire to take on rituals abandoned by their parents, their interest in a Judaism less formal and more text-grounded than the one they have inherited – have also changed. Those changes offer rabbis an opportunity to elevate the quality and profundity of American Jewish life. But to do so, we need a special breed of rabbis. Our rabbis must be simultaneously at home in the world of Western culture and thought, scientific findings and method, Jewish texts and observance. Like the Jews they will serve, they too must thirst for God, for covenant, and for mitzvot. Like the Jews they will serve, they must be rooted in contemporary culture and a healthy

respect for individualism and idiosyncrasy. But unlike the Jews they will serve, they must insist on a new synthesis – authentic to the Judaism we have inherited, yet open to new insights and perspectives. Our rabbis cannot live in a world in which their Jewish faith is hermetically sealed off from the academy, from new perspectives and new information. Our rabbis must embody a faith that is confident and unafraid, one that trusts that an authentic encounter between Judaism and contemporary values and thought will be mutually enriching, mutually transformative, and will – at the same time – vindicate the core beliefs and practices of Judaism across the ages.

**It is to produce precisely such rabbis that the Ziegler School was created.**

Focusing on Greatness — The Curriculum as a Whole

The key to greatness in a Rabbinical School curriculum, as in any institutional focus, is to assess and to bolster the strengths and capacities of the institution, and then to pursue those intended outcomes with vigor. Given the values of the School, articulated in the American Jewish University's Mission Statement and the learning outcomes of the Ziegler School as articulated in its 9 point learning outcome objective<sup>1</sup>, as well as the strengths of our superb Faculty, the Steering Committee has deliberately determined that the focus of the School's academic program will be on two broad arenas: *Machshvet Israel* (Jewish thought) and professional development. These two rubrics respond to the demands placed on the contemporary Rabbinate — Jews are seeking meaning and guidance from their heritage, they look to Judaism for solace and inspiration, and they turn to their religion to provide ethical rigor, a sense of value, and a community of belonging. Rabbis must be capable of providing access to the tradition and to making that tradition both accessible and relevant to the lives of today's Jews. By and large, Jews are not interested in their Jewish identity for reasons of antiquarian or historical concern, nor is their primary interest one of dispassionate scholarship. While both are valuable tools in the pursuit of clarity, depth and meaning, their utility remains in the background. Front and center is a desire for harmony, balance, and integration. Jews turn to Judaism to provide those riches. Focusing on Jewish thought gives the Ziegler rabbi the tools needed to meet that demand. At the same time, the riches of Jewish thought must be transmitted through the building and maintenance of synagogues, schools, and other institutions, and its rich message must inspire through well-crafted sermons, effective teaching and preaching, pastoral counseling, and the myriad professional demands that today's rabbi must master. The curriculum is consciously crafted to meet those dual necessities.

Additionally, the curriculum is designed to provide a rational flow, both from one semester to the next, and among the courses offered each semester. The curriculum challenges each student to find her or his passion within the broad range of Jewish studies and to pursue depth and excellence within that selected area. Finally, the curriculum contains the total number of credits required from each student, based on the conviction that excessive busy-ness precludes a deep and transformative encounter with the material offered during rabbinical school.

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<sup>1</sup> The Ziegler Rabbi ... masters the Masorah — synthetically and technically, distills the Tradition in ways useful to people's lives, is motivated by God and shares that faith, pursues a socially-conscious rabbinate, elicits the theological underpinnings of sacred texts, teaches and observes mitzvot passionately, loves Jews as well as Judaism, cultivates a strong personal bond to Israel, connects with lay people and is skilled in outreach.



## Ziegler School of Rabbinic Studies

### THE FIRST THREE YEARS

Jewish thought forms the core of today's rabbinic contribution. Being able to communicate the application of Jewish wisdom to people's daily lives, providing consolation and perspective to life's tribulations and sorrows, and balance and depth to life's joys is at the core of a Rabbi's charge. The Ziegler curriculum is predicated on providing the Rabbi with the tools to meet that challenge. We begin with the premise that the Judaism is primarily a textual tradition – the harvest of each generation's insights and creativity are to be found in the great writings that comprise the Masorah — Tanakh, Rabbinics, Parshanut, Philosophy, Kabbalah, and Hassidut. These literary corpuses require extensive training in order for the aspiring rabbi to be able to access their original languages and to unlock their treasures. Only with that mastery is the Rabbi then in a position to contribute his or her own creative synthesis and advance in a way that is both authentic and responsible. And only with that level of mastery and ownership can the rabbi assist others in crafting lives of Jewish meaning and depth. Only with that body of thought can the rabbi hope to surmount the considerable challenges to Jewish life in the present.

The curricular expression of this conviction is that the first 3 years of the curriculum are devoted primarily to skill building, knowledge acquisition, and an introduction to the broad rubrics of Jewish thought (giving the student sufficient background to be competent in these areas and sufficient exposure to be able to select that one area in which to develop some expertise in the final two years of the program). The focus during this initial period is on exposure to the broad arenas of classical Jewish literary expression, Jewish theology, Hebrew language, and extensive work in rabbinics (Mishnah, Tosefta, Talmud, and Rishonim).

During these early years, aspects of professional development are not neglected, but they are not given the prominence that they will receive in the final years of the program, another reflection of our conviction that a student must first master the Masorah before seeking to teach, preach, or synthesize. Knowing that our students will be working in the community and seeking to provide them with opportunities to synthesize their academic, professional, and existential achievements, the students will participate in our innovative programs. The Eit Ratzon program also offers attention to issues of personal development and the individual's journey as a Jew, under the supervision of an outside rabbi as moderator and guide: the class meetings regularly to discuss personal and group issues. Students also receive exposure to an introduction to Halakhah (focusing on Jewish religious practice in daily and holiday life), exposure to the liturgy of the weekday and Shabbat Siddur, and field placement.<sup>2</sup> These courses assure that the student's growth is not restricted to academia, but includes professional opportunities to begin to function rabbinically, and allows sufficient time and guidance to integrate the insights and experiences of rabbinical school into their own shifting and growing Jewish selves.

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<sup>2</sup> Field placements are required in organizations, schools, and congregations. These are supervised placements, one semester each. In years One and Two, students participate in 3 field placements to get exposure to rabbis and work they do to open up to possible ways to serve community. They shadow and mentor with a rabbi in a school, a synagogue and an organizational setting.

The third year of the program is both a culmination and a transition. All Ziegler students are expected to spend a year in Israel, given the school's conviction that a personal connection to the Land of Israel, Hebrew language, and the people of Israel is an essential component of Jewish identity, and a necessary virtue for any Jewish leader. The third year of our program is, therefore, conducted under the auspices of the Conservative Yeshiva in Jerusalem. During that year, students continue to deepen their mastery of Bible, Talmud, Codes, Midrash, and Hebrew, in addition to exploring the land and culture of Israel through seminars and field trips.

Recognizing that our intention to prepare rabbis adept at Machshevet Yisrael and professional development requires focus, persistence, and synthesis, we also know that this focus may result in ceding other foci to other institutions. Cultivating a coherent specialization results in allowing other aspects of the field to form a backdrop, rather than attempting to be all things to all people. In this curriculum, our determination to focus on Jewish thought and professional skills means that we have had to rethink how we provide exposure to Jewish history to allow our students to see Jewish thought in an historical context without reducing classical thought to mere historicism. We achieve that balance by asking our students to enroll in two History courses (one in year One and a second in the final years) introducing the flow and impact of Jewish history on Judaism and helping make explicit an historical consciousness, as well as by offering a course in the tensions and challenges of modernity and a thematic course tracing a particular theme diachronically, will assure that the students distill the information and historical sense they need to contextualize the thought they are mastering.

### **THE FINAL TWO YEARS**

The final two years of the program pivots from skill building, culminating in a 2-year period that integrates advanced Jewish learning with and an intensive program of professional development in the active rabbinate second to none.

Each student entering the 4<sup>th</sup> year will have the opportunity to select from two Thematic seminars, one in an area of Jewish thought and another that, while still rooted in text, keeps a focus on the subject's practical application. In the final year of the program, the graduating senior take a third thematic seminar, and has the option to take a 4<sup>th</sup> seminar to produce a project in a selected area of Jewish studies. Students are invited to submit a proposal to the Steering Committee for review, approval, and assignment to a faculty advisor. Each area will be administered by a member of the faculty and will be assessed by that Faculty member as project supervisor. The final project will demonstrate understanding, recall, mastery, the use of primary texts, and synthetic creativity.

Prior to the start of the final year, students must have demonstrated proficiency in a range of Tefillah (prayer) skills.

At the same time that the student is gaining serious depth in Jewish studies, the School will also provide a comprehensive and extensive professional training to prepare the student for a successful career in the active rabbinate. This professionalization will occur through a series of courses, through supervised internships, and through seminars reflecting on those internships. The student will take one course in management/leadership. Courses in Pastoral Counseling, Life Cycle, Hospital Chaplaincy, a Synagogue

Skills seminar, a course on teaching, a year-long master class, Conservative Judaism: Theology, Law, and Ethics, and a year long course on homiletics will all help prepare the Ziegler student for a career as a Rabbi. Additionally, the student will participate in a Senior Internship, under the supervision of a Rabbi. A course on Issues of Social Justice allow the prospective rabbi to focus on Jewish perspectives on contemporary issues of social justice. Reflection on the many tasks of a rabbi will flow from working with the Rabbi in a Jewish institution and will be reinforced through the Senior Seminar each week. Finally, each Senior will be exposed to a course of Torah anthologies, providing access to Hasidic and recent commentaries to the Torah for homiletical purposes. There is also a capstone course on the use of texts for spiritual mentoring, taught by master rabbis, used to develop an individual's spiritual autobiography and an agenda for personal growth.

## Ziegler School of Rabbinic Studies

### Master of Arts in Rabbinic Studies

#### The Curriculum in Detail

#### YEAR ONE, FALL

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
BIB 509	Readings in Humash	3
HEB	Hebrew	4
PHL 512	Introduction to Jewish Philosophy	3
RAB 501	Readings in Rabbinics	6
RAB 589	Beit Midrash	1
RAB 407	Introduction to Halakhah	3 (Total: 20)

The first semester of the first year is designed to introduce the student to the fundamentals of Jewish learning. Focused on Hebrew and beginning to read and contextualize the building blocks of Jewish civilization, the student is exposed a new and pioneering integration of classical Hebrew with Bible and Rabbinics courses, allowing a more rapid and deeper understanding of the language and literature of these foundational documents. The Rabbinics class also teaches students how to learn and develop relationship with texts of all rabbinic genre. Focus on syntax, language, context and meaning. The curriculum offers a systematic exposure to Jewish theological reflection and to critical analysis of religious ideas through the course on Jewish philosophy, which also introduces the student to the great thinkers of Judaism's rich reflective tradition, and to an Introduction to Halakhah which enables the student to socialize into normative Jewish life and practice while also beginning to understand the sources of halakhic decision-making and the expectations of a halakhic life.

#### YEAR ONE, SPRING

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
BIB 425	Humash with Rashi	3
HEB	Hebrew	4
PHL 551	Liturgy: History, Development, Theology	3
PRS 500	Shiur Klali	1
RAB 510	Talmud I	6

RAB 589	Beit Midrash	1
PHL 563	Halakhah of Liturgy	3
PRS 405	Field Placement I	0 (Total: 21)

The spring semester builds on the prior semester, moving the study of rabbinics into the realm of Talmud itself. Students will have the opportunity, depending on their level of skill, to become exposed to the Sugya, and possibly to the commentary of Rashi and other Rishonim. They will continue with their integrated Hebrew and Text studies as well. At the end of the semester, the student writes an exam in Bikkiyut in the Bible class, demonstrating sufficient familiarity with the names, places, key narratives, laws, and quotations of the Torah. The additional focus of second semester will be on Liturgy, looking at the Siddur and Machzor through the lens of the halakhah surrounding proper liturgical practice. Given the centrality of worship in the role of most contemporary rabbis, this early focus will enable the student both to function rabbinically and to understand and apply material learned in other courses. These courses initiate the process of mastering synagogue skills in daily, Shabbat, Festival and High Holy Day liturgy, as well as in Torah, Haftarah, and Megillah chanting. Additionally, the student will use this semester for the first of three field placements (one each in a Jewish agency, in Education, and in a Synagogue), spending time with a rabbinic practitioner to be exposed to rabbinic work in a few representative contexts.

#### YEAR TWO, FALL

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
BIB 525	Mikraot Gedolot	3
BIB 506	Introduction to Bible	3
HEB	Hebrew	4
RAB 511	Talmud With Rashi	6
RAB 589	Beit Midrash	1
RAB 524	Introduction to Midrash	3
PRS 506	Field Placement II	0 (Total: 21)

The Second year expands the student's knowledge base and skill set, advancing their Talmud studies by beginning to incorporate more attention to the commentaries that surround the Talmud text and expand upon it. Attention to this pillar of rabbinics is supplemented with exposure to Midrash, creating a critical and contextual knowledge of different Midrashim, and also developing an ability to read and utilize Midrashim independently. The Bible syllabus builds on its progression of Humash and then of Humash and Rashi to incorporate other scholarly and contemporary modes of reading and studying the Bible, including Biblical source criticism, literary approaches, and others. Except for native speakers, all students are expected to enroll in a Hebrew language course. The second field placement occurs during this semester.

### YEAR TWO, SPRING

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
BIB 410	Nevi'im & Khetuvim	3
HEB	Hebrew	4
PHL 511	Introduction to Kabbalah & Hassidut	3
RAB 512	Talmud with Commentaries	6
RAB 589	Beit Midrash	1
HIS 520	Survey of Jewish History	3
PRS 408	Field Placement III	0 (Total: 20)

The Spring Semester rounds out the offerings of the first two years, giving the student's a solid introduction to the different fields of Jewish scholarship, solidifying their language and text skills, and preparing them to continue that growth during their year in Israel. The Bible curriculum concludes its survey of the Tanakh with consideration of the final two sections – the prophets and the writings. The student is introduced to the study of Jewish mysticism, its key terms and constructs, as well as the central texts of the field. Talmud advances with exposure to more Sugyot and commentaries. The program is rounded out with the third and final field placement. At this point in the curriculum, the student continues to demonstrate mastery of weekday and Shabbat liturgy, Torah and Haftarah chanting.

### ISRAEL SUMMER

<b>Class</b>	<b>Course Title</b>	<b>Credits</b>
BIB	Bible Texts	Various
HEB	Hebrew Language/Studies	Various
RAB	Rabbinic Texts	Various
	Experimental Israel Seminar	Various

The Ziegler School's new curriculum creates a concentrated program in which the learning and activities are focused intensively on Israel. We envision a 2-2.5-month program that will dive deep in three distinct areas: (1) contemporary Hebrew, (2) Israel Seminar exploring the Zionism, the modern state of Israel, its diverse communities, cultural, political, and social challenges and opportunities, and (3) Biblical and Rabbinic texts especially pertinent to the Land of Israel. These goals are not separate and distinct but intertwine through the academic and nonacademic aspects of the year.

### YEAR THREE, FALL

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
TSM	Thematic Seminar	3
PHL 553	Conservative Judaism: Theology, Law, Ethics I	4
PRS 520	Pastoral Counseling I	2
PHL 552	Lifecycles	3
RAB 525	Mishnah	3
RAB 538	Talmud Synthesis Sugyot	3
PRS 507	Synagogue Skills Seminar	1 (TOTAL: 19)

This year unveils the opportunity for the student to select a Thematic Seminar. During this seminar, the students have the opportunity to explore a subject of particular interest, offered by rotating faculty and visiting scholars. The Conservative Judaism course will integrate the three primary areas in which Conservative Judaism's worldview and perspective offer a unique and important take on Jewish tradition and faith. Looking at the theological perspectives and insights of the leaders of the Movement, at the theories of law and their application, and at the pervasive impact of ethics, students will have a solid perspective with which to identify and through which they can face the issues confronting the Jewish world today. In order to develop mastery of rabbinics at a higher level, the year four course will offer a chance at synthesis, providing a way of applying their love and mastery of Talmud to teaching it to laypeople. Organized around the 10 – 15 Sugyot that every Conservative rabbi should know, the class sessions will allow each student to teach one of the selected Sugyot to the class as though teaching a group of laypeople. Finally, the pastoral counseling, Shiur Klali Lifecycles, and synagogue skills seminar will continue to direct the gaze of the student toward the concerns and passions of the active rabbinate. In particular, the Synagogue Skills seminar will allow the student to develop mastery over the traditional nusah for weekday, holy day, festival and special occasions. Finally, the Life Cycle and Covenant class will help integrate the theological studies of the past four years with the need to handle life cycle ritual and counseling from a perspective of wisdom, compassion, and skill.

### YEAR THREE, SPRING

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
TSM	Thematic Seminar	3
HIS 521	History: Issues of Modernity	3
PHL 553	Conservative Judaism: Theology, Law, Ethics II	4

PRS 510	Hospital Chaplaincy	1
PRS 521	Pastoral Counseling II	2
RAB 575	Teaching Rabbinic Texts	3
PRS 407	Synagogue Skills Seminar	1 (TOTAL: 17)

The second semester will continue with a second Thematic Seminar. This is supplemented by exposure to modern history and the tensions and promises of modernity. This course will focus on the chronological history of the modern era and on the tensions and issues that modernity brings to Jewish life and will examine the roots of those tensions historically (autonomy vs. corporate identity, citizenship, Emancipation and Enlightenment, secularism, Zionism and Diaspora identity, to name a few). A course on Teaching Rabbinic Texts pays particular attention to best approaches for Rabbis teaching classic rabbinic texts to lay audiences, congregants and students. Building on the Pastoral Counseling series, the student will now work within a hospital setting, under the supervision of a Rabbi/Chaplain.

**YEAR FOUR, FALL**

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
TSM	Thematic Seminar	3
TSM	Thematic Seminar or Project	3
EDU 567	Creating Sacred Community	3
RAB 536	Text as Spiritual Mentor I	3
PRS 501	Senior Seminar/Senior Internship	3
MGT	Management/Leadership Course	3
PRS 530	Advanced Homiletics I	3 (TOTAL: 19)

Senior year is designed as a year of culmination and transition. During this year the Ordinand turns to issues of job acquisition, moving into the world of Jewish professionals. It is fitting that much of the ordinands' attention shifts away from the life of the school, and even from the concerns of full-time academics. At the same time, this year is the culmination of five or more years of serious full-time study. As such, there are moments of completion, integration, and achievement that form an important part of the final year of the program.

During the first semester, the option of a project and writing seminar provides time for the Senior to select and complete a final project, subject to the approval of her or his supervising faculty. That project is to be rooted in text, demonstrating both mastery of the field and also ability to apply the rich textual heritage of that field to the spiritual, ethical, and historical concerns of today's Jews. If the senior opts not to submit a capstone project, then they enroll in a Thematic Seminar for the semester.



The remainder of the student's time and attention are now given to professional development. A semester course will permit the student a degree of choice in selecting some area of business skill to further hone. Creating Sacred Community, an education course on teaching will allow the student to hone a much needed skill for the rabbinate, and the advanced homiletics allows the student, under the instruction of some of today's finest rabbinic orators, to hone their own style and art of the sermon, the eulogy, and other occasions of rabbinic speech and teaching. Text as Spiritual Mentors provides an opportunity for synthesis and integration under the guidance of a master rabbi, inviting the student to consider how the process of learning holy texts is personally transformative, and asking the students to share those texts which were particularly fruitful for their own growth and engagement. The Internship offers a minimum of 7 hours each week to work in a synagogue/school/hospital/agency setting, with the active supervision of a Conservative rabbi. In addition to that supervised internship, the Senior Seminar provides a place for the class to come together as a whole to think through issues arising from their internships, and to reflect on life in the congregation or agency. Because of the time demands of the internship and the final project, the total credit load is deliberately light.

**YEAR FOUR, SPRING**

<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
BIB 518	Torah Anthologies	3
PRS 501	Senior Seminar/Senior Internship	3
RAB 537	Texts as Spiritual Mentor II	3
PRS 531	Advanced Homiletics II	3
PHL 562	Issues of Social Justice	2(TOTAL: 14)

The final semester of the program focuses on transforming the students from their status as advanced students to that of beginning rabbis. Assistance with resume building, job search and acquisition, transitioning into a professional role, all these occupy the attention and energy of the students and their advisors.

The formal courses reflect the shift in concern. The light load (13 credits) allows the students to turn their attention to the job search week sponsored by the Rabbinical Assembly, and then provides for their many weekends on the road interviewing. The focus, for example, of the homiletics class shifts mid semester. Once they return from their Job Search week, the homiletics professor now meets with the seniors to help them prepare their talks for their interview weekends. Three capstone classes remain: Torah anthologies exposes the student to Hassidic and modern commentaries that offer rich homiletical material to give depth to their learning, their preaching, and to their teaching. Text as Spiritual Mentor II continues the opportunity for synthesis and integration, inviting the student to consider how the process of learning holy texts is personally transformative, and asking the students to share those texts

which were particularly fruitful for their own growth and engagement. Issues of Social Justice exposes the soon-to-be-ordained seniors with Jewish sources on topics of social justice and considers rabbinic modes of mobilizing communities to address these issues in constructive and sustainable ways.

## CONCLUSION

In the best of the traditions of Conservative/Masorti Judaism, this curriculum reflects a commitment to tradition and change. It cultivates a reverence for text as the sacred harvest of our people's encounter with the divine. Mastery of those texts, in the original, remains the *sine qua non* for today's rabbis. Equally strong is a passion for Torah and mitzvot, and for a life of sacred deeds shaped and mediated by halakhah. This curriculum also provides an explicit attention to the needs of our time: Jews who are largely uneducated in the sources of Judaism nonetheless express a yearning for depth, for spirit, for faith and for a full Jewish life. Translating the Torah heritage from book to life is the key task of today's rabbi, and this curriculum is therefore designed to equip the rabbinical student for precisely that challenge. By focusing on Machshevet Yisrael, the profound, soul-wrestling contemplations of Israel's great intellects across the millennia, we hope to unleash that potent blend of heart and mind that has already brought so much light into the world. Simultaneously, to be conversant with the riches of Jewish thought and practice is of no practical utility if the practitioner cannot convey that passion, insight, and beauty to those who would seek to acquire it. The rabbi must not only be learned, but also compelling. That is why the second leg of this curriculum is professional skill and competence.

It is our firm conviction that this approach offers the best hope of training a generation of visionary, literate, and compelling rabbis capable of mediating God's love and justice through the Jewish people to the world at large.

# Ziegler School of Rabbinic Studies

## Master of Arts in Rabbinic Studies

### Program Goals

#### The Ziegler Rabbi:

1. Masters the Masorah – synthetically and technically,
2. Connects with lay people and is skilled in outreach,
3. Distills the Tradition in ways useful to people’s lives,
4. Is motivated by God and shares that faith,
5. Loves Jews as well as Judaism,
6. Pursues a socially-conscious rabbinate,
7. Elicits the theological underpinnings of sacred texts,
8. Teaches and observes mitzvot passionately.

### Program Learning Outcomes (by Goal Area)

#### *Masters the Masorah — synthetically and technically*

- Students will be able to articulate traditional sources, academically and traditionally, into broad ideas and values.
- Students will be able to competently render Hebrew and Aramaic primary sources into accessible English.

#### *Connects with Lay People and Skilled in Outreach*

- Students will be able to counsel, teach, and inspire in ways accessible to the broader community.
- Students will see lay people as allies and partners in their shared work.
- Students will be skilled practitioners in providing access to Jewish life and thought to people with minimal exposure.
- Students will be familiar with current trends in adult education, technology resources, and community organizing.

#### *Distills the Tradition in ways useful to people’s lives*

- Students will be capable of taking complex primary sources, both ancient and modern, and utilizing them in offering practical wisdom for daily life.

#### *Is Motivated by God and Shares that Faith*

- Students will be able to articulate their personal theological convictions in ways that are useful, expansive, and integrated
- Students develop and present an informed voice that mobilizes theological concerns on behalf of elevating and encourages members of the community to engage in that same endeavor.
- Students practice and ethical deportment will reflect their core theological convictions and will manifest Jewish values and worldview.

### *Loves Jews as Well as Judaism*

- Students will appreciate and celebrate the diversity of Jewish communities across geographic and chronological expanses.
- Students relationship to Jewish community will be not merely structural, but personally motivated.

### *Pursues a Socially Conscious Rabbinate*

- Students will be familiar with the critical communal concerns and challenges of the place in which they live, and link them to the prophetic and rabbinic emphasis on justice and community organizing.
- Students will be able to discern and implement appropriate ways of advancing those values and mobilizing their communities.

### *Elicits the Theological Underpinning of Sacred Texts*

- Students will perceive the conceptual coherence and significance of the vast details of Jewish textual tradition.
- Students will utilize that understanding for the sake of contemporary human thriving and integration.
- Students will be able to competently elicit the contemporary relevance of ancient and medieval text.

### *Teaches and Observes Mitzvot (commandments) Passionately*

- Students utilize dispassionately mastery for the sake of significant Jewish life.
- Students will be able to articulate and exemplify the discipline of Jewish observance in their lives and in their teachings.

#### Degree Requirements for the M.A. and Ordination

Graduates of the Ziegler School of Rabbinic Studies receive rabbinic ordination after 10-12 semesters of study normally completed in five or six years. Since text and language skills vary based on background and progress, each student's program is determined in consultation with the Dean's office. Upon completion of the program, students are granted a Master's Degree in Rabbinic Studies. Students normally complete all requirements at the Ziegler School's campus in Los Angeles, unless they are exempt from specific courses based on previous academic coursework.

The curriculum has been approved by the University Academic Senate as the course of study leading to rabbinic ordination. This description of the curriculum of the Ziegler School of Rabbinic Studies is designed to give prospective students a sense of the nature of our program. Because our faculty and students are always engaged in discussion of the curriculum, rabbinic education and a vision of the rabbinate for the 21st century, the curriculum will undoubtedly change slightly from year to year.

Please note: *The Ziegler School of Rabbinic Studies and American Jewish University reserve the right to revise or change the academic calendar, rules, charges, fees, scheduled courses, requirements for*

*degrees or other regulations. This catalogue is for the guidance of our applicants, students and faculty and is subject to change and is not intended as a contract between the Ziegler School and any person.*

### ***Internships***

The Ziegler School is committed to training rabbis who are equipped to lead North American Jewish life into the 21st century. We understand that for rabbinic students to graduate with the necessary vision, skills and passion to make profound changes in the Jewish community, they need to have extensive hands-on experience in a variety of Jewish institutions. The staff and faculty of the Ziegler School work closely with rabbis and other Jewish professionals in the Los Angeles area and beyond to build relationships between the Ziegler School and other Jewish institutional settings. In the first two years of the Ziegler program, students are introduced to Hillel, congregational settings, Federations and educational institutions. Students in their final year will select an institutional setting that dovetails with their professional plans and interests.

### ***Israel Year***

The Israel component of the Ziegler School program is very important. The creation and growth of the State of Israel have transformed Jewish life in ways more profound than anyone would have anticipated half a century ago. To serve as a leader in the Jewish world today requires an intimate familiarity with the State of Israel, its politics, its people and the challenges it faces. The Ziegler Israel experience is designed to give students that and much more.

Studying at the Conservative Yeshiva in Jerusalem also affords Ziegler students an opportunity to spend a year with students from other institutions training rabbis as well as dedicated lay people from all around the world. Students will also learn together with students from the Jewish Theological Seminary (New York) in an Israel seminar on a regular basis.

Ziegler students study in Israel for the Fall and Spring semesters of Year III (or year IV for those in a six-year program). Students who have personal extenuating circumstances that might prevent them from attending the Israel year should speak with the Dean of the Ziegler School. The Israel experience is a central part of the ZSRS program, and exemptions from the Israel year will be granted rarely and only with the approval of a Faculty Committee and when absolutely necessary.

### ***Ongoing Personal Development***

Because it is important to the faculty and staff of the Ziegler School that an admissions interview not be the last time that students have a formal opportunity to discuss their beliefs, their spiritual yearnings, their halakhic development and their intellectual accomplishments, Ziegler Rabbis and faculty are available and welcome conversations as an ongoing part of the Ziegler School experience.

### ***Orientation and Special Seminars***

In addition to formal courses offered during the semesters each year, the Ziegler School provides an array of informal learning experiences for rabbinic students. These begin with orientation, which is required of all beginning and transfer students. Orientation typically begins on the Sunday prior to the first day of Fall classes and continues through-out the week. All incoming students are expected to be present for orientation.

During the year, the faculty and staff will periodically schedule intensive seminars with visiting scholars and notable Jewish personalities. We also occasionally adjust the schedule of classes to allow time for study related to Jewish holidays, significant events in the Jewish world and important trends in contemporary Jewish life.

### ***Policy on Independent Study***

In general, students may not take required courses by independent study. In cases of special hardship, a student may petition the Dean or Associate Dean of the Ziegler School for permission to substitute an independent study for a normally offered course. Students should be aware that it is the policy of the Ziegler School to avoid such arrangements, so that as many students as possible will benefit from classroom interactions with both faculty and other students.

When approved, the program of independent study must be approved, in writing, by the instructor overseeing the project. A detailed outline of the study project, including material to be covered, bibliography, written work to be submitted, etc., must be developed using a form that may be obtained from the Registrar. This petition should then be submitted to the Dean in charge of academic scheduling for approval. It must be filed in the Registrar's Office by the appropriate deadline for adding classes.

### ***Rabbinic Ordination and Commencement***

Graduates of the Ziegler School receive a master's degree and rabbinic ordination at the completion of the entire program. The master's degree is awarded at the University's Annual Commencement Exercises in May. Ordination is conferred at a separate ceremony, which will typically take place the day after graduation. Ordination is not conferred in absentia. Students must be present at the ceremony to receive their degree.

### **Reciprocal Arrangement with Hebrew Union College (HUC)**

The Ziegler School has a reciprocal arrangement with the Los Angeles campus of Hebrew Union College which allows full time students in good standing to take courses at HUC at no additional cost. Students may take elective courses provided that approval is given by the Dean in charge of academic scheduling and that the class does not conflict with a Ziegler class requirement, and provided that adding those credits does not bring the student's course load above 23 credits in a given semester.

Unless otherwise instructed by the Dean in charge of academic advising, HUC courses may not be taken in lieu of a Ziegler course requirement or elective.

## Ziegler School of Rabbinic Studies Course Descriptions

### *BIB 506 INTRODUCTION TO THE BIBLE*

LECTURE 3 CREDITS The Hebrew Bible is a complex collection of writings composed centuries ago by people whose problems, interests, and ways of life were often very different from our own; yet, its influence permeates many aspects of contemporary religious faith communities as well as general Western culture. Much in contemporary law, literature, art, morals, and religion reflect its books as these have come to be interpreted.

### *BIB 509 READINGS IN HUMASH*

LECTURE 3 CREDITS Students who have no real experience reading the Torah in Hebrew learn the skills to decipher a verse in the Torah. They learn the fundamentals of biblical Hebrew, how to look up words in a biblical lexicon, and basic grammar. Students are responsible for preparing the Hebrew Biblical text using a lexicon and grammar book, writing their own translations and reading these aloud in class. They are also responsible for analyzing the verbs for their roots, conjugations, tense, etc.

### *BIB 510 HUMASH WITH RASHI*

LECTURE 3 CREDITS This class builds on the previous semester's class introducing the Humash to broaden the student's exposure to include traditional Jewish commentaries to the Humash, mainly Rashi. This will allow the students to begin to appreciate the keen reading sensitivity of the commentators, begin to understand Rashi's problems with key texts and his solutions to those problems, and to recognize how the commentators (mainly Rashi) utilize Biblical anomalies, ambiguities and literary richness to grapple with the religious and existential challenges of their own times and communities.

### *BIB 518 TORAH ANTHOLOGIES*

LECTURE 2 CREDITS Students take this course their final semester before ordination. It is an opportunity for synthesizing and utilizing skills and knowledge, which they have acquired through their school career. This course exposes students to a variety of early modern and contemporary tools that rabbis can use in their study of the Chumash. The students also review of the resources available for the preparation and development of meaningful lessons and derashot.

### *BIB 525 MIKRAOT GEDOLOT*

LECTURE 3 CREDITS This class will familiarize the student with the narratives, principle characters, themes, and highlights of the weekly parashiyot of the Torah. In addition, it will expose them to several different academic approaches to the study of Bible (including but not limited to: anthropological, literary, source critical, myth/ritual, feminist, historical, sociological, archaeological). Using these varied approaches in order to get a sense of the range of tools needed for an integrated understanding of Torah, the student should be capable of researching a biblical passage or topic using several of these approaches, and should end the semester able to identify key persons, places, themes, and phrases by Parashah.

*BIB 528 NEVI'IM & KHETUVIM*

LECTURE 3 CREDITS This class will complete the introductory survey courses in Bible with a focused exploration of the second and third sections of the Tanakh, with particular attention paid to those prophetic and poetic materials in these sections that have been utilized for Jewish liturgical purposes (Haftarot, liturgical psalms, etc).

*BIB 542 TANACH WITH MEFARSHIM (TAKEN IN ISRAEL)*

LECTURE 4 CREDITS This course will strengthen students' ability to read biblical texts with traditional commentaries. Although it may vary from year to year, it will likely be one semester of Torah and one semester of Nach as determined in consultation between the Yeshiva and the Ziegler School of Rabbinic Studies.

*EDU 567 CREATING SACRED COMMUNITIES*

LECTURE 3 CREDITS The seminar itself will follow a model of "doing synagogue differently" that was pioneered by Synagogue 2000 (now Synagogue 3000) over the course of ten years of work with nearly 100 congregations of all denominations. Students will read widely in the developing literature in "synagogue transformation." They will meet guest speakers who are working on the frontlines of the most exciting initiatives to re-invigorate synagogue life. And, when possible, they will travel to Orange County to do a site visit at one of the more famous "megachurches," Saddleback Church.

*HEB 503A HEBREW IIA CONVERSATION*

LECTURE 2 CREDITS This second-year conversation course in Hebrew stresses intermediate vocabulary, reading comprehension, oral expression and essay writing Offered in the fall semester. **PERMISSION OF HEBREW COORDINATOR ONLY.**

*HEB 511 HEBREW FOR READING COMPREHENSION I*

LECTURE 4 CREDITS This course focuses on biblical Hebrew and emphasizes the phonology and the morphology of the language. Students read selections of narrative biblical texts, both abridged and in the original language. Prerequisite: The equivalent of a one-year university level course in modern Hebrew.

*HEB 512 HEBREW FOR READING COMPREHENSION II*

LECTURE 4 CREDITS A further exploration of the morphology of classical Hebrew with reference to both the biblical and rabbinic dialects. Students read narrative biblical texts in the original language as well as various vocalized and unvocalized texts composed in rabbinic Hebrew. Prerequisite: Hebrew 511.

*HEB 513 HEBREW FOR READING COMPREHENSION III*

LECTURE 3 CREDITS This course includes an introduction to the syntax of biblical and rabbinic texts and the differences between the two dialects. Students will also review the grammar of Babylonian Aramaic. Students read prophetic/poetic biblical texts, unvocalized texts in rabbinic Hebrew, and Aramaic selections from the Babylonian Talmud. Prerequisite: Hebrew 512.



*HEB 514 HEBREW FOR READING COMPREHENSION IV*

LECTURE 3 CREDITS A further exploration of the syntax of biblical and rabbinic texts and the differences between the two dialects. Students will read prophetic/poetic biblical texts, unvocalized texts in rabbinic Hebrew, and selected academic articles written in modern Hebrew. Prerequisite: Hebrew 513.

*PHL 512 INTRODUCTION TO JEWISH PHILOSOPHY*

LECTURE 3 CREDITS The course is an introduction to an understanding of Jewish philosophy, to some of the major thinkers in Jewish Philosophy, and an exposure to the methods of Jewish philosophy in ancient and medieval periods. It traces Jewish thought from the Bible to the Rabbis to the medieval period. It also covers major themes in Jewish philosophy, as illustrated by representative readings of modern and contemporary Jewish philosophers. The topics include God, the problem of evil, revelation, the authority of Jewish law, the ideology of modern Jewish religious movements, Jewish moral goals, concepts of salvation and afterlife, Zionism, and prayer. Students read various philosophers, compare their approaches to a given topic, and evaluate their views as to their philosophical soundness and their Jewish relevance. Through this pedagogy, students learn how to evaluate arguments.

*PHL 513 INTRODUCTION TO KABBALAH & HASSIDUT*

LECTURE 3 CREDITS Jewish Mysticism, commonly referred to as Kabbalah, is the product of thousands of years of esoteric speculation, revelatory experience, scholasticism, pietism and risk. This course will analyze the role of mysticism in Jewish history through analysis of the major theological ideas of classical Kabbalah. The second half of the course will carry the narrative into the world of Hasidism, which has been an important influence in Conservative Judaism practically since its inception. These traditions will be examined in terms of its historical development, its relationship to mystical experiences and its sacred literature. Attention will also be paid to the relationship of Kabbalah to other kinds of mysticism, in line with general issues in the study of religious mysticism. In the second part it will engage in learning primary chassidic teachings of Chassidic Rebbes that stem from the conception of the movement till our generation. It will engage in close textual analysis of primary sources as a means of understanding the evolution of the Chassidic vocabulary and library. We will encounter the teachings of core voices in the Chassidic movement and explore the essence of their theology and spiritual legacy.

*PHL 551 DEVELOPMENT & THEOLOGY OF LITURGY*

LECTURE 3 CREDITS This class will examine Jewish liturgy through two prisms – a chronological survey of its development historically and diachronically by looking at the theology expressed in particular prayers, siddurim, and to be found in the structure of the liturgy itself.

*PHL 553 CONSERVATIVE JUDAISM: THEOLOGY, LAW, ETHICS I AND II*

LECTURE 4 CREDITS This course is an integration of the three primary areas in which Conservative Judaism's worldview and perspective offer a unique and important take on Jewish tradition and faith. Looking at the theological perspectives and insights of the leaders of the Movement, at the theories of law and their application, and at the pervasive impact of ethics, students will have a solid perspective with which to identify and through which they can face the issues confronting the Jewish world today.

### *PHL 562 ISSUES OF JUSTICE*

LECTURE 2 CREDITS This course is designed to create a space within the curriculum at Ziegler in which the learning and conversation is centered on issues of justice. It will also focus students to develop a set of concepts or principles and a vocabulary, which can be transported, translated and deployed beyond the walls of this classroom and institution. The goal is to start a conversation here, which can also be engaged in outside this community and this institution. The direct practice of this course will be to engage issues of justice through and around sugyot in the Bavli.

### *PHL 563 HALAKHAH OF LITURGY*

LECTURE 3 CREDITS This class will familiarize the student Jewish liturgy as an expression of halakhic priorities, categories, values, and parameters. Given that the Siddur begins as a teshuvah and is an exemplar of rabbinic rules of prayer, this course will illumine the halakhic dynamic that launched the Siddur and continues to shape its contours and its development.

Practicum (Olam).

### *PRS 501 SENIOR SEMINAR/SENIOR INTERNSHIP I*

SEMINAR 3 CREDITS This workshop gives graduating senior an opportunity to reflect on their internship experiences. It also prepares them for the job search and interviewing process and other final aspects of leaving school and entering the professional world of the rabbi. The students are given an opportunity to assimilate the experiences they have accumulated over their five-year program in rabbinical school. They are also given the specific tools needed to be effective in a job interview, to write a resume, to be aware of the elements of the job search process, from application to contract negotiation.

### *PRS 505 FIELD PLACEMENT I*

0 CREDITS This Field Placement is an introduction to the rabbinic roles in Jewish federations and a variety of other Jewish agencies. Under the supervision of a mentor, students observe and learn about the work rabbis perform in Jewish organizations as well as the nature of rabbinic relationships with staff and lay people.

### *PRS 506 FIELD PLACEMENT II*

0 CREDITS This Field Placement is an introduction to the rabbinic roles in congregations, educational institutions, and Jewish agencies. Under the supervision of a mentor, students observe and learn about the work rabbis perform in these diverse Jewish organizations as well as the nature of rabbinic relationships with staff and lay people.

### *PRS 507 SYNAGOGUE SKILLS SEMINAR*

SEMINAR 1 CREDIT Students are required to obtain a certain skills set each year prior to ordination in insure that they have the necessary skills to be shlichei tzibbur and baalei koreh of Torah, Haftarot and Megillot.

The skills that students are expected to acquire each year are sequentially determined based on level of difficulty and frequency of appearance in the synagogue service. They are skills the students will use as they participate in the Ziegler Minyanim.

*PRS 508 FIELD PLACEMENT III*

0 CREDITS *Same as PRS 506*

*PRS 510 HOSPITAL CHAPLAINCY*

1 CREDIT This training course is an intensive educational experience that will provide an introduction to religious counseling in a hospital setting. Supervised experiences in pastoral counseling will be supplemented by class sessions dealing with methods of pastoral counseling as well as the issues of illness and healing.

*PRS 520 PASTORAL COUNSELING I*

LECTURE 2 CREDITS This course covers some basic aspects of psychology essential to understanding the challenges of rabbinic counseling (the unconscious, transference, and counter-transference); effective strategies in dealing with mental illness and the mental health system; pastoral counseling to the sick, dying and bereaved; and drug addiction and alcoholism.

*PRS 521 PASTORAL COUNSELING II*

LECTURE 2 CREDITS This course will address issues of group process (e.g., on boards and committees); rabbinic counseling on family life (marriage and parenting); understanding and helping non-normative congregants (divorced, childless, homosexual); conversion and intermarriage; and mental health for the rabbi and the rabbinic family.

*PRS 530 ADVANCED HOMILETICS I*

LECTURE 3 CREDITS An important element of a rabbi's work is effective public speaking. This course allows the students to draw on the vast corpus of knowledge and experience they have gained while in rabbinical school to write derashot and sermons. It also refines the public speaking skills they have acquired up until this point. The course also gives the students the opportunity to critique a variety of forums (synagogue services, published sermons, sermons they have heard, etc.). This helps the students to critique and improve their own public homiletical skills. Throughout the course of two semesters, students will draw upon a variety of traditional and modern sources to create and deliver sermons and derashot. The course helps students to understand the art of rabbinic speaking including subject matter, style, resources, and how to deal with difficult topics. The Professor and classmates critique these presentations. Students also review synagogue services, write a prayer commentary or an original prayer, and rabbinic letters.

*PRS 552 JEWISH LIFECYCLES*

LECTURE 3 CREDITS This seminar explores the integration of the academic, professional and personal dimensions of begin a rabbi. It focuses on the life-cycle rituals, with special emphasis on the concept of Covenant implicit in each of them. Students explore the role of the rabbi at the key moments of personal, family and communal life, and how rabbis bring together the wisdom of the tradition with the insights of contemporary theories of individual and family psychology.

*PRS 585 RABBI AS MANAGER*

LECTURE 3 CREDITS

*RAB 548-01 Poskim I* (Taken in Israel)

LECTURE 3 CREDITS Through the study of specific halakhic issues, this course will provide an introduction to the process of halakhic development grounded in the Talmud, but with emphasis on the codes of law from the medieval period including: Maimonides, Tur, and Shulhan Aruch, each with its subsequent commentators. Each code will be studied from the perspective of its construction, style, and purpose, and the different codes will be compared and contrasted.

*RAB 548-02 POSKIM II* (Taken in Israel)

LECTURE 3 CREDITS Continuation of Poskim I

*RAB 507 INTRODUCTION TO HALAKHAH*

LECTURE 3 CREDITS This course is an introduction to the nature of Jewish law, as reflected in classical Jewish sources and in modern practice, with special attention to the practices of the Conservative movement. Specific topics covered include: The Sabbath, Festivals and Fast Days, Laws of Dietary Laws and a combination of relevant modern legal issues students must be familiar with. Students are presented with an overview of the structure of the literature of the halakhah. They are required to read specific passages from various halakhic texts, which are then synthesized through class discussion. Students are also responsible for doing independent reading of Klein (see below), which they are tested on throughout the semester. At various points throughout the semester students are also introduced to the major legal texts of the tradition and taught to navigate their pages.

*RAB 509 INTRODUCTION TO MISHNAH & TOSEFTA/BEIT MIDRASH*

LECTURE 6 CREDITS The first Rabbinics text course is an introduction to Mishnah and Tosefta. The student learns how to parse a Mishnaic text-literally in regards to syntax and grammar of Rabbinic Hebrew; and also how to understand the style and sense of Mishnah. The same is true for Tosefta. The student then learns to understand the relationship between Mishnah and Tosefta in individual chapters. Chapters of Mishnah from various tractates and orders are studied, and the student is taught to recognize technical terms, and to be able to distinguish between layers or voices in a Mishnaic text. The student is also trained to use the popular dictionaries often utilized in rabbinic literature. At the same time the student acquires an overview of the historical background of these texts, and discussions of the development of Mishnah and Tosefta from secondary literature. This discussion is brought to bear in the classroom when appropriate. Students prepare for their classes in hevruta while supervised in the Beit Midrash.

*RAB 510 TALMUD WITH RASHI /BEIT MIDRASH*

LECTURE 6 CREDITS The first in the sequence of Talmud course begins the process of introducing the student to the argumentation, syntax, language, and thought process of a Talmudic sugya. This is the course in which major emphasis is placed on Aramaic grammar; dividing of sugyot into questions and answers; understanding the way language functions: Aramaic vs. Hebrew; identifying the layers of sugyot (tannaitic, amoraic, stammaitic); beginning to understand Talmudic rhetoric, i.e. “technical terms”; and beginning to understand Rashi and his method.

### *RAB 511 TALMUD WITH RASHI I/BEIT MIDRASH*

LECTURE 6 CREDITS Building on and, to some extent, assuming the students' knowledge of sugyot from RAB 510, this course continues the above description (RAB 510) and seeks to add the following goals: Enhance the student's ability to handle Talmudic texts; give the student a better understanding of Talmud by teaching within one chapter of one tractate rather than selected sugyot; introduce the student to the commentaries of the Tosfetan school.

The student will acquire an understanding of the Toseftan project: what it is and how it differs with Rashi's project. The student will gain a specific understanding of how a Tosafot commentary works: What are the technical terms; what are the types of questions the Tosafot asks and why; and an appreciation of the Tosafot school and the cultural context of that school of commentary is supplied through secondary readings.

### *RAB 512 TALMUD WITH COMMENTARIES II/BEIT MIDRASH*

LECTURE 6 CREDITS Building on the students' engagement with Rashi and Tosafot, this fourth rabbinics-text course introduces the student to the more sophisticated and complicated legal and theoretical argumentation of the medieval commentators. Especial emphasis is placed on the pre- and post-Toseftan Spanish commentary tradition. At the same time, the student is made aware of the ways in which contemporary academic commentators grapple with some of the same sugyot and issues in different ways and with different methodologies.

### *RAB 524 INTRODUCTION TO MIDRASH*

LECTURE 3 CREDITS This is a shiur in important sections of the midrashim included in the anthology Midrash Rabbah, with an eye to the later collection Pirkei de-Rabbi Eliezer. It covers selected readings in Genesis Rabbah and Pirkei de-Rabbi Eliezer. Individual sections of Bereshit Rabbah are read, with an eye to analyzing the use of language in the classical Midrash, the proem, use of quotations from Tanakh, etc. Selections from the work Pirkei de-Rabbi Eliezer are also read. There is an emphasis on the structure of the given midrashic homily, with much emphasis on acquisition of reading skills. The class is taught in seminar format, with classroom participation. Each student prepares and presents materials for a given week's lecture. There is also a final exam.

### *RAB 536 TEACHING RABBINIC TEXTS AS SPIRITUAL MENTORING I*

LECTURE 2 CREDITS This course is guided to enable rabbis-to-be the use of primary sources as spiritual mentors. During the studying process, students are expected to define for themselves their roles as rabbis and teachers while articulating the strengths and weakness of different models of leadership. The primary tool for achieving these goals is in-depth learning of rabbinic and chassidic sources. We will allow the text to function as a spiritual mentor and in such a way experience the power of such engagement with text in a direct manner. We will observe how different texts avail themselves to alternate modes of leadership and intervention. The sources with both support and challenge us as we progress. A second venue of exploration will be based on personal presentations and the presence of TEXT in our lives. The emphasis will be on the texts that have molded us into being the person we are today.

*RAB 537 TEACHING RABBINIC TEXTS AS SPIRITUAL MENTORING II*

LECTURE 2 CREDITS Continuation of RAB 536.

*RAB 538 TALMUD SYNTHESIS/BEIT MIDRASH*

LECTURE 3 CREDITS This course is an integration of high-level Talmud study with selected sugyot (Talmudic passages) that are: 1) directly relevant to current trends in modern Judaism and, 2) the foundational sources for essential areas of Jewish thought and law. Topics may include but are not limited to: Authority in halakhah, Theodicy, verbal deception, communal hierarchy and more. Special attention will be paid to both the literary structure of the passages studied as well as traditional Talmudic paradigms. Each student will be expected to present an original comprehensive analysis of one sugya during the course of the semester related to a pertinent topic in Jewish life. This course will be a combination of hevruta study in the Beit Midrash and class time going over the passages previously prepared.

*RAB 543-02 TOPICS IN HALAKHAH LEMAASEH (TAKEN IN ISRAEL)*

LECTURE 3 CREDITS This course will provide a Bekkiyut style of study of Halakhah using one particular Code as its primary text (i.e. Arukh ha-Shulchan, Mishnah Berurah, Shulchan Aruch, or other). The course will address topics in daily halakhah such as Shabbat, Yom Tov (Regalim and High Holidays), Kashrut, Niddah, Marriage/Divorce, or Aveilut.

*RAB 551 READINGS IN RABBINICS*

LECTURE 6 CREDITS The purpose of this course is to give the students an introduction to rabbinic literature in Hebrew. Emphasis is placed on gaining familiarity with the language and style of the material covered. Particular attention will be paid to the differences between Mishnaic Hebrew on the one hand, and classical Biblical Hebrew and Modern Hebrew on the other hand, in terms of grammar, syntax, style, and vocabulary. Students will also be exposed to Rashi script and increase ability to read fluently.

*RAB 551 READINGS IN RABBINIC TEXTS I (6-YEAR STUDENTS ONLY)*

LECTURE 6) The purpose of this course is to give the students an introduction to rabbinic literature in Hebrew. Emphasis is placed on gaining familiarity with the language and style of the material covered. Particular attention will be paid to the differences between Mishnaic Hebrew on the one hand, and classical Biblical Hebrew and Modern Hebrew on the other hand, in terms of grammar, syntax, style, and vocabulary. Students will also be exposed to Rashi script and increased ability to read fluently.

*RAB 571-04 TALMUD RISHONIM I (Taken in Israel)*

LECTURE 6 CREDITS As the foundation of yeshiva study, Talmud courses will meet four times a week, with the sessions divided between Beit Midrash preparation and classroom instruction. The course will integrate the study of the Talmudic sugya and its components, associated tannaitic sources and relevant manuscripts, along with classical medieval commentaries.

*RAB 571-05 TALMUD RISHONIM I (Taken in Israel)*

LECTURE 6 CREDITS Continuation of RAB 571-04 Talmud Rishonim I

### *RAB 574 ADVANCED MIDRASH (TAKEN IN ISRAEL)*

LECTURE 3 CREDITS During the second year of the Ziegler School program, students take a one semester course which includes exposure to major works of Midrash and to secondary approaches to the study of Midrash. During the Israel year, students will take two semesters of Midrash which will continue to delve deeper into Midrashic texts and their structures while also exploring the interrelations between the text and the interpretive process. (Students may opt to take one semester of this course.)

### *RAB 575 TEACHING RABBINIC TEXTS*

LECTURE 2 CREDITS Jewish education is a serious issue today - getting Jews learning may be the make or break issue facing Conservative Judaism's future. This course will take the students' mastery of rabbinic literature and offer paths to apply this mastery and love in teaching it to laypeople. Special attention will be paid to choosing appropriate texts, presentation of materials, creating successful learning environments, and how to introduce our laity to the beauty of rabbinic literature. Classes will be a mixture of the professor modeling the teaching the selected rabbinic texts from our major literary sources (Talmud, Midrash, Kabbalah, Codes etc.) and students presenting a model class designed for laypeople. Learning will emanate from hands-on teaching and thoughtful critique by classmates and professionals.

### *RAB 584 SPECIAL TOPICS IN TALMUD*

LECTURE 3 CREDITS This course will examine the interesting, and at times, challenging texts while continuing to develop skills and a sense of ownership of the material, deepening the understanding of Talmud and Rabbinic Judaism. Students will examine how the rabbis dealt with the issues of their world and discuss how these issues and coping techniques apply to the contemporary world and to the rabbinate.

### *RAB 591 MISHNAH LAB*

LAB 0 CREDITS The primary goals of this class are to assist RAB 509-01 students to successfully complete their semester of Mishnah and Tosefta learning, and to advance to beginning Talmud study in the Spring semester. The course will work closely with the Mishnah-Tosefta teachers to determine student needs and how to best assist in accomplishing these goals.

### *RAB 592 TALMUD LAB*

LAB 0 CREDITS The purpose of this course is to give the students who are studying first year Talmud texts and opportunity to study the language arts of Babylonian Jewish Aramaic. In a sense, it is a continuation of the Aramaic Intensive class from the beginning of the semester. Upon completion of the course, the student should be familiar with the grammatical forms of Babylonian Jewish Aramaic, and the basic elements of syntax and style.

### **Thematic Seminars**

During years four and five of the program, students choose from amongst various thematic seminars to complete 4 semesters of seminars. Seminars vary year to year and are in the area of Jewish Thought and Practical Application. Students also have the option to do a senior capstone project in lieu of one seminar. Examples of the seminars include:

*TSM 583 BIBLE COMMENTARIES FROM THE HASIDIC/YESHIVA WORLDS (PRACTICAL)*

LECTURE 3 CREDITS Bible Commentaries from the Hasidic and Yeshiva Worlds: An Introduction to the Divrei Torah from the Hasidic rabbinical tradition as well as those that emerged from the Lithuanian Yeshivot. This course is also intended to provide students with knowledge of the content of each of the weekly parshiot and with a practical opportunity to master the skill of the D'var Torah as applied in various settings. Students will be expected to prepare texts in Hebrew for each session.

*TSM 585 APPLIED JEWISH THEOLOGY*

LECTURE 3 CREDITS This course will expose students to the most significant issues of Jewish theology as articulated by classical and modern thinkers including revelation, the nature of God, prayer, suffering and justice. It will help enable students to form a personal theology which shapes teaching and preaching in the everyday work-life of a rabbi.

*TSM 587 THE HISTORY OF ANTI-SEMITISM*

LECTURE 3 CREDITS There is a widespread consensus in the Jewish community and in the media, among political analysts and social activists that antisemitism is on the rise today. Future Rabbis must know how to analyze the problem, understand its scope, its roots, what is unique about contemporary antisemitism and how it is both similar and different than previous manifestations of antisemitism. The must also be able to speak knowledgeably to the Jewish community, to fellow clergy, to political and intellectual leadership and to the general community about the problem and can be done about it.

*TSM 593 JUDAISM AND BIOETHICS (JEWISH THOUGHT)*

LECTURE 3 CREDITS This course explores the ethical issues involved in the following topics through secular and Jewish approaches to them: (1) The physician-patient relationship: the duties of physicians and patients; models of the physician-patient relationship; truth-telling and confidentiality; informed consent; medicine in a multicultural society. (2) Contested therapies and biomedical enhancement. (3) Human and animal research. (4) The end of life: preparing for death; defining death; removal of life support in dying patients; aid in dying; suicide; organ transplantation. (5) The beginning of life: preventing pregnancy through birth control or abortion; artificial reproductive techniques; embryonic stem cell research; genetic testing and interventions. (6) The distribution of health care.

*TSM 595 CONCENTRATION PROJECT*

3 CREDITS As in the current curriculum, in fall of Year Five, students have the option to complete a final project, subject to the approval of the Ziegler Steering Committee. That project will be text based, demonstrating both mastery of the field and also ability to apply the rich textual heritage of that field to the spiritual, ethical, practical and historical concerns of today's Jews. It can be a research paper, a creative project, an annotated curriculum, or a comprehensive exam on an agreed body of reading. Parameters for the culminating project will be set by the Steering Committee in dialogue with the student, and will be designed to demonstrate understanding, recall, mastery, the use of primary texts, and synthetic creativity.



## Ziegler School of Rabbinic Studies Faculty

*RABBI DR. BRADLEY ARTSON*, Dean, B.A. Harvard University; M.A. Jewish Theological Seminary; DHL, Hebrew Union College

*RABBI CHERYL PERETZ*, Associate Dean, B.A. Barnard College; M.B.A., Baruch College; M.A.R.S., University of Judaism

*RABBI SAMUEL ROSENBAUM*, Assistant Dean, B.A. Florida Atlantic University; M.A.R.S., American Jewish University

*RABBI SARA BERMAN*, B.A., University of California, Santa Cruz; MHL, University of Judaism

*RABBI RICHARD CAMRAS*, B.A., University of California; B.Lit., University of Judaism; MHL, Jewish Theological Seminary

*RABBI DR. ARYEH COHEN*, B.A. Hebrew University; M.A., Ph.D., Brandeis University

*JACOB CUNNINGHAM*, B.A. University of California, Santa Cruz; M.A. University of California, Los Angeles

*DR. ELLIOT DORFF*, B.A., Columbia College; Ph.D., Columbia University

*RABBI EDWARD FEINSTEIN*, B.A., University of California, Santa Cruz; B.Lit., University of Judaism; M.A., Jewish Theological Seminary; M.A., Columbia University

*RABBI NINA BIEBER FEINSTEIN*, B.A., Brandeis University; M.A., Jewish Theological Seminary

*RABBI PATRICIA FENTON*, B.A., University of California, Berkeley; M.A., Jewish Theological Seminary

*RABBI SHAWN FIELDS-MEYER*, B.A., University of Pennsylvania; MHL University of Judaism

*RABBI DR. PINCHAS GILLER*, B.A., Columbia College; M.S., Rabbi, Yeshiva University; Ph.D., Graduate Theological Union

*RABBI JOSHUA KATZAN*, B.A., California State University, Northridge; M.A., Rabbinic Literature, University of Judaism; M.A. Education, University of Judaism

*RABBI DR. ABRAHAM HAVIVI*, A.B., Brown University; M.D., University of Pennsylvania

*RABBI DR. GAIL LABOVITZ*, B.S., New York University; M.A., M.Phil., Ph.D., Jewish Theological Seminary

*RABBI DR. CANDICE LEVY*, B.A., Yeshiva University; Ph.D., University of California, Los Angeles; M.A.R.S., American Jewish University

*DR. BRUCE POWELL*, B.A., University of California, Los Angeles; M.A., California State University, Northridge, Ph.D., University of Southern California

*RABBI DR. ROBERT WEXLER*, B.A. University of California, Los Angeles; B.Lit., University of Judaism; M.A. Jewish Theological Seminary; M.B.A., Baruch College; M.A. University of California, Los Angeles; Ph.D., University of California, Los Angeles

*DR. RON WOLFSON*, B.A., M.A, Ph.D., Washington University; M.A., University of Judaism

## Dual Degrees

Students at American Jewish University may obtain two degrees simultaneously by electing to enroll into dual degrees. Dual degrees require students to complete separate admissions application and fulfill all admissions requirements for acceptance into each degree program. Students enrolled in dual degrees may complete degree requirements for each discipline simultaneously or concurrently during the same term, as specified by the Dean(s) of the dual programs. As a result of completing dual degree requirements, students may earn two degrees.

It is also STRONGLY recommended students speak with Financial Aid at [financialaid@aju.edu](mailto:financialaid@aju.edu) prior to enrolling in a second degree to understand how their second degree may impact their financial aid.

### **Master of Arts in Rabbinic Studies and Master of Arts in Education Dual Degree Program**

Ziegler students may elect to earn a Master of Arts degree in Education through the School for Jewish Education and Leadership in addition to their Master of Arts in Rabbinic Studies. Students must complete the admissions requirements and course requirements for each degree in which they participate. All Rabbinical applicants who wish to earn the M.A.Ed. degree in addition to their M.A.R.S degree must apply separately to each respective program. For more information, please review the admissions procedures for the School for Jewish Education and Leadership.

# Financial Aid / Tuition



## Federal and State Financial Assistance Programs

Student financial assistance is available to qualified U.S. citizens and eligible non-citizens with a valid high school diploma (or equivalent). Students applying for student financial assistance begin the application process by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at [Studentaid.gov](http://Studentaid.gov). Assistance with the FAFSA can be provided to applicants by contacting their assigned financial aid advisor. The U.S. Department of Education will send an email to the applicant within 1-3 business days to notify them that their application was processed. The information collected on the FAFSA is used to calculate a family's Expected Family Contribution (EFC). This EFC is used by the Office of Financial Aid to determine each individual student's eligibility for federal and state financial aid.

The Office of Financial Aid receives notification from the U.S. Department of Education electronically regarding a student's FAFSA in the form of an Institutional Student Information Report (ISIR). Applicants selected for a process called "verification" may be contacted by the Office of Financial Aid to provide additional documents, such as student and/ or parent tax transcripts, verification of untaxed income, or benefits or other documents required to determine eligibility. Failure to do so will result in loss or non-receipt of aid. Student financial assistance is awarded for an academic year (up to three semesters).

A student's eligibility for need-based financial assistance is determined by subtracting the EFC from the cost of attendance for the course of study. A student's cost of attendance includes tuition and fees, books and supplies, housing, personal, and transportation costs. Other costs are based on a standard expense budget as determined by the California Student Aid Commission.

Financial assistance funding is disbursed every semester throughout the duration of the program of attendance. Funds from the various financial assistance programs (described herein) are not always disbursed in the same way or at the same time. Federal and State financial aid funds are sent to the school via electronic funds transfer. Students will be notified of Federal loan disbursements via email. Note: All Financial Aid documents must be submitted no later than one week prior to registration.

For additional information about federal, state, and University financial aid programs, eligibility determination, and application procedures, please contact Office of Financial Aid at [financialaid@aju.edu](mailto:financialaid@aju.edu).

## Student Loan Responsibilities

If a student obtains a loan to pay for an educational program, the student will be responsible for repaying the full amount of the loan plus interest, less the amount of any refund or returns paid back to the lender by the school. If the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

## Financial Assistance Programs

### Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is for undergraduate students with exceptional need and is not repaid. This program is

funded by the Department of Education and administered by the school's Office of Financial Aid. Please note that these funds are limited, and awards are offered on a "first come / first served" basis.

## **Loans**

All student loans must be repaid. There are two categories of educational loans available:

1. Need-Based (Subsidized Federal Direct Stafford loans)
2. Non-Need Based (Unsubsidized Federal Direct Stafford loans, Parent PLUS loans, and Direct PLUS (Grad) loans).

### **Federal Direct Loans**

Borrowers are required to repay these loans even if they do not complete their education. The Direct Loan is a federal loan awarded when you complete a FAFSA. The amount available depends on your grade level, and there may be an option to add an additional loan if your parents did not qualify for a Direct Parent PLUS loan. A credit check is not required for this type of loan, which typically carries the lowest interest rates available.

Interest on the loan begins accruing as soon as the first of the funds are distributed, but if you qualify for the subsidized version of the loan, the government will pay that interest while you're in school. For students who demonstrate a need for a subsidized Direct Loan, the government will pay the interest on the loan during the time in school and the specified grace period. Students who have a calculated need (for less than the maximum on the Direct Loan) may borrow the difference in an Unsubsidized Direct Loan and will be responsible for the entire interest on that portion of the loan.

**Subsidized Federal Direct Stafford loans** are need-based loans. Interest does not accrue while a student is in school, during grace period, or during in-school deferment. Students can borrow from \$3,500-5,500 depending on year in school (grade level). Repayment begins six months after the students last date of attendance (LDA) with a minimum monthly payment of \$50.00 USD per loan.

**Unsubsidized Federal Direct Stafford Loans** are non-need-based loans. Interest accrues while students are enrolled in school and during the six-month grace period. Annual maximums vary depending on whether the student is a dependent or independent. Loans range from \$5,500 to \$12,500 per year, depending on your year in school (grade level) and your dependency status. Direct Unsubsidized Loans have an annual limit of \$20,500 for graduate or professional students. Repayment begins six months after the students last date of attendance (LDA) with a minimum monthly payment of \$50.00 USD per loan.

**Parent Loans for Undergraduate Students (PLUS)** are non-need-based loans and are for parents of dependent financial aid applicants. The Parent PLUS loan is credit-based, offers a fixed interest rate determined by Congress annually, and allows parents to borrow up to the cost of attendance, minus other student aid awarded. The interest rate on the Direct Parent PLUS Loan is higher than the Direct Loan made to students, but typically lower than a private loan. Interest will begin accruing as soon as the first disbursement of funds is made, but repayment is delayed until 60 days after the loan is fully

disbursed, or when completing the application you may choose to defer payment until after your student leaves AJU.

**Direct PLUS Loans (Grad PLUS)** for Students are non-need, credit-based loans that graduate students may borrow on their own behalf. Repayment begins within sixty days after the loan is fully disbursed or may be deferred until six months after the student graduates or drops below half-time status, when requested by the student. Students may borrow up to the cost of attendance (COA) less any other financial aid.

### **Loan Borrower's Rights and Responsibilities**

Students borrowing a Direct Loan have the right to a grace period before repayment period begins. The grace period begins after the last date of attendance or after a drop below half-time status as defined by the school. The exact length of the grace period will be shown on the promissory note provided by the Department of Education. Borrowers must be given a repayment schedule that specifies when the first payment is due as well as the number, frequency and amount of all payments. Borrowers must be given a list of deferment and cancellation conditions.

### **Required for all Student Loan Borrowers**

By signing a promissory note, students agree to repay their loans according to the terms of the note. This note is a binding legal document. This commitment to repay includes repaying the loan even when the educational program is not completed, the student does not get a job after completing the program or is dissatisfied with the program. Failure to repay the loan on time, or according to the terms in the promissory note, may result in loan default, which has very serious consequences. Loan payments must be paid even if the student did not receive a bill. Billing statements and coupon books are sent as a convenience but are not an obligation. Borrowers that have applied for a deferment must continue to make payments until the deferment is processed. Failure to make payments may result in default. Always maintain copies of all deferment request forms and document all contacts with the organization that holds the loan(s). The organization that holds the loan(s) must be notified if any of the following occur: graduation, withdrawal from school, dropping below half-time status, name or address change, or Social Security number change, or transfer to another school. Before receiving a first disbursement, students must attend an entrance interview. Before leaving school, students must attend an exit interview.

## **Federal Student Loan Repayment Information**

Before leaving school, students must receive the following information about their Federal Student Loan(s) in an exit interview:

1. The average monthly repayment amount based on the total amount borrowed.
2. The name of the organization that holds the loan(s), where to send loan payments, and where to write for loan questions.
3. The fees expected during the repayment period.
4. A description of deferment and cancellation provisions.
5. A description of repayment options, such as prepayment, refinancing and consolidation loans.

6. Debt management advice (if requested).
7. Updated contact information (collected from student).

## Veterans

Veterans of the U.S. Armed Forces applying to this school who are NOT receiving the Post 9/11 GI Bill®, must make arrangements to pay tuition through means other than veterans (VA) benefits (e.g., cash or financial aid). Students receiving Post 9/11 benefits (Chapter 33) will have any eligible tuition payments paid directly to the school. All housing allowances (BAH) will be paid directly to the student. Students receiving other forms of VA benefits (Chapters 30, 35, 1606 /1607) will receive their monthly benefit directly from the Department of Veteran Affairs. Students can apply for VA benefits online at [www.ebenefits.va.gov](http://www.ebenefits.va.gov). Paper forms are available for download on this site as well if needed.

Students receiving VA benefits must submit transcripts from any previously attended college(s) for the evaluation of credits. Any allowable transfer credits will be recorded, and the length of the program will be shortened proportionately. American Jewish University will guide veterans through the application process, but cannot determine eligibility, and accepts no responsibility for payments made directly to students. Please contact the Office of Financial Aid at [financialaid@aju.edu](mailto:financialaid@aju.edu) for any additional questions. For Post 9/11 GI Bill® (Ch 33) students and VA Vocational Rehabilitation and Employment (Ch 31) students, American Jewish University's tuition policy complies with 38 USC 3679(e) which means Post 9/11 and Vocational Rehabilitation and Employment students will not be charged or otherwise penalized, in any way due to a delay in VA tuition and fee payments. This includes: the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds. All persons seeking enrollment must meet American Jewish University's general admissions policies. More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

## Non-U.S. Citizens

Students who are planning to attend American Jewish University with an M-1 or F-1 Student Visa are ineligible to receive U.S. financial assistance. We recommend that international students contact the Department of Student Financial Assistance in their home country for information on financial aid offered by that country.

U.S. financial aid programs are only available to U.S. citizens or students who are in one of the following categories:

1. U.S. permanent residents who have an Alien Registration Receipt Card (I-151 or I-551).
2. Other eligible non-citizens with a Departure Record (I-94) from the U.S. Immigration and Naturalization Service showing specific designations.

## Applying for Financial Aid

To qualify for federal and state grant and loan programs, students must meet the minimum requirement for "full time" status which is twelve (12.0) units per semester for undergraduate students and nine (9.0) units per semester for graduate students.



To qualify for most AJU tuition and/or housing grants (when available), CAS, MAEd, and ZSRS students must be registered for at least 12 credits per semester. MAT students must be registered for at least nine credits per semester. BAECE must be registered for at least 10 credits per semester and MAEDECE students must be registered for 8 credits. MBA students must be registered for at least 6 credits per semester.

To be eligible for financial aid, students must be admitted to a degree program as a full-time student and must provide the following to the AJU Office of Financial Aid:

1. Applicants must file Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov/>.
  - a. List the American Jewish University, federal school code number **002741**.
2. A completed AJU Financial Aid Application Financial Aid Form

Other forms may be requested or required as well.

Online Financial Aid Applications and Forms are available on our website at [www.aju.edu](http://www.aju.edu) under financial aid or click here: <http://currentstudents.aju.edu/Default.aspx?id=6047>

The priority deadline for applying for financial aid is March 2nd prior to the fall enrollment date. After that date, aid is awarded on a funds-available basis.

For additional information about federal, state, and University financial aid programs, eligibility determination, and application procedures, please contact the Office of Financial Aid at [financialaid@aju.edu](mailto:financialaid@aju.edu).

## Determining “Need”

Calculations used to determine need are standardized by federal regulation and AJU policy, as follows:

Cost of Attendance	<i>Budget for the Academic Year: tuition, fees, room &amp; board, transportation, books, personal expenses</i>
- Expected Family Contribution	<i>Calculated from data provided on FAFSA</i>
<hr/>	
<b>= Student’s Financial Need</b>	“Need” = student’s maximum eligibility for aid.

## Cost of Attendance Calculator

To find out what your financial aid package from American Jewish University might look like, use the online [Financial Aid Calculator](#) to get a quick estimate of your financial aid eligibility, as well as an estimate of your federal expected family contribution (EFC) so you can determine your true out-of-pocket costs if you attend.

## Scholarships & Grants

The Graduate programs at AJU offer various scholarships and opportunities based on need and merit. Check with your individual graduate program to learn more about available scholarships or view options here <https://www.aju.edu/financial-aid/funding-options/aju-scholarships-and-grants>.

AJU also encourages students to explore outside scholarships (ie, not funded by the institution) that may be available to them depending on various criteria and can be both need and merit based. The Office of Financial Aid can suggest ways to search for outside scholarships, including online and within your local community.

## Return of Title IV Provisions and Procedures

All institutions participating in the Federal Student Aid (FSA) Programs are required to use a federally recognized payment period to determine the amount of SFA Program Funds a student has earned when he or she ceases attendance based on the payment period the student was in attendance. A payment period at this institution is the semester.

This applies to:

1. Students who were awarded Title IV loans and/or grants in the quarter in which they have withdrawn. This includes funds that were or could have been disbursed under federal regulations, as students may be entitled to a Post-Withdrawal Disbursement for funds they were eligible for, but were not disbursed prior to the withdrawal.
2. Students who withdraw before the 60% point of the semester. The percentage is calculated by dividing (a) the number of days from the first day of school to and including the withdrawal date by (b) the total number of days in the semester from the first day to and including the last day of semester.

Students must return Title IV program funds in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Direct PLUS Loans
4. Federal Pell Grants
5. FSEOG

If the R2T4 calculation results in a credit balance on the student's account it will be disbursed no later than 14 days after the calculation of R2T4. 34 C.F.R. §668.164(h). Title IV funds that the student has earned but have not yet been disbursed to the student will be received in the form of a check. Grants must be disbursed within 45 days. Loans must be offered to the student within 30 days, allowing the student at least 14 days to respond. 34 C.F.R §668.22 (a)(5) and (6); 34 C.F.R. §668.164(j)

The last date of attendance (LDA) for withdrawals will be calculated based on user-activity for online or distance education student or determined based on last date of attendance of in-residence/on-campus courses or the date of submitted withdrawal (if the request to Withdraw is for a future term ie: withdrawing at the end of the Spring term for the Fall term).\*

Number of days completed = Percentage completed Number of days in period (rounding the third decimal place up if the fourth decimal place is 5 or more).

*\*Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in a payment period (numerator) and the number of calendar days completed in that period (denominator). Days in which a student was on an approved leave of absence are also not included in the calendar days from the payment period or period of enrollment.*

#### **Return of Unearned FSA Program Funds**

The school must return the lesser of the amount of FSA program funds that the student does not earn or the amount of institutional cost that the student incurred for the payment period, multiplied by the percentage of funds that was not earned. If the institution must return federal funds received by students who withdrew prior to completing the 60% of a given payment period, the student may owe the school for the portion of funds returned that the institution is otherwise entitled to, based on the school's approved and applicable refund policy. Return of Title IV Worksheets are available upon request from the Office of Financial Aid. Return must be as soon as possible but no later than 45 days after determining the student has withdrawn. 34 C.F.R. §668.22(g) and (j).

#### **Additional Return and Repayment Information**

The word "refund" in the Title IV General Provisions refers to a refund of school charges that the school makes to a student, usually after the student has withdrawn from school. If the student received federal financial aid, a portion of the refund must be returned to those programs.

Based upon the date a student withdraws, as determined by the Registrar, the student may receive a full or partial refund of tuition, housing, and mandatory fees. This refund will not impact the Return of Title IV Aid Calculation but will affect the amount of money a student may owe back to the University for withdrawing.

Beginning with the first day of classes, the AJU will refund fees based upon the period of attendance prior to the day when the withdrawal is filed as shown on the chart.

### Student Refund Schedule

Period	% of Refund	Description
First Day of Classes - Add/Drop Date	100	100% Refund excluding Registration Fees
Add/Drop Date - 60% in the period of enrollment (before ten weeks in the semester)	50	50% Refund of the Tuition Charges ONLY
After 60% in the period of enrollment	0	No Refund

**Housing and Meal Plan Charges:** will be refunded based upon the number of calendar days (not school days) elapsed when the withdrawal is filed for the semester

Information regarding the actual date for each corresponding refund percentage can be obtained from the Academic Calendar (<https://www.aju.edu/current-students/academic-calendar>).

If a refund is due to a financial aid student, the Office of Financial Aid uses the Return to Title IV form provided by the US Department of Education to calculate an R2T4. The Registrar's Office is the office on-campus where a student can notify the University of their Intent to Withdraw. The Registrar will report that information to the Office of Financial Aid to be used in the R2T4 calculation.

If a Cal Grant student withdraws after the Add/Drop period, no refund to CSAC is required. Cal Grant funds may not be used for reimbursement to the federal government.

AJU may allocate and pay a refund or Return to Title IV program funds that are due to the Department of Education on behalf of the student if necessary. The student will be billed by AJU and will be responsible for re-paying the institution directly as required.

## Withdrawals

### Adding/Dropping/Withdrawing from Courses

Digital forms for adding, dropping, or withdrawing from a course are available from the Office of Registrar Services via email to [registrar@aju.edu](mailto:registrar@aju.edu). All such requests require authorization from the student's academic advisor prior to processing. Students may add or drop a course during the drop/add period as described in the [Academic Calendar](#). Courses dropped during the drop/add period will not appear on a student's transcript.

After the drop/add period, students may withdraw from courses up until the sixth week of the semester only with prior authorization from the instructor and their academic advisor. Students will receive a grade of "W" on their transcript for these courses. A grade of "W" will display as attempted credits and will not impact the term grade point average (GPA).

Only medical or emergency withdrawals (described below) are allowed after the sixth week of the semester. Except for a medical or an approved emergency withdrawal, withdrawal from a course after the sixth week of classes is not permitted; students who stop attending a class after the sixth week will receive a grade of F for that course, which will be factored into their GPA. The Office of Registrar Services notifies the Office of Financial Aid of late withdrawals. Any exceptions to these policies must be approved by the Dean of the Program.

## Withdrawal from the University

After the drop/add period, students may withdraw from courses up until the sixth week of the semester only with prior authorization from the instructor and their academic advisor. Students will receive a grade of “W” on their transcript for these courses. A grade of “W” will display as attempted credits and will not impact the term grade point average (GPA). A student who wishes to withdraw from the University must submit a withdrawal form from the Office of Registrar Services, specify which semester will be their last semester, and obtain all necessary authorizations.

## Administrative Withdrawal

If a student’s behavior is not conducive to a successful collegiate learning environment, an instructor has the right to remove the student from a course. Should a student be banned from attending a course for the remainder of the semester, the student will be administratively withdrawn from that course.

A student may be subject to administrative withdrawal (expulsion) from the University for acts of academic dishonesty, violation of the Honor Code, as well as for behavioral or non-academic matters if it is determined that the student is a threat to themselves or others, and/or has caused or is likely to cause a disruption to the academic environment or campus community.

A student may be withdrawn from a program for reasons including but not limited to the following:

- Violation of student conduct policies.
- Failure to pay tuition or fees.
- Failure to re-register for courses in fulfillment of program requirements.
- Two consecutive semesters of non-satisfactory academic progress.

Students who do not register or return to AJU for the next consecutive term will be institutionally withdrawn from AJU based on failure to return to the campus. Additionally, students who do not demonstrate online participation (for distance education courses) or are absent for 2 consecutive weeks and have not alerted the University of any planned absences will be institutionally withdrawn from AJU. This policy applies to all students, except students on an approved Leave of Absence. Students will receive a grade of “W” on their transcript for these courses. A grade of “W” will display as attempted credits and will not impact the term grade point average (GPA).

The last date of attendance (LDA) for withdrawals will be calculated based on user-activity for online or distance education student or determined based on last date of attendance of in-residence/on-campus courses for the last term they attended.

## Medical Withdrawal Policy

Any student seeking a medical or emergency withdrawal from AJU must secure the appropriate approvals through AJU's petition process. Medical or emergency withdrawals may be granted based on certain documented, extenuating emergency or medical circumstances. The petition may be granted only if all required approvals are obtained. The last date of attendance (LDA) for withdrawals will be calculated based on user-activity for online or distance education student or determined based on last date of attendance of in-residence/on-campus courses. Students will receive a grade of "W" on their transcript for these courses. A grade of "W" will display as attempted credits and will not impact the term grade point average (GPA).

Digital petition forms are available from the Office of Registrar Services via email at registrar@aju.edu. A completed form, along with verifying documentation (ie: from the student's personal physician), should be uploaded within the form submission. The Office of Registrar Services will submit the request to the Academic Program Dean for initial approval. If approved, the request will then be submitted to the Office of Academic Affairs for review by the Vice President of Academic Affairs. All medical withdrawal petitions must be approved by the Vice President of Academic Affairs and the Academic Program Dean. Normally, a medical or emergency withdrawal constitutes complete withdrawal from the University for one semester up to one academic year. A partial medical withdrawal may be granted if sufficient medical grounds exist, and specific documentation is provided by the student's physician. A partial medical withdrawal includes withdrawing from individual courses when documentation demonstrates that the student will be unable to compete the specific class requirements.

ZSRS and SJEL students who are granted a medical withdrawal from the university during the first two weeks of the semester are eligible for a 100% tuition and fees refund. ZSRS and SJEL students who are granted a medical withdrawal from the university during the third through sixth weeks of the semester are eligible for a 50% refund. SEMSI students who are granted a medical withdrawal from the university with a LDA occurring within the first eight days of the term are eligible for a 100% tuition and fees refund. SEMSI students who are granted a medical withdrawal from the university with a LDA occurring during the ninth day through the end of the fourth week of the term are eligible for a 50% refund.

In all cases where a student either does not appropriately request a withdrawal or is not granted one, they will be held to the standard requirements of a course and/or program.

If a medical withdrawal is granted, a medical reevaluation from the student's personal physician may be required for re-enrollment. Students who withdraw from the University for more than one year may be required to reapply to the University.

## Maximum Allowable Units

Students who fail to complete a program before reaching the maximum allowable number of units attempted will be terminated from the program. Credits or units counted as units attempted per evaluation period include units transferred into the program, units completed, courses receiving letter grades of D or F (that are not repeated for credit), and courses designated on the transcript as “I” and “W.” The maximum allowable number of units that may be attempted for each program is:

- Bachelor of Arts in Early Childhood Education 90 units
- Master of Arts in Education in Early Childhood Education 57 units
- Doctorate in Education in Early Childhood Education Leadership 86 units
- Master of Arts in Rabbinic Studies 270 units
- Master of Business Administration 54 units

## Minimum Unit Completion Requirements

To maintain Satisfactory Academic Progress, all students must complete (i.e., pass with a grade of C- or above for undergraduate, C or above for graduate level programs) a minimum number of units within a certain period depending on their program and enrollment status.

### **BACHELOR OF ARTS – EARLY CHILDHOOD EDUCATION DEGREE**

The minimum unit completion requirement per academic year (three semesters) for each enrollment status is as follows:

- Full-time (10 or more units per term)\*: 30 units
- Part-time (6-8 units per term): 15 units
- Less-than-part-time: less than 6 units per term

### **MASTER OF ARTS IN EDUCATION IN EARLY CHILDHOOD EDUCATION**

The minimum unit completion requirement per academic year (three semesters) for each enrollment status is as follows:

- Full-time (6-8 units per term)\*: 18 units
- Part-time (3-4 units per term): 9 units
- Less-than-part-time: less than 9 units per term

### **DOCTORATE IN EDUCATION IN EARLY CHILDHOOD EDUCATION LEADERSHIP**

The minimum unit completion requirement per academic year (three semesters) for each enrollment status is as follows:

- Full-time (6-8 units per term)\*: 18 units
- Part-time (3-4 units per term): 9 units
- Less-than-part-time: less than 9 units per term

## **MASTER OF ARTS IN RABBINIC STUDIES**

The minimum unit completion requirement per academic year (two semesters) for each enrollment status is as follows:

- Full-time (6 units per term)\*: 12 units
- Part-time (3 units per term): 6 units
- Less-than-part-time: less than 6 units per year

## **MASTER OF BUSINESS ADMINISTRATION**

The minimum unit completion requirement per academic year (six terms) for each enrollment status is as follows:

- Full-time (6 units per term)\*: 36 units
- Part-time (3 units per term): 18 units
- Less-than-part-time: less than 9 units per year

\*Students wishing to enroll in fewer than 12 units per term must request approval by their Academic Advisor and submit a Multiple Petition Form with the Office of Registrar Services. Students who need fewer than 12 units to complete their program may register for said units through the Office of Registrar Services.

## **Satisfactory Academic Progress & Financial Aid**

Federal regulations require all institutions that participate in Title IV aid programs to define and monitor satisfactory academic progress (SAP) for all financial aid recipients. The standards must meet all Federal requirements and be equal to or more stringent than the SAP standards for non-financial aid recipients. All students, regardless of whether they receive financial aid or not, are required to meet both qualitative and quantitative standards for Satisfactory Academic Progress while attending American Jewish University. This policy ensures that students are progressing through their programs of study and identifies students who may be at risk of failing. Refer to the respective headings in this section of the academic catalog:

- Grade point average (GPA) requirements.
- Minimum unit completion requirements.
- Maximum allowable units.

### **SAP DEFINED**

Undergraduate students with a cumulative GPA (Grade Point Average) of less than 2.0, or graduate students with a cumulative GPA of less than 3.0 in their active program of study or students that have completed less than 66.66% of their cumulative attempted units in their active program of study have not met the minimum requirements for Satisfactory Academic Progress (SAP) for that program. For



Academic purposes, SAP is reviewed at the end of each semester. For Financial Aid recipients, SAP is reviewed for Financial Aid eligibility at the end of each year.

All students are monitored for SAP at the end of each semester, including summer semesters when enrolled. AJU has distinct policies for SAP for Financial Aid and Registrar Services. All students are monitored for SAP through both the Office of Financial Aid and Office of Registrar Services. A student may be concurrently placed on Academic Probation with the Office of Registrar Services and SAP Financial Aid Warning with the Office of Financial Aid. More information on the differences is further discussed below in the header Satisfactory Academic Progress: Financial Aid & Academic Implications.

The institution checks SAP annually, the third semester cannot automatically be used as a probationary semester unless the students are appealing at the end of the academic year and then have an approved appeal to be on probation for the subsequent semester. The student probation, warning, and appeal will apply for the next semester in which the student is enrolled. This is regarding appealing Financial Aid due to SAP. For Academic SAP, this is checked every semester and places students on Probation the subsequent term. More information on the differences is further discussed below in the header Satisfactory Academic Progress: Financial Aid & Academic Implications.

Students not maintaining SAP will receive a letter and email from the Office of Registrar Services, indicating any deficiencies, the actions required to resume meeting SAP, and the time in which these actions must be completed. Students receiving financial aid who are not maintaining SAP will also receive a letter from the Office of Financial Aid, indicating any deficiencies, the actions required to resume meeting SAP, and the time in which these actions must be completed. Students receiving such letter are strongly advised to speak to their Academic Advisors as soon as possible.

The following SAP standards must be met:

**1. Cumulative Grade Point Average (GPA) – Qualitative Component**

- Students must be in good academic standing to receive federal financial aid. This means a student must meet the following minimum cumulative GPA requirements:
  1. Undergraduate students are required to maintain a 2.0 GPA.
  2. Graduate students are required to maintain a 3.0 GPA.
  3. Certain merit-based award recipients must have a minimum of a 3.0 GPA to renew their scholarship.

**2. Minimum Completion Rate for Attempted Unit Hours – Pace (Quantitative) Component**

- Students must demonstrate progress by accumulating academic units at a rate that indicates graduation in a timely manner. A student who is not progressing towards graduation at the defined Completion Rate will not receive federal financial aid regardless of GPA.
- Students must complete at least 66.66% percent of all cumulative attempted unit hours in order to be eligible for federal financial aid. The cumulative attempted unit hours include all transfer units accepted by American Jewish University and noted on the academic transcript.

- The following designations are considered to be attempted credit hours but are not considered to be successfully completed: “W,” “I,” “NG,” and “F” grades.
- Courses repeated for any reason will be counted as attempted unit hours for determining the calculation of GPA used for SAP. Repeated courses with passing grades will not be counted as completed/earned units unless they would also appear on the academic transcript.

### **3. Degree Completion Maximum Time Frame**

- The maximum timeframe for completion of undergraduate certificate or degree programs may not exceed 150 percent of the length of the program. This provision does not apply to graduate programs.
- There is no specific federal financial aid policy regarding maximum time frame for degree completion for graduate and professional students.

## **Satisfactory Academic Progress: Financial Aid & Academic Implications**

AJU has distinct policies for SAP for Financial Aid and Registrar Services. All students are monitored for SAP through both the Office of Financial Aid and Office of Registrar Services. A student may be concurrently placed on Academic Probation with the Office of Registrar Services and SAP Financial Aid Warning with the Office of Financial Aid. The following information details the specific policies regarding SAP Financial Aid Warning, SAP Academic Probation, and SAP Academic Termination.

### **SAP FINANCIAL AID WARNING**

A student who fails to maintain the cumulative GPA and/or meet Pace (Completion Rate) standards is automatically placed on Federal Financial Aid Warning for the next registered semester.

- A student will receive an email to their AJU email address regarding the Satisfactory Academic Progress standards that must be met by the end of the warning period in order to retain eligibility for future federal financial aid.
- If the student is still not making Satisfactory Academic Progress after the warning period, the student will become ineligible for federal financial aid until all SAP standards are once again met. Notification to students will be sent via email to their AJU email address regarding the Satisfactory Academic Progress standards that must be met by a specific term in order to retain eligibility for financial aid.

Any student that does not meet the minimum requirements for SAP at the end of the Financial Aid Warning payment period/semester will be ineligible for federal financial aid. Students will receive an electronic notification detailing the appeal process for mitigating circumstances. Appeal process is described in detail below under the header Appeal Process SAP Financial Aid.

### **SAP ACADEMIC PROBATION**

Students that fail to meet SAP for one consecutive semester are placed on SAP Academic Probation and required to attend mandatory academic advising by their Academic Advisor. An academic plan will be

created and must be followed by the student. Students that fail to meet SAP Academic Probation for the proceeding semester after being placed on SAP Academic Probation are subject to SAP Academic Termination and may be dismissed from the program.

Students on SAP Academic Probation will be placed on SAP Financial Aid Warning and are ineligible for financial aid unless the SAP Financial Aid Warning status is appealed; appeals may be approved or denied. Students appealing the SAP Financial Aid Warning status with Financial Aid must submit an appeal to Financial Aid for review. Approved appeals will result in a reinstatement of the student's financial aid eligibility. Students whose appeals have been accepted will be notified by email to their AJU email address of SAP Financial Aid Warning Appeal status. Students in SAP Financial Aid Warning Appeal status that fail to follow their academic plan will lose their eligibility for student financial assistance and will be dismissed from attendance. Appeal process is described in detail below under the header Appeal Process SAP Financial Aid.

### **SAP ACADEMIC TERMINATION**

Students that fail to meet SAP for two consecutive semesters are reviewed to see whether or not the academic plan was met. Students that fail to meet the requirements specified in their academic plan will no longer be eligible for student financial assistance and will be terminated from their program of study at AJU.

Students who wish to re-enroll after SAP academic termination must petition for reinstatement and, if approved, may be subject to a waiting period and may also be required to create and adhere to an academic plan through the School's Dean and/or the Office of Academic Affairs prior to returning to AJU. See header Reinstatement to American Jewish University for more information.

Students wishing to appeal the SAP academic termination must appeal with both the Office of Academic Affairs and Office Financial Aid (if receiving financial aid). Students must submit an appeal to both the Office of Academic Affairs and Office Financial Aid for review. Approved appeals will result in a reinstatement of the student's academic program and financial aid eligibility. Students whose appeals have been accepted will be notified by email to their AJU email address of SAP Financial Aid Warning Appeal status and SAP Academic Termination Appeal status in separate communications from the respective Offices. Students in SAP Appeal status that fail to follow their academic plan will lose their eligibility for student financial assistance and will be dismissed from attendance. Appeal process is described in detail below under the header Appeal Process SAP Financial Aid. For SAP Academic Termination Appeals, see header Grade/SAP Academic Status Apparel Policy and Procedure.

### **APPEAL PROCESS FOR SAP FINANCIAL AID**

Any student that does not meet the minimum requirements for SAP at the end of the Financial Aid Warning payment period/semester will be ineligible for federal financial aid. Students will receive an electronic notification detailing the appeal process for mitigating circumstances. A student has the right to appeal to the loss of financial aid eligibility if mitigating circumstances (events totally beyond the student's control) occurred during the proceeding payment period/semester:

Some examples of appealable circumstances include serious illness or injury of the student; serious illness, injury or death of an immediate family member; being a victim of a violent crime or house fire.

- The student must submit the SAP Financial Aid Appeal Form to the Office of Financial Aid along with supporting documentation prior to the Withdrawal date listed on the [Academic Calendar](#). Appeals received after the deadline may not be approved. To obtain the form, please contact [financialaid@aju.edu](mailto:financialaid@aju.edu).
- A student can only submit an appeal for the semester directly following their Warning period.
- Appeals are only granted once per a student's academic career at AJU.
- A student must be registered for courses during the semester/term they are submitting the appeal for. Appeals will not be considered for students that have dropped or resigned all courses prior to the financial aid census date.
- A student is responsible for all tuition and fee charges at the time the balance is due, even if they are planning to appeal or are waiting for a response for the SAP Financial Aid Appeal. This is in alignment with the [Obligation for Payment](#) policy.
- The decision of the SAP Financial Aid Appeal is final, and students will receive an email to their AJU email address regarding the outcome of the appeal.
- A student who successfully appeals the loss of their financial aid termination will be placed on Financial Aid Probation for the following payment period/semester. The student will receive an email to their AJU email address regarding the SAP standards that must be met by the following payment period/semester in order to retain financial aid eligibility. Should the student not meet the SAP standards at the conclusion of the financial aid probation period, the student will become ineligible for federal financial aid until SAP standards are met.
- If it is determined that it would take more than one semester/term in order to regain good SAP standing, a student may be placed on an Academic Plan or Federal Financial Aid Contract for Satisfactory Academic Progress. This contract will outline what milestones must be met each term or semester in order to retain financial aid eligibility. The signed contract must be returned before any federal aid can be reinstated.

## Incompletes & Financial Aid

*For the complete Incomplete policy and procedures to request an Incomplete, please go to the header Incompletes from section: Grades & University Records.*

Students must submit petitions no later than the last day of class of a given semester. Petitions will not be accepted beyond this date. If a grade of incomplete is authorized, students may then submit work up to thirty (30) calendar days from the Monday after the final class of the semester. Work submitted during this period will be included in a determination of the student's final grade for the course. Candidates for graduation from any program may not petition for incompletes in their final semester prior to graduation.

Incompletes will be counted as attempted but not completed hours and will not be included in the calculation of GPA until a final grade for the course has been issued. A student who fails to complete all

required assignments and examinations by the end of the Incomplete deadline will receive a grade calculated based on the work completed against all works required for the course. When a grade has been issued, the grade change will be counted as attempted and completed hours and will be included in the calculation of GPA.

## **Course Repeats & Financial Aid**

*For the complete Minimum Grades Policies and Course Repeats, please go to the headers Minimum Grades Policy and Repeat and Drop Policy from section: Grades & University Records*

### **Graduate Students**

Students pursuing a graduate degree must maintain a minimum 3.0 (B) average in their program and the cumulative grade point average. No grade below a C can be counted in their program. Any grade of C- or below in their program must be repeated after an approved course repeat form has been filed. If the student does not receive a C or better on the second attempt, the student may be subject to disqualification from the program.

A maximum of 6 units may be repeated at the graduate level. Only one repeat per course is permitted for improving the grade, with the higher of the two grades counted in the student's GPA. All grades for the course will remain on the student's official transcript. During a third enrollment, the units attempted, and any grade points earned will be considered with all other grade points earned for the course.

### **Undergraduate Students in School for Jewish Education and Leadership**

Only one repeat per course (e.g., grade forgiveness) is permitted for improving the grade with the higher of the two grades counted in the student's GPA. All grades for the course will remain on the student's official transcript. During a third enrollment, the units attempted, and any grade points earned will be considered with all other grade points earned for the course.

In all cases, for undergraduate and graduate students, while the first grade will no longer factor into a student's GPA, it will still appear on their transcript with credits next to the course title. Beyond the situations above, all grades will be recorded and counted in the GPA and SAP (for financial aid) and will have no bearing upon academic and financial aid probations. That is, a student will not be retroactively removed from academic or financial aid probation on the basis of any retaken classes.

# 2023-2024 Tuition & Fees Schedule of Charges

## School for Jewish Education and Leadership - Degree Programs

Program	Units in Program	Cost Per Unit	Cost Per Year	Total Program Tuition
Doctorate in Education (EdD) in Early Childhood Education Leadership	53.00	\$679.24	\$12,000.00	\$36,000.00
Master of Arts in Education in Early Childhood Education (MAEd ECE) - Class of 2024/Returning	38.00	\$1,368.42	\$26,000.00	\$52,000.00
Master of Arts in Education in Early Childhood Education (MAEd ECE) - Class of 2025/New	38.00	\$1,436.84	\$27,300.00	\$54,600.00
Bachelor of Arts in Early Childhood Education (BA ECE) - Class of 2024/Returning	60.00	\$309.00	\$9,270.00	\$18,540.00
Bachelor of Arts in Early Childhood Education (BA ECE) - Class of 2025/New	60.00	\$324.00	\$9,734.00	\$19,468.00

## School for Jewish Education and Leadership - Non-Degree Programs

	Cost Per Year	Cost Per Course
Early Childhood Education (ECE) Extension Program		\$600.00
Jewish Education Excellence Project: Mentor Teacher Certificate (JEEP)	\$2,000.00	

## Ziegler School of Rabbinic Studies

Program	Cost Per Semester	Cost Per Unit	Cost Per Year
Master of Arts in Rabbinic Studies (MARS) - 6 to 23 Units	\$3,500.00		\$7,000.00
Master of Arts in Rabbinic Studies (MARS) - 1 to 5 Units or over 23 Units		\$600.00	
Ziegler Extension Program (non-degree program)		\$200.00	
Ziegler Summer Hebrew Program (non-degree program)	\$2,000.00		

## School of Enterprise Management and Social Impact

Program	Units in Program	Cost Per Unit	Total Tuition
Master of Business Administration (MBA)	36.00	\$500.00	\$18,000.00

## Jewish Learning Experience - Non-Degree Program

	Cost Per Course
Jewish Learning Experience Program	\$1,300.00

**Mandatory Fees**

	One Semester	Two Semesters
Registration Fee – Every Semester	\$70	\$140
Student Services Fee – Every Semester	\$361	\$722

**Administrative Fees**

Education Application for Admissions	\$50
Ziegler Application for Admissions	\$50
Education & Ziegler Tuition Deposit	\$200
Ziegler Israel Exemption Fee	\$2,500 per semester
Transcript Request Fee	\$15 per transcript
Replacement Diploma	\$25 per copy, \$50 per copy with Cover

**Late Registration Fees Schedule:**

Please refer to the Academic Calendar for specific registration dates for each term. Students are subject to being debited the following late registration fees based upon date of registration.

**After the Registration Period:**

- 1 week after the registration period: Registration Late Fee: \$100.00 total
- 2 weeks after the registration period: Registration Late Fee: \$250.00 total
- 4 weeks after the registration period: Registration Late Fee: \$500.00 total

**Course-Related Fees:**

Some courses require additional fees for supplies such as textbooks. AJU updates its list of required textbooks every semester and can be found here: <https://www.aju.edu/current-students/required-texts>. Fees may change without notice; current information will be provided at the time of registration.

**School for Jewish Education and Leadership- Non-Degree-Extension and Certificates**

<b>Program</b>	<b>Cost</b>	<b>Optional Fee*</b>
ECE Extension (à la carte)	\$600/course	
Basic Certificate in Early Childhood Education	\$2,400	\$100
Advanced Certificate in Special Needs in Early Childhood Education	\$1,800	\$100
Advanced Certificate in Early Childhood Pedagogy and Curriculum	\$2,400	\$100
Jewish Education Excellence Project (Mentor Teacher Training) Certificate	\$2,000	\$100

\* \$100 to convert the course completion into a certificate

**Obligation for Payment Policy:**

Registering for classes constitutes a legal financial obligation. You will be held liable if you do not follow proper procedures to change or cancel your registration through the Office of Registrar Services. By registering for classes, you agree to be held responsible for all tuition and fees. This includes (but is not limited to) payments denied by student loan lenders, agencies of the United States government and foreign government agencies.

Tuition and fees for all students are due, in full, by the settlement deadline outlined in your statement by AJU's Accounting Department. Failure to make payments of any indebtedness to AJU may be considered sufficient cause to 1) suspend AJU services and privileges; 2) withhold your diploma or certificate; 3) drop you from any preregistered courses for the upcoming semester 4) withdraw you from the institution; 5) assign you to a collection agency; 6) report you to a credit bureau. This policy will also be equally enforced against debts discharged through bankruptcy.

**Outstanding Balances and Student Registration Policy**

If you have registered for classes during any term, you are agreeing to be held responsible for all tuition, fees, and any associated costs as a result of registration or receipt of services. All students must have any delinquent financial obligations cleared within seven (7) days prior to the start of the new semester for permittance to remain enrolled in classes. Your registration may be revoked if you have any outstanding financial obligations to AJU at the start of a new semester. Failure to register into the new semester could result in being Withdrawn from the institution. Please contact the Accounting Department to understand your payment options. AJU reserves the right to enforce such policies.

## Student Billing

### *Payment Plans*

<b>Plan I:</b> <b>9 Payments</b>	Administration Fee: \$55 at the time of signing plan Payment schedule: every month First payment due August 5; last payment due April 5 Delinquent Fees: first - \$15, second and beyond - \$50
<b>Plan II:</b> <b>4 Payments</b>	Administration Fee: \$35 at the time of signing plan Fall semester: Payments are due August 5, September 5, October 5, November 5 Spring semester: Payments are due January 5, February 5, March 5, April 5 Delinquent Fees: first - \$15, second and beyond - \$50

***For further information or to set up a payment plan, please contact the Student Billing Office at [studentbilling@aju.edu](mailto:studentbilling@aju.edu).***



## **Full Time Student Definition**

For federal and state programs, “Full-Time” study means at least 12 credits per semester for undergraduate students, and at least 6 credits per semester for graduate students.

Part-time students may be eligible for some aid programs on a pro-rata basis.

# Academic Policies & Procedures



## Institutional Assessment

The University regularly engages in assessment and research to determine the adequacy and future needs of its programs. Assessment is conducted at the institutional, program and course levels in order to monitor and improve student learning at all of these levels within the University. Faculty are regularly engaged in these processes to ensure academic rigor and curricular organization.

## Expected Classroom Behavior

Students are expected to behave in a manner that shows respect and honors the rights of others to a full academic experience. Minor incidents of incivility will be dealt with by direct communication between the student(s) involved and the instructor.

Students who, either voluntarily or involuntarily, behave in a significantly disruptive manner so as to compromise the ability of an instructor to teach and/or of other students to learn, may, at the discretion of the instructor, be asked to leave the classroom. If the behavior continues, the instructor may, with the approval of the Vice President of Academic Affairs, ban the student from the class for the remainder of the semester, resulting in an administrative withdrawal. Should the student wish to appeal such a ban, they may do so in writing, within seven (7) calendar days of being informed of the restriction, to the University Rector.

Disruptive behavior includes but is not limited to: inappropriate talking, inappropriate emotional outbursts, being under the influence of alcohol or drugs, using offensive language or disrespecting the instructor, demanding an inordinate amount of an instructor's attention, verbal or physical threats or acts of violence.

## Student Technology at AJU

### *Technology Requirements & Resources*

Each student at American Jewish University must have a device that allows for access to our Learning Management System (LMS) and corresponding materials. This is a requirement of enrollment at American Jewish University. AJU has made every effort to ensure that this material is available on a multitude of different devices/operating systems.

You may need to have access to the following technology for any of your courses:

- Computer or tablet (see below for specifications on minimum hardware)
- Reliable internet connection for device/computer (wi-fi or ethernet recommended)
- Built-in or external speakers, headphones, or similar for audio playback.
- Canvas learning management system (LMS)
- Google Chrome or Mozilla Firefox web browser
- Word-processing software (the full Microsoft Office 365 is available for students to download, courtesy of AJU, upon enrollment in an accredited program)

- Additional tools may be required for courses in this program. Review the syllabus for information on required materials and tools.

You may need to be proficient with performing the following tasks:

- Navigating the Canvas LMS
- Accessing links to videos and websites
- Creating and saving documents

## Distance Education Students

Much of AJU's course and curricular content for distance education programs is delivered in an electronic format, so each student must possess a device that allows for access to the Zoom videoconferencing tool, Canvas by Instructure Learning Management System (LMS), AJU emails through Microsoft, and corresponding course materials. A computer or laptop device is a requirement of enrollment in distance education programs at American Jewish University.

### *Device Recommendations*

#### **Apple Devices:**

- iPad (iPad2 or newer recommended\*)
- iPad Mini (Retina display suggested\*)
- iPhone (4s or newer recommended\*)
- iOS 7 or above is recommended.

\*All device versions are technically compatible with the delivery application. However, older devices may be limited by memory and CPU requirements of a given book/file size. It is likely that students with iOS devices pre-iPad 2/iPhone 4 may experience diminished functionality of the delivery application.

#### **Android Devices:**

Phone & tablet devices utilizing the Android OS are compatible with the delivery application. Due to the wide variety of manufacturers and models, a standardized list of actual devices cannot be issued. Android OS 4.4 or above is recommended.

#### **Desktop Readers (Mac and Windows):**

These desktop reader applications require Adobe AIR to be installed and current on the machine. All tech specifications are related to same minimum requirements for Adobe AIR installation:  
<http://www.adobe.com/products/air/tech-specs.html>.

#### **Windows**

2.33GHz or faster x86-compatible processor, or Intel Atom™ 1.6GHz or faster processor for netbook class devices Microsoft® Windows Vista® Home Premium, Business, Ultimate, or Enterprise (including 64 bit editions) with Service Pack 2, Windows 7, or Windows 8 Classic 512MB of RAM (1GB recommended).

## Mac OS

Intel® Core™ Duo 1.83GHz or faster processor Mac OS X v10.7, v10.8, or v10.9 512MB of RAM (1GB recommended)

Questions about your device's specifications and requirements may be directed to our IT Department at [support@xoverture.com](mailto:support@xoverture.com). For all other inquiries, please contact your School Dean or the Academic Affairs Office at [academicaffairs@aju.edu](mailto:academicaffairs@aju.edu).

## *Additional Technology & Support*

### Zoom

Zoom is a videoconferencing tool that your instructor may use to host optional synchronous class meetings or individual office hours with students. Be sure to download the Zoom application before starting your course. Check out the Zoom Getting Started Guide for questions or help resources.

### Support

As a student at American Jewish University, you may need to contact the AJU Help Desk for technical questions by emailing [support@xoverture.com](mailto:support@xoverture.com).

## Distance Education – Etiquette & Discussions

Communicating online can be very different from communication styles we are used to employing in the classroom. Consider the following expectations when communicating in our online environment:

### Do...

- Ask questions and engage in conversations as often as possible.
- Be patient and respectful of others and their ideas they post online.
- Be prepared to wait for a response - you may not receive an immediate response.
- Contact the instructor to report inappropriate or offensive communications.
- Allow for 24-48 hours for instructor response.
- Allow for 72 hours for grade feedback.

### Do NOT...

- Use inappropriate language—this includes, but is not limited to, the use of curse words and offensive terms.
- Post inappropriate materials.
- Post in ALL CAPS, use abbreviations, or use informal language.
- Send or respond to heated messages.

## The AJU Honor Code

All academic work is conducted under the Honor Code, which is described in greater detail within the [Student Handbook](#). All students are expected to abide by the Honor Code.

## Academic Integrity

Academic integrity is essential to collegial pursuit of truth and knowledge and gives the University community credibility. The principles of academic integrity demand the commitment of all students. Academic dishonesty is viewed at the University as a serious offense and will not be tolerated.

The University expects the highest standards of integrity from all undergraduate and graduate students in the performance of academic assignments and research as well as campus and community involvement. Moreover, the University requires the cooperation of its students in creating an environment that is conducive to everyone's learning. Academic integrity includes, but is not limited to:

- Arriving and departing class on time;
- Attending class regularly;
- Being prepared for class work and discussion;
- Participating in class discussions in a way that doesn't discriminate against or harass peers or instructors and that respects the free inquiry of others;
- Refraining from disruptive behavior (i.e., talking, noises from electronic devices, coming and going during class, sleeping during class);
- Refraining from attending class under the influence of alcohol or illegal substances; and
- Adhering to specific classroom standards set forth by the instructor and the University Code of Conduct.

Academic dishonesty refers to forms of cheating which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

Dishonesty in work, whether on quizzes, laboratory work, papers, examinations, etc., and regardless of the learning environment or modality of instruction, is regarded as a serious offense and may result in failure in the course, academic probation as well as suspension or expulsion from the University. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty.

Academic dishonesty includes, but is not limited to: cheating, fabrication, plagiarism, abuse of resources, forgery of documents or assisting in academic dishonesty (i.e., any individual who authors papers for students they are assisting). AJU assumes the academic integrity of its students. In cases where academic integrity is in question, the following definitions and policies apply:

- (1) Cheating is using, attempting or including any information that does not belong to the student in any academic exercise. Examples of cheating are: copying homework from another student, copying another student's test or using an unauthorized "cheat sheet".
- (2) Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to provide in-text and works cited citation(s) for any outside sources. Plagiarism also includes using the original or similar language of a source without quotations. Modifications and rephrasing do not reduce the requirement for providing a citation. Any source material must be phrased in a student's own language or it must be quoted. This also applies to information obtained electronically from the internet as well as print sources.
- (3) Fabrication is the falsification or intervention of any information or citation in any academic exercise such as: making up a source, giving an incorrect citation or misquoting a source.
- (4) Forgery of documents is the unauthorized alteration or construction of any document.
- (5) Assisting in academic dishonesty is the unauthorized collaboration of individual work.

### Sanctions

Faculty members have the right and responsibility to impose course-related sanctions for violations of academic integrity that occur in a course they teach. When an instructor perceives that a violation of academic integrity has occurred, the instructor is expected to consult with the student first in order to determine if a violation has occurred. When the instructor imposes the course sanction (i.e., failing grade on the assignment or failing course grade), the instructor will report the action to the Dean in order to emphasize the seriousness of the violation and the University's commitment to academic integrity.

### Appeals

A student who received an unfavorable judgment may appeal the decision to the Vice President of Academic Affairs within 7 calendar days of receiving the outcome. The appeal must be in writing and based upon one of the following elements in order for the appeal to be reviewed:

- (1) Substantial evidence did not exist.
- (2) Sanction is disproportionate to the offense.
- (3) New evidence has come to light.

It is the responsibility of the student to provide all supporting evidence with her or his written appeal. In cases where the sanction is immediate suspension or expulsion from the University, the decision is made and communicated to the student by the Vice President of Academic Affairs and thus, *is not eligible* for appeal.

## Student Obligations

Under the Honor Code, students have a twofold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Where the Honor Code is concerned, an individual's obligation to the entire student body as a whole and the reputation of the University transcend any reluctance to report another student.

## Courses of Action

Students found to be in violation of the Honor Code or other University student conduct policies may be subject to academic penalties and/or dismissal from their academic programs, pursuant to decisions to be made by the instructor, the program chairperson or other administrators. Students may appeal these decisions as outlined in the Student Handbook.

Any student dismissed from the University for a violation of academic integrity, policy, or rule of conduct may apply for readmission by contacting the Office of Admissions. In evaluating this reapplication, the admissions committee will consult with the individual(s) who originally made the decision to dismiss.

## Student Grievances and Complaints

The purpose of the student grievance procedure is to provide a process for resolving student complaints. This procedure applies to all student complaints, including but not limited to academic issues, student services, housing, administrative concerns, or matters involving any form of discrimination or harassment. The student recognizes that American Jewish University will not investigate anonymous complaints against the institution. This form and all attachments should be submitted to the Office of Student Affairs.

To complete the form, please go to: <https://bit.ly/studentgreivance>. A PDF version of this form may be downloaded and submitted to [studentaffairs@aju.edu](mailto:studentaffairs@aju.edu).

## Bureau for Private Postsecondary Education (BPPE)

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; [www.bppe.ca.gov](http://www.bppe.ca.gov). Telephone: 916-431-6924; FAX: 916-263-1897.

## Policy on Documentation for Disability Accommodations

The Americans with Disability Act (ADA) of 1990 and Section 504 (of the Rehabilitation Act of 1973) mandate equal opportunities for students to participate in or benefit from services offered by a place of public access, including private universities. A qualified individual under these two Acts must have a physical or mental impairment which *substantially limits* one or more major life activities. Moreover, a qualified disabled student must meet the academic and technical standards required for admission or participation in an educational program or activity. AJU does not waive academic requirements for degrees or alter admissions criteria for any student, but the university makes every effort to try and provide reasonable accommodations when presented with appropriate, compliant documentation.



To be considered for accommodations, students must provide official documentation to the Office of Academic Affairs ([academicaffairs@aju.edu](mailto:academicaffairs@aju.edu)). Below outlines the official evaluation which *must be* submitted for consideration.

A full evaluation, completed within the last 3 years, includes:

- An identification of the disability, including the diagnosis, history of onset and methodologies used to determine the diagnosis;
- Current functional impact of the condition as well as a description of the current functional limitations as they relate to the major life activity impacted by said diagnosis;
- A list of prescribed medications, if applicable;
- Expected progression, stability or prognosis of the condition over time; and
- Recommended accommodations with the rationale for each recommended accommodation. Such accommodation recommendations should be appropriate for an institute of higher education.

The evaluation *must* be on official letterhead including the printed name, signature, title, professional credentials, and license number of the evaluator along with the address, telephone and fax numbers.

Documentation *must be* provided by a licensed, credentialed, and qualified medical healthcare professional who has no personal or familial relationship with the individual being evaluated. The evaluator must be the “subject matter expert” in the area he/she is providing an evaluation for, with recommended accommodations.

Students who may have received accommodations during their primary education (grades K-12) such as an Individualized Education Plan (IEP) *must* submit a recent, compliant evaluation. The completed evaluation should be within the last 3 years (meeting the criteria noted above) and be suitable for higher education in order to be considered for an accommodation request. Institutions of higher education *do not* accept IEPs utilized in primary education.

Please note that some recommended accommodations may not be offered as AJU is not bound to implement all recommendations made.

The cost of obtaining an evaluation is borne by the student.

## Health Insurance Policy

American Jewish University does not provide health insurance or charge a health services fee to its students. Students are strongly encouraged to acquire minimal standard health insurance coverage during the duration of their studies with us, however proof of health insurance is not required as part of your enrollment. The following list are websites to assist you with acquiring health insurance information and coverage. The list is not considered comprehensive, is given as a convenience to our students, and not as any type of endorsement or recommendation.

### Domestic Students:

1. Health Insurance Marketplace®: <https://www.healthcare.gov/get-coverage/>

2. Say on Parent's Plan until Age 26: <https://www.healthcare.gov/young-adults/children-under-26/>

**Domestic Students residing in California:**

1. Medi-Cal: <https://www.coveredca.com/apply/>
2. Covered California: <https://www.coveredca.com/apply/>

**International Students:**

1. Compass Student Insurance: <https://www.studenthealthusa.com/>
2. Cultural Insurance Services International: <https://www.culturalinsurance.com/>
3. International Student Insurance: <https://www.internationalstudentinsurance.com/student-health-insurance/>
4. International Student Protection: <http://intlstudentprotection.com/>
5. ISO Insurance: <https://www.isoa.org/>
6. PGH Global: <https://www.pghstudent.com/>
7. PSI Health Insurance: <https://www.psiservice.com/>

## Privacy Rights of Students and Education Records (FERPA)

The Family Educational Rights and Privacy Act or FERPA is a federal privacy law that gives post-secondary students certain protections with regard to their academic records. Academic records include but are not limited to attendance, financial aid, school account information, tax information, report cards, transcripts, disciplinary records, contact and family information, class schedules, charges, payments, and account balances.

In general, schools may disclose "directory information" to qualified individuals and/or organizations without prior consent of the student. "Directory information" is defined as a student's name, address, telephone number, photograph, date and place of birth, major field of study, grade level, participation in officially recognized activities and sports, electronic mail address, degrees, honors, and awards received, and dates of attendance. However, schools must tell students about directory information and allow them a reasonable amount of time to request that the school not give out their directory information.

FERPA-protected records are accessible only by those individuals to whom the student grants permission. Students may grant permission to access FERPA-protected records to individuals such as a/an parent, aunt, uncle, sibling, grandparent, spouse/partner, employer, synagogue, etc., by indicating the individual(s) name(s) and relationship to the student. Under FERPA regulations, American Jewish University is permitted to discuss information contained in and pertaining to academic records with eligible parents of dependent students without prior consent of the student provided the student has granted permission through this FERPA form. In addition, FERPA gives students the right to inspect, review, and request amendments to the student's education records. For further information and instructions regarding your FERPA rights, please review the following notice.

### CONFIDENTIAL RECORDS AND FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education record. These rights include:

4. **The right to inspect and review the student's education records within 45 days after the day the University receives a request for access.** Students who wish to inspect their educational records (with the exception of those specifically exempted by Part 99 of Title 34 of the Code of Federal Regulations) should submit a written request to the Registrar that identifies as precisely as possible the record(s) they wish to inspect. The Registrar, or another appropriate university officer, will make arrangements for access and notify the student of the time and place where the records may be inspected. Students have the right to a copy of their education record which is subject to review only when failure to provide a copy of a record would effectively prevent the student from inspecting and reviewing the record, as determined at the discretion of the Registrar. When a record contains information about more than one student, the student may inspect and review only the records related to them.
5. **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** A student who wishes to ask the University to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed and specify why it should be changed. If the University decides not to amend the record as requested, the Registrar will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. Note, the right to challenge the contents of an educational record may not be used to question substantive educational judgments that have been correctly recorded or to contest the assignment of a grade.
6. **Students have a right to restrict the release of personally identifiable information contained in their education records except to the extent that FERPA permits disclosure without consent.** Among the circumstances in which disclosure is permitted without consent are these:
  - a. Education records and personally identifiable information obtained from those records may be disclosed without the student's consent to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic, research or staff position; a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
  - b. "Directory information" may be disclosed without prior consent. The University has designated the following categories of information as "directory information" and will release this information without prior consent by the student: the student's name, addresses (including email addresses), telephone numbers, date and place of birth, school, class, current enrollment status, major field of study, photographic, video or electronic images, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous school attended. Students have the right to block disclosure of their directory information. Any student wishing to do so should submit a written request to the Registrar. Such a request may be made at any time. However, the university cannot alter printed materials which have already

been prepared and students are therefore advised to submit such requests no later than September 1 of the relevant academic year.

- c. Education records and personally identifiable information obtained from those records may, upon request, be disclosed without the student's consent to officials of another school in which the student is enrolled or seeks or intends to enroll.
  - d. Education records may be provided to the parents of financially dependent undergraduates. The University assumes that undergraduate students are financial dependents of their parents (as defined by the Internal Revenue Service) and, may, under appropriate circumstances, provide education records to those parents without the student's consent. Undergraduate students who are not financially dependent and do not wish to permit their parents access to their education records should advise the Registrar in writing and provide evidence of financial independence. Graduate and professional students are not assumed to be financially dependent upon their parents for these purposes and the university requires such student's consent for the disclosure of education records to their parents.
  - e. In rare cases, the University may need to disclose personally identifiable information where necessary to address health or safety emergencies involving the student or any other individual.
  - f. Information concerning other exceptions is available from the Registrar.
7. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

## Withdrawal from the University

A student who wishes to withdraw from the University must submit a withdrawal form from the Office of Registrar Services, specify which semester will be their last semester, and obtain all necessary authorizations.

## Adding/Dropping/Withdrawing from Courses

Digital forms for adding, dropping, or withdrawing from a course are available from the Office of Registrar Services via email to registrar@aju.edu. All such requests require authorization from the student's academic advisor prior to processing. Students may add or drop a course during the drop/add period as described in the [Academic Calendar](#). Courses dropped during the drop/add period will not appear on a student's transcript.

After the drop/add period, students may withdraw from courses up until the sixth week of the semester only with prior authorization from the instructor and their academic advisor. Students will receive a grade of “W” on their transcript for these courses. A grade of “W” will display as attempted credits and will not impact the term grade point average (GPA).

Only medical or emergency withdrawals (described below) are allowed after the sixth week of the semester. Except for a medical or an approved emergency withdrawal, withdrawal from a course after the sixth week of classes is not permitted; students who stop attending a class after the sixth week will receive a grade of F for that course, which will be factored into their GPA. The Office of Registrar Services notifies the Office of Financial Aid of late withdrawals. Any exceptions to these policies must be approved by the Dean of the Program.

### **Administrative Withdrawal**

If a student’s behavior is not conducive to a successful collegiate learning environment, an instructor has the right to remove the student from a course. Should a student be banned from attending a course for the remainder of the semester, the student will be administratively withdrawn from that course.

A student may be subject to administrative withdrawal (expulsion) from the University for acts of academic dishonesty, violation of the Honor Code, as well as for behavioral or non-academic matters if it is determined that the student is a threat to themselves or others, and/or has caused or is likely to cause a disruption to the academic environment or campus community.

A student may be withdrawn from a program for reasons including but not limited to the following:

- Violation of student conduct policies.
- Failure to pay tuition or fees.
- Failure to re-register for courses in fulfillment of program requirements.
- Two consecutive semesters of non-satisfactory academic progress.

Students who do not register or return to AJU for the next consecutive term will be institutionally withdrawn from AJU based on failure to return to the campus. Additionally, students who do not demonstrate online participation (for distance education courses) or are absent for 2 consecutive weeks and have not alerted the University of any planned absences will be institutionally withdrawn from AJU. This policy applies to all students, except students on an approved Leave of Absence.

The last date of attendance (LDA) for withdrawals will be calculated based on user-activity for online or distance education students or determined based on last date of attendance of in-residence/on-campus courses for the last term they attended.

### **Medical Withdrawal Policy**

Any student seeking a medical or emergency withdrawal from AJU must secure the appropriate approvals through AJU’s petition process. Medical or emergency withdrawals may be granted based on

certain documented, extenuating emergency or medical circumstances. The petition may be granted only if all required approvals are obtained. The last date of attendance (LDA) for withdrawals will be calculated based on user-activity for online or distance education students or determined based on last date of attendance of in-residence/on-campus courses. Students will receive a grade of “W” on their transcript for these courses. A grade of “W” will display as attempted credits and will not impact the term grade point average (GPA).

Digital petition forms are available from the Office of Registrar Services via email at registrar@aju.edu. A completed form, along with verifying documentation (ie: from the student’s personal physician), should be uploaded within the form submission. The Office of Registrar Services will submit the request to the Academic Program Dean for initial approval. If approved, the request will then be submitted to the Office of Academic Affairs for review by the Vice President of Academic Affairs. All medical withdrawal petitions must be approved by the Vice President of Academic Affairs and the Academic Program Dean. Normally, a medical or emergency withdrawal constitutes complete withdrawal from the University for one semester up to one academic year. A partial medical withdrawal may be granted if sufficient medical grounds exist, and specific documentation is provided by the student’s physician. A partial medical withdrawal includes withdrawing from individual courses when documentation demonstrates that the student will be unable to compete with the specific class requirements.

ZSRS and SJEL students who are granted a medical withdrawal from the university during the first two weeks of the semester are eligible for a 100% tuition and fees refund. ZSRS and SJEL students who are granted a medical withdrawal from the university during the third through sixth weeks of the semester are eligible for a 50% refund. SEMSI students who are granted a medical withdrawal from the university with a LDA occurring within the first eight days of the term are eligible for a 100% tuition and fees refund. SEMSI students who are granted a medical withdrawal from the university with a LDA occurring during the ninth day through the end of the fourth week of the term are eligible for a 50% refund.

In all cases where a student either does not appropriately request a withdrawal or is not granted one, they will be held to the standard requirements of a course and/or program. If a medical withdrawal is granted, a medical reevaluation from the student’s personal physician may be required for re-enrollment. Students who withdraw from the University for more than one year may be required to reapply to the University.

## **Leave of Absence**

Leave of absence requests are completed via digital form with the Office of Registrar Services. An Approved Leave of Absence occurs when a student leaves for a full semester or session (or one year for Rabbinical students) with the intention to return. An Unapproved Leave of Absence occurs when a student takes more than one semester or session off (or one year for Rabbinical students). A leave of absence may be granted by petition to students maintaining satisfactory academic progress and no outstanding balances with the Student Billing and Accounting Offices.

The petition must be approved by the appropriate academic advisor and submitted to the Office of Registrar Services. Approval of a request for a leave of absence is not automatic. Students on a leave of absence are not qualified to receive Financial Aid during the Leave. Any student who has received a Federal Stafford Loan and takes a six-month leave of absence will enter the grace period and/ or begin repayment on their loan because the six-month leave exceeds the Federal government's 180-day maximum for an approved LOA per 12-month period.

# Grades and University Records





## Grade Point Scale

For computing grade point average, the numerical equivalents are as follows:

Minimum Percentage	Maximum Percentage	Letter Grade	Grade Points for GPA
97.00	100	A+	4.00
93.00	96.99	A	4.00
90.00	92.99	A-	3.70
87.00	89.99	B+	3.30
83.00	86.99	B	3.00
80.00	82.99	B-	2.70
77.00	79.99	C+	2.30
73.00	76.99	C	2.00
70.00	72.99	C-	1.70
67.00	69.99	D+	1.30
63.00	66.99	D	1.00
60.00	62.99	D-	0.70
0.00	59.99	F	0.00

### The Grading System – Bachelor of Arts in Early Childhood Education

Undergraduate-level Grades are defined as follows: A to A+, excellent; B, good; C, satisfactory; D, poor; F, failure; I, incomplete (see separate section of Catalog for more information); W, withdrawal without penalty; P, passing; and IP, course still in progress (usually two semester courses of which one semester has been completed).

Grades of P and W are not included in the grade point average. A C- is the lowest passing grade for all undergraduate courses.

### The Grading System – Graduate Programs in School for Jewish Education and Leadership and School of Enterprise Management and Social Impact

Grades are defined as follows: A to A+, excellent; B, good; C, satisfactory; D, poor; F, failure; I, incomplete (see separate section of Catalog for more information); W, withdrawal without penalty; P, passing; and IP, course still in progress (usually two semester courses of which one semester has been completed).

**For graduate students in the School for Jewish Education and Leadership and the School of Enterprise Management & Social Impact, a grade of C is the minimum passing grade.** When a student receives a grade lower than a B in any course, the School Dean will review the case and may require that the student demonstrate competency in additional ways. Each program will develop and publish its own guidelines for determining competency.

## The Grading System – Ziegler School of Rabbinic Studies

Grades are defined as follows: A, excellent; B, good; C, satisfactory; D, poor; F, failure; I, incomplete (see separate section for more information); W, withdrawal without penalty; P, passing; and IP, course still in progress (usually two semester courses of which one semester has been completed).

**Grades of P and W are not included in the grade point average. For students in the Ziegler School, a grade of C is the minimum passing course grade.** When a student receives a grade lower than a B in any course, the School Deans will review the case and may require that the student demonstrate competency in additional ways. Each program will develop and publish its own guidelines for determining competency.

## Credit Hour Policy

American Jewish University measures the academic weight of courses based on a credit-hour/credit-unit. A credit-hour is defined as an institutionally established equivalency of the amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One clock-hour of classroom or direct faculty instruction and a minimum of two clock-hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph one (1) of this definition for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### Credit Hour Overview

For traditional lectures and seminars, a 1.0 credit class meets fifty (50) minutes per week over the course of the semester. A semester at AJU is fifteen (15) weeks long, including a one-week final exam period. All instructors are mandated to meet their classes during this final exam period. To account for instruction days lost due to observed Jewish holidays, AJU instructors have been tasked to make-up instruction through a variety of means including but not restricted to online instruction, field work, conferences, and additional assignments.

### Clinical experiences or academic internships

A 3.0 credit internship is approximately equivalent to a ten-hour (10hrs) per week commitment and a 6.0 credit internship is approximately equivalent to a twenty-hour (20hrs) per week commitment. To receive 3.0 credits for the internship, a student should complete a minimum of one-hundred fifty (150) hours in a semester. To receive 6.0 credits for the internship, a student should complete a minimum of three-hundred (300) hours in a semester.

### Laboratory classes

Typically meet one-hundred (100) minutes or more per week per 1.0 credit hour.

## Clock-Hour Overview

The Department of Education has defined a “clock hour” to include synchronous or asynchronous class, lecture, or recitation where there is an opportunity for direct interaction between instructors and students. As part of the definition of a “clock hour” is a period of time consisting of (1) a fifty (50) to sixty (60) minutes of class, lecture, or recitation in a sixty (60) minute period; (2) a fifty (50) to sixty (60) minute faculty-supervised laboratory, shop training, or internship in a sixty (60) minute period; or (3) sixty (60) minutes of preparation in a correspondence course.

For distance learning, the Department of Education adds that a “clock hour” may include fifty (50) to sixty (60) minutes of active participation in an asynchronous learning activity involving academic engagement activity in which a student interacts with technology that can monitor and document the amount of time that the student participates in the activity.

## Incompletes

A student who fails to complete all required assignments and examinations by the end of the semester will receive a grade based on the work completed by the end of the finals period. When unusual circumstances make it impossible to fulfill the requirements on time, and when a student is doing passing work, the student may petition for a grade of incomplete (I) in a course. The student must obtain authorization from the instructor and student’s academic advisor and submit a petition form to the Office of Registrar Services. Students must submit petitions no later than the last day of class of a given semester. Petitions will not be accepted beyond this date. If a grade of incomplete is authorized, students may then submit work up to thirty (30) calendar days from the Monday after the final class of the semester. Work submitted during this period will be included in a determination of the student’s final grade for the course. Candidates for graduation from any program may not petition for incompletes in their final semester prior to graduation.

Incompletes will be counted as attempted but not completed hours and will not be included in the calculation of GPA until a final grade for the course has been issued. A student who fails to complete all required assignments and examinations by the end of the Incomplete deadline will receive a grade calculated based on the work completed against all works required for the course. When a grade has been issued, the grade change will be counted as attempted and completed hours and will be included in the calculation of GPA.

## Transcripts

Students may request official transcripts by completing the [Online Transcript Request Form](#). Official transcripts will reflect all courses taken by the student at the University. Transcripts will be issued upon application at the cost of \$15.00\* for each copy.

*\*All fees are subject to change without notice.*

## Students and Grades

Students are responsible for checking their grades each semester. Any discrepancies must be reported, in writing, to the Office of Registrar Services within six months from the date the grades are issued. Please refer to the Grade Appeal process located in this Catalog for more information.

## Undergraduate Programs - Dean's List and Graduation with Honors

Inclusion on the Dean's List is awarded to full-time undergraduate students who earn a GPA of 3.6 or higher in any given semester.

Undergraduate students may graduate with the following honors based on the following cumulative GPAs:

- 3.4 Cum Laude (with honors)
- 3.6 Magna Cum Laude (with high honors)
- 3.8 Summa Cum Laude (with highest honors)

## Minimum Grades Policy – School for Jewish Education and Leadership Undergraduate Programs

Bachelor of Arts in Early Childhood Education (BAECE) students must receive a grade of "C" or better in all courses. In a case where a student receives a grade lower than "C-" in a required course, the course must be repeated and passed with a grade of a "C-" or above. The original grade will continue to appear on the student's transcript but will not count toward degree requirements or the calculation of the cumulative GPA for graduation purposes.

BAECE students must maintain at least a "C" average (2.0 grade point average). Students who drop below the minimum average will be placed on academic probation for one semester. Students who do not achieve a "C" average (2.0 grade point average) during the probationary semester may be dismissed from the university, at the discretion of the Dean.

## Minimum Grades Policy – School for Jewish Education and Leadership Graduate Programs

Graduate students must receive a grade of "C" or better in all courses. In a case where a student receives a grade lower than "C" in a required course, the course must be repeated and passed with a grade of a "C" or above. The original grade will continue to appear on the student's transcript but will not count toward degree requirements or the calculation of the cumulative GPA for graduation purposes.

All graduate students must maintain a "B" average (3.0 grade point average), both cumulative and per semester, to remain in good academic standing. Students who drop below the minimum average will be placed on academic probation for the immediately succeeding semester. Students who do not achieve a

“B” average (3.0 grade point average) during the probationary semester may be dismissed from the university, at the discretion of the Dean.

### **Minimum Grades Policy – School of Enterprise Management & Social Impact**

Students must receive a grade of “C” or better in all courses. In a case where a student receives a grade lower than “C” in a required course, the course must be repeated, or an or an equivalent course, in the sole discretion of the school's dean, must be completed with a grade of a "C" or above. The original grade will continue to appear on the student’s transcript but will not count toward degree requirements or the calculation of the cumulative GPA for graduation purposes.

All graduate students must maintain a “B” average (3.0 grade point average), both cumulative and per semester, to remain in good academic standing. Students who drop below the minimum average will be placed on academic probation for the immediately succeeding semester. Students who do not achieve a “B” average (3.0 grade point average) during the probationary semester may be dismissed from the university, at the discretion of the Dean.

### **Minimum Grades Policy – Ziegler School of Rabbinic Studies**

Students enrolled in the Ziegler School of Rabbinic Studies must receive a grade of “C” or better in all courses. In a case where a student receives a grade lower than “C,” the course must be repeated. The original grade will continue to appear on the student’s transcript but will not count toward degree requirements or the calculation of the cumulative GPA for graduation purposes.

All graduate students must maintain a “B” average (3.0 grade point average), both cumulative and per semester, to remain in good academic standing. Students who drop below the minimum average will be placed on academic probation for the immediately succeeding semester. Students who do not achieve a “B” average (3.0 grade point average) during the probationary semester may be dismissed from the university, at the discretion of the Dean.

### **Repeat and Drop Policy**

In all cases, while the first grade will no longer factor into a student’s GPA, it will still appear on their transcript with credits next to the course title. Beyond the situations above, all grades will be recorded and counted in the GA and SAP (for financial aid). The above will have no bearing upon academic and financial aid probations. That is, a student will not be retroactively removed from academic or financial aid probation on the basis of any retaken classes.

#### **Graduate Students**

Graduate students pursuing a graduate degree must maintain a minimum 3.0 (B) average in their program and the cumulative grade point average. No grade below a “C” can be counted in their program. Any grade of C- or below in their program must be repeated. If the student does not receive a “C” or better on the second attempt, the student may be subject to disqualification from the program. A maximum of 6 units in the formal program may be repeated at the graduate level.

## Undergraduate Students in School for Jewish Education and Leadership

Only one repeat per course (e.g., grade forgiveness) is permitted for improving the grade with the higher of the two grades counted in the student's GPA. All grades for the course will remain on the student's official transcript. If the student does not receive a C or better on the second attempt, the student may be subject to disqualification from the program. A maximum of 6 units in the formal program may be repeated at the undergraduate level.

### Maximum Allowable Units

Students who fail to complete a program before reaching the maximum allowable number of units attempted will be terminated from the program. Credits or units counted as units attempted per evaluation period include units transferred into the program, units completed, courses receiving letter grades of D or F (that are not repeated for credit), and courses designated on the transcript as "I" and "W." The maximum allowable number of units that may be attempted for each program is:

- |  |           |
|--|-----------|
| • Bachelor of Arts in Early Childhood Education                  | 90 units  |
| • Master of Arts in Education in Early Childhood Education       | 57 units  |
| • Doctorate in Education in Early Childhood Education Leadership | 86 units  |
| • Master of Arts in Rabbinic Studies                             | 270 units |
| • Master of Business Administration                              | 54 units  |

### Minimum Unit Completion Requirements

To maintain Satisfactory Academic Progress, all students must complete (i.e. pass with a grade of C- or above for undergraduate, C or above for graduate level programs) a minimum number of units within a certain period of time depending on their program and enrollment status. Minimum unit completion requirements for each program and status are listed below.

#### **BACHELOR OF ARTS – EARLY CHILDHOOD EDUCATION DEGREE**

The minimum unit completion requirement per academic year (three semesters) for each enrollment status is as follows:

- Full-time (10 or more units per term)\*: 30 units
- Part-time (6-8 units per term): 15 units
- Less-than-part-time: less than 6 units per term

#### **MASTER OF ARTS IN EDUCATION IN EARLY CHILDHOOD EDUCATION**

The minimum unit completion requirement per academic year (three semesters) for each enrollment status is as follows:

- Full-time (6-8 units per term)\*: 18 units
- Part-time (3-4 units per term): 9 units

- Less-than-part-time: less than 9 units per term

### **DOCTORATE IN EDUCATION IN EARLY CHILDHOOD EDUCATION LEADERSHIP**

The minimum unit completion requirement per academic year (three semesters) for each enrollment status is as follows:

- Full-time (6-8 units per term)\*: 18 units
- Part-time (3-4 units per term): 9 units
- Less-than-part-time: less than 9 units per term

### **MASTER OF ARTS IN RABBINIC STUDIES**

The minimum unit completion requirement per academic year (two semesters) for each enrollment status is as follows:

- Full-time (12 or more units per term)\*: 24 units
- Part-time (6-8 units per term): 15 units
- Less-than-part-time: less than 6 units per term

### **MASTER OF BUSINESS ADMINISTRATION**

The minimum unit completion requirement per academic year (six terms) for each enrollment status is as follows:

- Full-time (6 units per term)\*: 36 units
- Part-time (3 units per term): 18 units
- Less-than-part-time: less than 9 units per year

\*Students wishing to enroll in fewer than 12 units per term must request approval by their Academic Advisor and submit a Multiple Petition Form with the Office of Registrar Services. Students who need fewer than 12 units to complete their program may register for said units through the Office of Registrar Services.

## **Satisfactory Academic Progress & Financial Aid**

Federal regulations require all institutions that participate in Title IV aid programs to define and monitor satisfactory academic progress (SAP) for all financial aid recipients. The standards must meet all Federal requirements and be equal to or more stringent than the SAP standards for non-financial aid recipients. All students, regardless of whether they receive financial aid or not, are required to meet both qualitative and quantitative standards for Satisfactory Academic Progress while attending American Jewish University. This policy ensures that students are progressing through their programs of study and identifies students who may be at risk of failing. Refer to the respective headings in this section of the academic catalog:

- Grade point average (GPA) requirements.

- Minimum unit completion requirements.
- Maximum allowable units.

## **SAP DEFINED**

Undergraduate students with a cumulative GPA (Grade Point Average) of less than 2.0, or graduate students with a cumulative GPA of less than 3.0 in their active program of study or students that have completed less than 66.66% of their cumulative attempted units in their active program of study have not met the minimum requirements for Satisfactory Academic Progress (SAP) for that program. For Academic purposes, SAP is reviewed at the end of each semester. For Financial Aid recipients, SAP is reviewed for Financial Aid eligibility at the end of each year.

All students are monitored for SAP at the end of each semester, including summer semesters when enrolled. AJU has distinct policies for SAP for Financial Aid and Registrar Services. All students are monitored for SAP through both the Office of Financial Aid and Office of Registrar Services. A student may be concurrently placed on Academic Probation with the Office of Registrar Services and SAP Financial Aid Warning with the Office of Financial Aid. More information on the differences is further discussed below in the header Satisfactory Academic Progress: Financial Aid & Academic Implications.

Students not maintaining SAP will receive a letter and email from the Office of Registrar Services, indicating any deficiencies, the actions required to resume meeting SAP, and the time in which these actions must be completed. Students receiving financial aid who are not maintaining SAP will also receive a letter from the Office of Financial Aid, indicating any deficiencies, the actions required to resume meeting SAP, and the time in which these actions must be completed. Students receiving such letter are strongly advised to speak to their Academic Advisors as soon as possible.

The following SAP standards must be met:

### **1. Cumulative Grade Point Average (GPA) – Qualitative Component**

- Students must be in good academic standing to received federal financial aid. This means a student met meet the following minimum cumulative GPA requirements:
  1. Undergraduate students are required to maintain a 2.0 GPA.
  2. Graduate students are required to maintain a 3.0 GPA.
  3. Certain merit-based award recipients must have a minimum of a 3.0 GPA to renew their scholarship.

### **2. Minimum Completion Rate for Attempted Unit House – Pace (Quantitative) Component**

- Students must demonstrate progress by accumulating academic units at a rate that indicates graduation in a timely manner. A student who is not progressing towards graduation at the defined Completion Rate will not receive federal financial aid regardless of GPA.
- Students must complete at least 66.66% percent of all cumulative attempted unit hours in order to be eligible for federal financial aid. The cumulative attempted unit hours



include all transfer units accepted by American Jewish University and noted on the academic transcript.

- The following designations are considered to be attempted credit hours but are not considered to be successfully completed: “W,” “I,” “NG,” and “F” grades.
- Courses repeated for any reason will be counted as attempted unit hours for determining the calculation of GPA used for SAP. Repeated courses with passing grades will not be counted as completed/earned units unless they would also appear on the academic transcript.

### **3. Degree Completion Maximum Time Frame**

- The maximum timeframe for completion of undergraduate certificate or degree programs may not exceed 150 percent of the length of the program. This provision does not apply to graduate programs.
- There is no specific federal financial aid policy regarding maximum time frame for degree completion for graduate and professional students.

## **Satisfactory Academic Progress: Financial Aid & Academic Implications**

AJU has distinct policies for SAP for Financial Aid and Registrar Services. All students are monitored for SAP through both the Office of Financial Aid and Office of Registrar Services. A student may be concurrently placed on Academic Probation with the Office of Registrar Services and SAP Financial Aid Warning with the Office of Financial Aid. The following information details the specific policies regarding SAP Financial Aid Warning, SAP Academic Probation, and SAP Academic Termination.

### **SAP FINANCIAL AID WARNING**

A student who fails to maintain the cumulative GPA and/or meet Pace (Completion Rate) standards is automatically placed on Federal Financial Aid Warning for the next registered semester.

- A student will receive an email to their AJU email address regarding the Satisfactory Academic Progress standards that must be met by the end of the warning period in order to retain eligibility for future federal financial aid.
- If the student is still not making Satisfactory Academic Progress after the warning period, the student will become ineligible for federal financial aid until all SAP standards are once again met. Notification to students will be sent via email to their AJU email address regarding the Satisfactory Academic Progress standards that must be met by a specific term in order to retain eligibility for financial aid.

Any student that does not meet the minimum requirements for SAP at the end of the Financial Aid Warning payment period/semester will be ineligible for federal financial aid. Students will receive an electronic notification detailing the appeal process for mitigating circumstances. Appeal process is described in detail below under the header Appeal Process SAP Financial Aid.

## **SAP ACADEMIC PROBATION**

Students that fail to meet SAP for one consecutive semester are placed on SAP Academic Probation and required to attend mandatory academic advising by their Academic Advisor. An academic plan will be created and must be followed by the student. Students that fail to meet SAP Academic Probation for the proceeding semester after being placed on SAP Academic Probation are subject to SAP Academic Termination and may be dismissed from the program.

Students on SAP Academic Probation will be placed on SAP Financial Aid Warning and are ineligible for financial aid unless the SAP Financial Aid Warning status is appealed; appeals may be approved or denied. Students appealing the SAP Financial Aid Warning status with Financial Aid must submit an appeal to Financial Aid for review. Approved appeals will result in a reinstatement of the student's financial aid eligibility. Students whose appeals have been accepted will be notified by email to their AJU email address of SAP Financial Aid Warning Appeal status. Students in SAP Financial Aid Warning Appeal status that fail to follow their academic plan will lose their eligibility for student financial assistance and will be dismissed from attendance. Appeal process is described in detail below under the header Appeal Process SAP Financial Aid.

## **SAP ACADEMIC TERMINATION**

Students that fail to meet SAP for two consecutive semesters are reviewed to see whether or not the academic plan was met. Students that fail to meet the requirements specified in their academic plan will no longer be eligible for student financial assistance and will be terminated from their program of study at AJU.

Students who wish to re-enroll after SAP academic termination must petition for reinstatement and, if approved, may be subject to a waiting period and may also be required to create and adhere to an academic plan through the School's Dean and/or the Office of Academic Affairs prior to returning to AJU. See header Reinstatement to American Jewish University for more information.

Students wishing to appeal the SAP academic termination must appeal with both the Office of Academic Affairs and Office Financial Aid (if receiving financial aid). Students must submit an appeal to both the Office of Academic Affairs and Office Financial Aid for review. Approved appeals will result in a reinstatement of the student's academic program and financial aid eligibility. Students whose appeals have been accepted will be notified by email to their AJU email address of SAP Financial Aid Warning Appeal status and SAP Academic Termination Appeal status in separate communications from the respective Offices. Students in SAP Appeal status that fail to follow their academic plan will lose their eligibility for student financial assistance and will be dismissed from attendance. Appeal process is described in detail below under the header Appeal Process SAP Financial Aid. For SAP Academic Termination Appeals, see header Grade/SAP Academic Status Appeal Policy and Procedure.

## APPEAL PROCESS FOR SAP FINANCIAL AID

Any student that does not meet the minimum requirements for SAP at the end of the Financial Aid Warning payment period/semester will be ineligible for federal financial aid. Students will receive an electronic notification detailing the appeal process for mitigating circumstances. A student has the right to appeal to the loss of financial aid eligibility if mitigating circumstances (events totally beyond the student's control) occurred during the proceeding payment period/semester:

Some examples of appealable circumstances include serious illness or injury of the student; serious illness, injury or death of an immediate family member; being a victim of a violent crime or house fire.

- The student must submit the SAP Financial Aid Appeal Form to the Office of Financial Aid along with supporting documentation prior to the Withdrawal date listed on the [Academic Calendar](#). Appeals received after the deadline may not be approved. To obtain the form, please contact [financialaid@aju.edu](mailto:financialaid@aju.edu).
- A student can only submit an appeal for the semester directly following their Warning period.
- Appeals are only granted once per a student's academic career at AJU.
- A student must be registered for courses during the semester/term they are submitting the appeal for. Appeals will not be considered for students that have dropped or resigned all courses prior to the financial aid census date.
- A student is responsible for all tuition and fee charges at the time the balance is due, even if they are planning to appeal or are waiting for a response for the SAP Financial Aid Appeal. This is in alignment with the [Obligation for Payment](#) policy.
- The decision of the SAP Financial Aid Appeal is final, and students will receive an email to their AJU email address regarding the outcome of the appeal.
- A student who successfully appeals the loss of their financial aid termination will be placed on Financial Aid Probation for the following payment period/semester. The student will receive an email to their AJU email address regarding the SAP standards that must be met by the following payment period/semester in order to retain financial aid eligibility. Should the student not meet the SAP standards at the conclusion of the financial aid probation period, the student will become ineligible for federal financial aid until SAP standards are met.
- If it is determined that it would take more than one semester/term in order to regain good SAP standing, a student may be placed on an Academic Plan or Federal Financial Aid Contract for Satisfactory Academic Progress. This contract will outline what milestones must be met each term or semester in order to retain financial aid eligibility. The signed contract must be returned before any federal aid can be reinstated.

## Pass/Fail Option

All students may not take courses on a Pass/Fail basis, except for those courses offered only on a Pass/Fail basis (such as Colloquium, Capstone, etc.). A Pass will be awarded for a "C" or above for both undergraduate and graduate classes. Grades below these minimums will be recorded as an "F" and will be calculated as such in the GPA.

## Independent Study

Students may earn credits through independent study with permission granted for special study projects not covered in the general course offerings. Independent study criteria must be approved, in writing, by the instructor overseeing the independent project, the student's advisor and the Dean of the student's program. A detailed outline of the project, including material to be covered, bibliography, written work to be submitted, etc., must then be submitted to the academic advisor. All independent study courses must be documented using the Independent Study contract available by emailing the Office of Registrar Services at [registrar@aju.edu](mailto:registrar@aju.edu) and signed (either by-hand or electronically) by the instructor, academic advisor, and the Dean. This form shall be processed by Office of Registrar Services by the deadline for adding classes in the semester in which the Independent Study is to be taken.

Students may not take existing courses by independent study. No more than 12 credits of independent study will be counted toward degree requirements unless special permission to do so has been given (such as in an Individualized Major where classes needed may not be offered). No more than 12 credits of independent study will be counted toward degree requirements unless special permission to do so has been given. A student may only take one independent study per semester unless special permission is given to do more than one per semester. Please note that AJU and its faculty are under no obligation to offer any independent studies at all.

## Auditing Courses

Pending permission of the instructor and the Deans of the School(s) for the class, students may audit courses, or enroll in them without receiving credit or grade point average calculation. Students who are admitted to the university and are enrolled in courses for credit may elect audit courses.

Students who audit courses pay full registration and tuition fees for the courses they audit. Audited courses are not given earned credit hours or regular grades. The notation of "AU" or "AUD" will be recorded for auditors on the students' official record for those who participate in all regular class activities. Auditors are not obligated to prepare formal assignments, write papers, or take quizzes, tests, or examinations; they are expected to attend class regularly and to complete all reading assignments. With the permission of the instructor, however, they may perform these activities and receive an informal evaluation of their work. If auditing students do not prepare the assignments, instructors have the right to bar them from attending class.

Auditors wishing to enroll in the University for credit must be admitted students. After the deadline to declare audit, or withdraw, students may not change their status in a course from that of a regularly enrolled student to that of an auditor or vice versa.

## Residency/Transfer of Credit Requirement

American Jewish University will make appropriate efforts to acknowledge work completed at other institutions of higher learning or previous training that may be eligible for transfer equivalency. Credits from other institutions, should they be accepted, may be applied only in pursuit of degrees at the

University. Credits may be transferred for courses applicable to the degree for which a student has earned a grade of C or above at an accredited institution.

## Academic Integrity Policy

Academic integrity is essential to collegial pursuit of truth and knowledge and gives the University community credibility. The principles of academic integrity demand the commitment of all students. Academic dishonesty is viewed at the University as a serious offense and will not be tolerated. The University expects the highest standards of integrity from all undergraduate and graduate students in the performance of academic assignments and research as well as campus and community involvement. Moreover, the University requires the cooperation of its students in creating an environment that is conducive to everyone's learning. Academic integrity includes, but is not limited to:

- Arriving and departing class on time;
- Attending class regularly;
- Being prepared for class work and discussion;
- Participating in class discussions in a way that doesn't discriminate against or harass peers or instructors and that respects the free inquiry of others;
- Refraining from disruptive behavior (i.e., talking, noises from electronic devices, coming and going during class, sleeping during class);
- Refraining from attending class under the influence of alcohol or illegal substances; and
- Adhering to specific classroom standards set forth by the instructor and the University Code of Conduct

Academic dishonesty refers to forms of cheating which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Dishonesty in work, whether on quizzes, laboratory work, papers, examinations, etc., and regardless of the learning environment or modality of instruction, is regarded as a serious offense and may result in failure in the course, academic probation as well as suspension or expulsion from the University. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty.

Academic dishonesty includes, but is not limited to: cheating, fabrication, plagiarism, abuse of resources, forgery of documents or assisting in academic dishonesty (i.e., any individual who authors papers for students they are assisting). AJU assumes the academic integrity of its students. In cases where academic integrity is in question, the following definitions and policies apply:

(1) Cheating is using, attempting or including any information that does not belong to the student in any academic exercise. Examples of cheating are: copying homework from another student, copying another student's test or using an unauthorized "cheat sheet".

(2) Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to provide in-text and works cited citation(s) for any outside sources. Plagiarism also includes using the original or similar language of a source without quotations. Modifications and rephrasing do not reduce the requirement for providing a citation. Any source

material must be phrased in a student's own language or it must be quoted. This also applies to information obtained electronically from the internet as well as print sources.

(3) Fabrication is the falsification or intervention of any information or citation in any academic exercise such as: making up a source, giving an incorrect citation or misquoting a source.

(4) Forgery of documents is the unauthorized alteration or construction of any document.

(5) Assisting in academic dishonesty is the unauthorized collaboration of individual work

### **Sanctions**

Faculty members have the right and responsibility to impose course-related sanctions for violations of academic integrity that occur in a course they teach. When an instructor perceives that a violation of academic integrity has occurred, the instructor is expected to consult with the student first in order to determine if a violation has occurred. When the instructor imposes the course sanction (i.e., failing grade on the assignment or failing course grade), the instructor will report the action to the Office of Student Affairs in order to emphasize the seriousness of the violation and the University's commitment to academic integrity.

### **Appeals**

A student who receives an unfavorable judgment may appeal the decision to the Vice President of Academic Affairs within seven (7) calendar days of receiving the outcome. The appeal must be in writing and based upon one of the following elements in order for the appeal to be reviewed:

(1) Substantial evidence did not exist.

(2) Sanction is disproportionate to the offense.

(3) New evidence has come to light.

It is the responsibility of the student to provide all supporting evidence with their written appeal. In cases where the sanction is immediate suspension or expulsion from the University, the decision is made and communicated to the student by the Vice President of Academic Affairs and thus, is not eligible for appeal.

## **Grade/SAP Academic Status Appeal Policy and Procedure**

While the University supports the right of faculty to assign grades that they deem appropriate, a student who receives a grade that they believe to be inaccurate or legitimately unwarranted may file a grade appeal. Students may also file an appeal concerning their Satisfactory Academic Progress within their program. Students whose appeals have been accepted will be notified by email to their AJU email address. If applicable, the Office of Financial Aid will also be notified of the appeal update to determine the implications the approved appeal has on financial aid eligibility.

For Financial Aid eligibility appeals, please go to Appeal Process for SAP Financial Aid.

The following outlines the process:

## GRADE APPEALS

1. Within 15 days after the beginning of the subsequent semester after which the grade in question is assigned, the student must directly appeal the grade *to the instructor in writing*. The instructor will have 15 days to respond to the student in writing.
2. If there is no satisfactory resolution, the student may appeal to the Department Chair within 7 days after receiving a response back from the instructor. (Note: If the Department Chair is the instructor or if there is no Instructor, this step is skipped. If the Dean or the Vice President of Academic Affairs is the instructor, steps 2 and 3 are skipped. If there is no Department Chair, this step is skipped.) This appeal must be in writing and must include a cover letter explaining why the grade is inaccurate or legitimately unwarranted along with any supporting documentation (including the written appeal to the instructor and any instructor response).
3. If there is no satisfactory resolution at the Department Chair level, the student may appeal to the Dean within 15 days of receiving a response back from the Department Chair (or within 15 days of hearing back from the instructor if the instructor is the Department Chair or there is no Department Chair).
4. If there is no satisfactory resolution at the Dean level, the student may appeal to the Vice President of Academic Affairs within 15 days of receiving a response back from the Department Chair. The decision of the Vice President of Academic Affairs cannot be appealed unless they are the instructor of record, in which case the grade may only be appealed to the President of the University within 7 days after receiving a written response from the Vice President of Academic Affairs.

## SAP ACADEMIC STATUS APPEALS

1. Within 15 days after the beginning of the subsequent semester after which the SAP Academic Probation is assigned, the student must directly appeal the status *to the Dean in writing*. This appeal must be in writing and must include a cover letter explaining why the SAP Academic Probation status is inaccurate or legitimately unwarranted along with any supporting documentation.
2. If there is no satisfactory resolution at the Dean level, the student may appeal to the Vice President of Academic Affairs within 15 days of receiving a response back from the Dean. The decision of the Vice President of Academic Affairs cannot be appealed.
3. If there is no satisfactory resolution at the Vice President of Academic Affairs level, the student must submit a grievance to the Bureau for Private Postsecondary Education. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; [www.bppe.ca.gov](http://www.bppe.ca.gov). Telephone: 916-431-6924; FAX: 916-263-1897.

## Class Participation and Attendance

The seminar-like structure of courses requires student presence and engagement. Students will be present when class begins and with rare exceptions, stay in their seats throughout class. It is University

policy that a student may miss one class session without penalty for courses which meet once per week, up to two class sessions without penalty for courses which meet twice per week and up to three class sessions for courses which meet three times per week. It is up to each instructor whether she or he wants to distinguish between excused and non-excused absences. For each successive week of class missed (one class for a once-a-week class, two classes for a twice a week class, or three classes for a class that meets three times a week), the student's final grade will be reduced 1/3 of a letter (e.g., B to B-).

## **AMERICAN JEWISH UNIVERSITY HONOR CODE**

### **I. PREAMBLE**

As an educational institution fundamentally concerned with the free exchange of ideas, American Jewish University depends on the academic integrity of each of its members. In the spirit of this free exchange, the students and faculty of American Jewish University recognize the necessity and accept the responsibility for academic honesty. Because our community is committed to sustaining its institutional values of personal responsibility, respect, decency, and care, American Jewish University also has high communal expectations regarding general student behavior. An essential aspect of the University's educational mission, as a Jewish institution of higher learning, is to instill in students an understanding that Judaism represents a way of life where prayer and ritual must be accompanied by proper conduct and concern for others. To these ends, the Honor Code of American Jewish University has been developed to reflect the importance of upholding community values and minimizing conflict in order to do our best to be a model human community. The Honor Code is based upon the premise that concern for the individual rights of students must be balanced by the ethos of personal responsibility.

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators and was discussed and approved by the elected and appointed officers of the Associated Students of the College, the Academic Senate and the Graduate Student Association. Under the Honor Code of American Jewish University, students have a two-fold obligation: individually, they must not violate the code, and, as members of a community, they are responsible to see that suspected violations are reported. Where the Honor Code is concerned, an individual's obligation to the student body as a whole and to the reputation of American Jewish University in particular should transcend any reluctance to report suspected infractions.

### **II. STUDENT RIGHTS AND RESPONSIBILITIES**

#### **A. STUDENT RIGHTS**

Every student attending American Jewish University is entitled to the freedoms of speech, assembly, and association as defined within the context of this document. A concomitant responsibility of the University is the maintenance of order on campus to ensure the broadest range of freedom for all members of the University community. Maintaining the balance between students' rights and responsibilities necessitates the promulgation of rules and regulations that reasonably limit some student activity and proscribe certain behavior as harmful to the orderly operation of the University and the pursuit of its legitimate goals.



Every student also has the right to a fair process. Safeguards have been incorporated into the Honor Code to the extent that some disciplinary sanctions may be appealed and the student may present evidence relevant to the issues involved in the allegations. In matters related to alleged Honor Code violations, an accused student has the right to be accorded a presumption of innocence until such time, if ever, that their guilt is established by a preponderance of evidence. They have the right to remain silent at a hearing and, at the same time, to be assured that said silence shall not be construed as evidence of guilt. They have the right to be apprised of the evidence to be presented against them and the right to present evidence in rebuttal. They also have the right to present evidence on their behalf. Students, however, do not have the right to utilize legal counsel at any point during a university honor code violation investigation or hearing unless mutually agreed to by the student and the University.

Students also have the right to confidentiality. All proceedings and/or records related to each student conduct code case are strictly confidential to the extent the student poses no harm or threat to themselves or others. Student records will be maintained in accordance with the Family Education Rights and Privacy Act of 1974. The Director of Student Affairs shall keep records of all cases. If a student is found guilty of a violation, records of the case will become a part of the student's permanent academic file, which is housed in the Registrar's office. Sanctions of academic or administrative suspension or expulsion will be recorded on the student's permanent academic transcript. Information from student records will not be made available to either persons on or off campus except as provided by FERPA.

Finally, students possess the right to an education and an equal opportunity to learn. The concomitant responsibilities of American Jewish University include goals for student learning, assessment of student performance and the provision of faculty and instructional resources to meet these expectations.

American Jewish University is dedicated to preventing any form of discrimination by or toward students. It is a violation of University policy to discriminate based on age, sex, race, color, creed, religion, marital status, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. If any student believes that unlawful discrimination has occurred, they should submit a written complaint to the Office of Student Affairs requesting an investigation.

## **B. STUDENT RESPONSIBILITIES**

For the purposes of this article, the following terms are defined:

1. The term "member of the campus community" is defined as American Jewish University academic, non-academic, or administrative personnel; students; Board of Directors; or other persons while such persons are on campus property or at a campus function.
2. The term "campus property" includes: real or personal property in the possession of, or under the control of, the Board of Directors of American Jewish University, and
3. All campus dining, retail, or residence facilities whether operated by the campus or a campus auxiliary.
4. The term "deadly weapon" is based upon definitions of state law.
5. Reference to behavior described as "lewd, indecent, or obscene" is based upon definitions of state law.

6. The term "hazing" refers to any method of initiation into a student organization or any pastime or amusement engaged in which causes, or is likely to cause bodily danger, or physical or emotional harm to any member of the campus community.

7. Actions which are held to be "intimidating, demeaning, harassing, coercive, or abusive to another person" must be so in the eyes of reasonable observers and not solely in the opinion of the accuser.

#### **1. CONDUCT CODE:**

Any student at American Jewish University may be found to be in violation of the Honor Code of American Jewish University for one or more of the following causes:

- a. Academic dishonesty.
- b. Forgery; alteration; or misuse of campus documents, records, or identification; or knowingly furnishing false information.
- c. Misrepresentation of oneself or of a student organization to be an agent of the American Jewish University.
- d. Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function. This also includes disruptive behavior in the classroom or at a campus event.
- e. Physical or verbal abuse, on or off campus property, of the person or property of any member of the campus community or members of their family or the threat of such abuse.
- f. Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- g. Unauthorized entry into, unauthorized use of, or misuse of campus property.
- h. The sale, or knowing possession of, or use of dangerous drugs, restricted drugs, illicit drugs or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction, or analysis.
- i. Knowing possession or use of explosives, dangerous chemicals, or deadly weapons on campus property or at a campus function.
- j. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- k. Hazing a member of the campus community.
- l. Any actions, including those of a sexual nature or involving sexual activities, which are intimidating, demeaning, harassing, coercive, or abusive to another person, or which invade the right to privacy of another person.
- m. Creating a fire, safety or health hazard.
- n. Unauthorized use of a computer system, access codes, or similar devices to access restricted or controlled data, property or areas of the campus.
- o. Making an accusation which is intentionally false or is made with reckless disregard for the truth against any member of the campus community.
- p. Soliciting or assisting another to do any act which would subject a student to disciplinary action under the Honor Code of the American Jewish University.
- q. Failure to report known Honor Code infractions committed by fellow students.

**2. STANDARDS OF ACADEMIC INTEGRITY:** The term "academic dishonesty" which appears in the Conduct Code, Section A, includes but is not limited to the following definitions:

**(a) Examination Behavior:** Unless expressly permitted by the instructor, use of external assistance during an examination shall be considered academically dishonest. Inappropriate examination behavior includes but is not limited to:

1. Communicating with another student in any way during an examination,
2. Copying material from another student's examination,
3. Allowing a student to copy from one's examination,
4. Using unauthorized notes, calculators, the Internet or other sources of unauthorized assistance.

**(b) Fabrication:** Any intentional falsification, invention of data, or false citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to:

- (1) inventing or altering data for a laboratory experiment or field project,
- (2) padding a bibliography of a term paper or research paper with sources one did not utilize,
- (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

**(c) Plagiarism:** Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to provide in-text and works cited citation(s) for any outside sources. Plagiarism also includes using the original or similar language of a source without quotations. Modifications and rephrasing do not reduce the requirement for providing a citation. Any source material must be phrased in a student's own language or it must be quoted. This also applies to information obtained electronically from the internet as well as print sources.

**(d) Other Types of Academic Dishonesty:** Other forms of academic dishonesty include but are not limited to:

1. Submitting a paper written by (either wholly in part) or obtained from another person.
2. Using a paper or essay in more than one class without the instructors' expressed permission.
3. Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
4. Altering academic records outside of official institutional procedures.
5. Using another person to complete academic assignments such as homework or take-home exams, essays or using another person posing as oneself to take classroom examinations.

### **III. DISCIPLINARY PROCEDURE FOR HONOR CODE VIOLATIONS**

#### **A. INITIATION OF CHARGES AND INVESTIGATION**

In order to initiate an Honor Code investigation with the Office of Student Affairs, a current matriculated student must complete and submit an AJU grievance form along with any witness statements or supporting evidence. It is the accusing student's responsibility, not that of the University, to gather witness statements and supporting evidence. If University administrators have reason to believe that a policy violation may have occurred, the Office of Student Affairs may launch an investigation without receiving a grievance.

Once a grievance has been filed, the Ombudsman will conduct an intake meeting with the Reporting Party. The Reporting Party has the right to request that their name and other identifying information be withheld from the Respondent, and/or that the Ombudsman take no formal action in response to the grievance. If the Reporting Party makes such a request, the Ombudsman will balance the request against the dual obligation to provide a safe and nondiscriminatory environment for all AJU community members, and to remain true to principles of fundamental fairness that require AJU to provide the Respondent with notice of the allegations and an opportunity to respond before action is taken against the Respondent. The Ombudsman will make this determination consistent with the following considerations: (1) the seriousness of the conduct; (2) the respective ages and roles of the Reporting Party and the Respondent; (3) whether there have been other complaints or reports of Prohibited Conduct against the Respondent; and (4) the right of the Respondent to receive notice and relevant information before disciplinary action is sought. Should the Ombudsman determine that, in response to the Reporting Party's request, AJU can satisfy its obligations to the Reporting Party, AJU community members, and the Respondent without proceeding through the Grievance Process described herein, the Ombudsman has the discretion to do so.

Absent a request for confidentiality as described above, the Ombudsman will interview the Reporting Party in order to get a basic understanding of the reported Prohibited Conduct. The interview will include questions to understand the key facts upon which the Reporting Party based the report (i.e., the who, what, where, and when), in order to appropriately assess how to proceed. At the conclusion of the Intake Meeting, and if the Reporting Party wishes to move forward with a complaint, the Ombudsman will make an initial threshold determination regarding whether the Reporting Party's report states facts that, if true, would constitute a violation of AJU's student handbook. The Ombudsman will make this threshold determination within three (3) business days of the Intake Meeting and communicate that finding in writing to the Reporting Party.

The Ombudsman determines whether an additional fact-finding investigation is necessary. This factfinding may involve interviews with named individuals or requests for additional, written statements. While respecting confidentiality as much as possible, the Ombudsman or a representative from the Office of Student Affairs may also consult with other campus administrators, staff, or faculty.

Students may not have legal counsel attend any meeting, hearing, or proceeding related to an alleged Honor Code violation, nor will the University communicate about such matters with a student's legal counsel.

## **B. INTERIM ACTION**

The Ombudsman, jointly with the Vice President for Academic Affairs, may order the immediate restriction or suspension of a student alleged to be in violation of the Honor Code for an interim period prior to the resolution of a disciplinary proceeding if there is reliable or credible information that the continued presence of the student on campus or at University-sponsored events poses a threat of harm or substantial disruption. The decision to restrict or suspend a student for an interim period of time will be communicated in writing to the student by the Office of Student Affairs. Partial suspensions (e.g., from university housing or from specific classes or activities) are also possible.

A student who is restricted or suspended may appeal this decision to the Rector within five (5) business days following the effective date of the interim action. Assuming the interim action is not overturned, it will remain in effect until a final decision has been made on the pending charges or until the Ombudsman and the Vice President for Academic Affairs determine that the reasons for imposing the interim action no longer exist.

### **C. DECISION**

At the conclusion of the investigation the Ombudsman will reach a decision which may include potential sanctions.

The Ombudsman will send the accused student a Final Report detailing the decision within fifteen (15) business days of the conclusion of the investigation. This Final Report will include a description of the procedure for the appeal process.

#### **Sanctions**

If the Respondent is found responsible for one or more violations of AJU's student conduct policies, AJU will issue sanctions commensurate with the violation(s). Any one or more of the sanctions listed here may be imposed on a Respondent who is found responsible for a violation. Sanctions not listed here may also be imposed. Sanctions are assessed in response to the specific violation(s) and any prior discipline history of the Respondent. **Sanctions are effective immediately. If the Respondent appeals the findings contained in the Final Report, the sanctions will continue in effect during the appeal.**

Possible sanctions include, but are not limited to:

1. Warning: Notice, in writing, that continuation or repetition of Prohibited Conduct may be cause for additional disciplinary action.
2. Censure: A written reprimand for violating the student conduct policy. This conduct status specifies a period of time during which the student's good standing with AJU may be in jeopardy. The student is officially warned that continuation or repetition of Prohibited Conduct may be cause for additional conduct action including probation, suspension, or expulsion from AJU.
3. Disciplinary Probation: Exclusion from participation in privileged activities for a specified period of time (privileged activities may include, but are not limited to, elected or appointed offices, some student employment, and student life programming). Additional restrictions or conditions may also be imposed. Violations of the terms of disciplinary probation or any other AJU policy violations may result in further disciplinary action.
4. Removal from Campus Housing: Students may be removed from AJU housing and/or barred from applying for campus housing due to disciplinary violations of this Code.
5. Suspension: Exclusion from AJU premises, attending classes, and other privileges or activities for a specified period of time, as set forth in the suspension notice. Notice of this action will remain in the student's conduct file and will be permanently recorded on the student's academic transcript. Conditions for readmission may be specified in the suspension notice.
6. Expulsion: Permanent termination of student status and exclusion from AJU premises, privileges, and activities. This action will be permanently recorded on the student's academic transcript.

7. Revocation of Admission and/or Degree: Admission to, or a degree awarded by, AJU may be revoked for fraud, misrepresentation in obtaining the degree, violation of AJU policies or the Student Code of Conduct, or for other serious violations committed by a student prior to enrollment or graduation.
8. Withholding Degree: AJU may withhold awarding a degree otherwise earned until the completion of the process set forth in this Policy, including the completion of all sanctions imposed, if any.
9. Other: Other sanctions may be imposed instead of, or in addition to, those specified here. Service and/or education may also be assigned.
10. Multiple Sanctions: More than one of the sanctions listed above maybe imposed for any single violation.

Suspension, expulsion, and withdrawal pending disciplinary action are permanently noted on a student's transcript.

#### **D. APPEAL PROCESS**

Should the Respondent accept the decision or sanction, the case will be considered closed. However, should the Respondent wish to appeal the decision, they may do so within seven (7) calendar days of receipt of the letter informing the student of the decision. The appeal must be made in writing to the Ombudsman. The appeal must be based upon one of the following elements in order for the appeal to be reviewed: (1) substantial new information; (2) sanction is disproportionate to the offense; and/or (3) significant procedural error.

- *Substantial New Information*: New information has arisen that was not available or known to the Appellant during the investigation or hearing and that could significantly impact the findings. Information that was known to the Appellant during the investigation or hearing but which s/he chose not to present is not new information. A summary of this new evidence and its potential impact on the investigation findings must be included in the written appeal; or
- *Sanction is disproportionate to the offense*: Appellant believes that the sanction is too severe for the offense. A description of the offense and justification for why the sanction is disproportionate must be included in the written appeal; or
- *Significant Procedural Error*: A procedural error occurred that significantly impacted the outcome of the investigation or hearing as it applies to the Appellant (e.g. substantiated bias, material deviation from established procedures, etc.). A description of the error and its impact on the outcome of the case must be included in the written appeal.

All supporting evidence must be included with the written appeal. *There is no appeal past the final decision of the hearing board.*

The role of the Hearing Board is limited. Appeals are not intended to be a full rehearing of the complaint. Appeals are confined to a review of the Appeal Record for the grounds stated above. The findings contained in the Final Report, which is provided to all Hearing Board members, are presumed to have been decided reasonably and appropriately. The Appellant carries the burden of proof to

demonstrate that either the alleged error, or the proposed new evidence, would significantly and materially impact the outcome of the proceeding.

The Hearing Board will determine whether any grounds for the appeal are substantiated. If the Hearing Board determines that the Request for Appeal does not meet the standards for an appeal under this Grievance Process, the Appeal Boards will notify both Parties of that outcome within ten (10) business days of receipt of both the appeal and any response to the appeal by the Ombudsman. If the Hearing Board determines that the Request for Appeal does meet the standards for an appeal under this Grievance Process, the Hearing Board will take appropriate action as indicated below.

- **Procedural Error:** If it is determined that a procedural error occurred that was substantially prejudicial to the outcome of the investigation or hearing, the Hearing Board may return the complaint to the Ombudsman with instructions to correct the error, and to reconsider the findings as appropriate. In rare cases, where the procedural error cannot be corrected by the Ombudsman (as in cases of bias), the Hearing Board may order a new investigation with a new investigator.
- **New Information:** If the Hearing Board determines that new information should be considered, the complaint will be returned to the Ombudsman to reconsider the complaint in light of the new information, and to reconsider the original findings as appropriate. The Ombudsman will then prepare an Addendum to the Final Report.
- **Disproportionate Sanction:** If the Hearing Board determines that the sanction(s) is/are disproportionate to the offense, the Hearing Board may issue one or more new sanctions.

## **E. THE HEARING**

In order to preserve the confidential nature of the disciplinary process, and to protect the privacy of the Respondent and any witnesses who may be called to testify, the hearing conducted by the Hearing Board will be closed. Except as otherwise agreed to by all parties, witnesses will be excluded from the hearing except during their own testimony.

The Hearing Board will consist of three full time faculty members. The Ombudsman will serve as the coordinator of the hearing, as well as a stenographer. This role is purely administrative and the hearing coordinator does not otherwise participate in the hearing.

The Respondent and the Reporting Party may each be accompanied by a personal advisor (not legal counsel), who may provide emotional support. Should either party wish to invite a personal advisor, they must convey this request in writing to the Ombudsman at least three (3) business days in advance of the hearing date, and the Ombudsman must approve this request in writing. A personal advisor is not allowed to directly participate in or speak during the hearing. Should a personal advisor obstruct or disrupt a hearing in any way, the Hearing Board may remove the personal advisor. As addressed previously, unless otherwise agreed upon by all parties, attorneys are not allowed at a hearing, and the University bears no responsibility to respond to any student's legal counsel.

Information regarding prior misconduct will not be used as proof of a current violation, but may be admitted for other purposes - to show that the student had prior experience relevant to the charge or to show that the student had previously been informed that the conduct was unacceptable. Evidence of prior misconduct may be considered by the Hearing Board in determining an appropriate sanction.

A Respondent who fails to appear at the hearing will be deemed to have abandoned their request for an appeal, unless they can demonstrate that an extraordinary circumstance beyond their control prevented their appearance.

The hearing will be recorded manually or by a recording device.

The content and procedure of the hearing will be as follows:

1. The Ombudsman will present an overview of the allegations which will summarize the hearing to come.
2. The Reporting Party and then the Respondent may present a short opening statement if they choose.
3. The Hearing Board may ask questions of the Reporting Party and the Respondent.
4. The Ombudsman will call witnesses to provide statements under oath. Witnesses may give a statement or they may choose to just respond to questions posed to them by the Hearing Board. The Hearing Board has absolute discretion to decide upon a format for the hearing and to determine which witnesses are relevant to the outcome determination. A Hearing Board may decline to hear from a witness where they conclude that the information is not necessary for their outcome determination.
5. Throughout the proceeding, the parties may refer only to evidence included in the Final Report or submitted as part of the written appeal; no additional information may be introduced.
6. The Reporting Party and then the Respondent may present a short closing statement if they choose.
7. The Ombudsman will then summarize the next steps of the judicial process.

### **Notice of Hearing Outcome**

Following the hearing, the Hearing Board will consider all of the evidence and make a determination, by a preponderance of the evidence, whether the Respondent has violated AJU policies. The Hearing Board will issue a written notice of hearing outcome (the "Final Report"), which will contain the Hearing Officer's factual findings, determination of whether a policy violation occurred, and a summary of the Hearing Officer's rationale in support of the hearing outcome. The Hearing Officer will strive to issue the Final Report within fourteen (14) business days of the hearing.

The information under "Student Rights and Responsibilities", Section II, A. and B. is adapted with permission from the Codes of Student Conduct of The California State University, the University of Nevada, Las Vegas, and the University of Maryland.

### **Termination from a Program or Dismissal**

A student may be terminated from a program for reasons including but not limited to the following:

- Violation of Honor Code policies
- Failure to pay tuition or fees



- Continuous absence from a program
- Two consecutive semesters of non-satisfactory academic progress (SAP).

## Reinstatement to American Jewish University

Terminated students wishing to return to AJU must apply for reinstatement. Requests for reinstatement will be reviewed by the Deans and/or management. Decisions will be made based on the reason for termination, the needs of the University and students as well as the student's overall performance. Reinstatement to the University may be contingent upon adherence to conditions and/or plans as stipulated by AJU, such as academic or payment plans, safe conduct provisions, etc. Failure to adhere to these conditions/plans may result in termination from the program. Students who have been terminated from a program for SAP are not eligible to continue in said program.

Students in such situations may reapply as a new student for admission to said programs after a minimum two-year hiatus. Students who have been inactive for five or more years may be required to complete an application for admission for consideration. Program requirements are revised periodically in response to changes in standards and in an effort to provide the best education possible. As such, prior to re-enrolling, returning students should meet with the program Dean for a degree audit evaluation. The Dean will assess which courses completed previously are relevant to the current program as well as which requirements remain in order for the student to graduate.

### **FINANCIAL AID REINSTATEMENT**

If a student is academically dismissed for any semester and then is readmitted to the University, financial assistance will not be reinstated until the student's AJU cumulative GPA is raised to a minimum of 2.0 for undergraduate students, 3.0 for graduate students.

Likewise, previous aid recipients who financial aid eligibility has been lost via Warning and/or Probation will not be eligible for reinstatement until their AJU cumulative GPA is raised to a minimum of 2.0 for undergraduate students, 3.0 for graduate students.

Students who are seeking either form of financial aid reinstatement are required to meet with an Academic Advisor to confirm classes, units, and the minimum requirements to remain eligible by the end of a specified conditional period. The meeting must be completed before the end of the drop/add period for the initial conditional term. Confirmation and documentation of the meeting with Academic Advising, including minimum grade(s) and units required, must be submitted to the Office of Financial Aid before financial aid reinstatement will be considered.

# Student Resources



## Academic Calendar

Academic calendars are published online approximately six months before the start of the new academic year. Students are responsible for adhering to the deadlines included in these calendars, and for keeping track of amendments to these calendars. <https://www.aju.edu/current-students/academic-calendar>

## Registration

Returning students are required to self-register at the times specified in the Academic Calendar. Contact the Office of Registrar Services or your academic department for specific registration times. In unusual circumstances, out-of-town students may petition the Registrar for permission to register by mail.

All student programs must be approved by the student's academic advisor prior to registration; academic departments will assign students advisement appointments. Contact your department for further information. Late registration fees will be added to the students' account if they register late, depending on how many days have passed. A schedule of these fees and dates are published in the academic calendar.

## Final Examinations

It is the prerogative of the instructor to determine whether a final examination and/or a term paper shall be required in any given course. If a final exam is not given, instructors must still meet their classes at the scheduled final exam period. If a final examination is given, it must be given on the day and time advertised in the Final Exam Schedule. Students are expected to be present for regularly scheduled final examinations unless, because of illness or other unavoidable circumstances, a student finds it impossible to report for a final examination at the scheduled time. In this case, he or she must inform the instructor as well as the appropriate academic Dean or program director in advance and petition for permission to take a makeup examination. Students who are scheduled for more than three exams in a single day or who are scheduled for conflicting exams may request a rescheduling. To do so, students should confer with the Director of their program or department.

# All Course Listing

*(Alpha by course code)*

*For undergraduate course descriptions in ART, BIO, BUS, COR, HIS, LCM, NSC, PHL, POL, PSY and graduate courses in MAT and MAED, please defer to Academic Catalogs prior to 2022.*

## *BIB 506 INTRODUCTION TO THE BIBLE*

LECTURE 3 CREDITS The Hebrew Bible is a complex collection of writings composed centuries ago by people whose problems, interests, and ways of life were often very different from our own; yet, its influence permeates many aspects of contemporary religious faith communities as well as general Western culture. Much in contemporary law, literature, art, morals, and religion reflect its books as these have come to be interpreted.

## *BIB 509 READINGS IN HUMASH*

LECTURE 3 CREDITS Students who have no real experience reading the Torah in Hebrew learn the skills to decipher a verse in the Torah. They learn the fundamentals of biblical Hebrew, how to look up words in a biblical lexicon, and basic grammar. Students are responsible for preparing the Hebrew Biblical text using a lexicon and grammar book, writing their own translations and reading these aloud in class. They are also responsible for analyzing the verbs for their roots, conjugations, tense, etc.

## *BIB 510 HUMASH WITH RASHI*

LECTURE 3 CREDITS This class builds on the previous semester's class introducing the Humash to broaden the student's exposure to include traditional Jewish commentaries to the Humash, mainly Rashi. This will allow the students to begin to appreciate the keen reading sensitivity of the commentators, begin to understand Rashi's problems with key texts and his solutions to those problems, and to recognize how the commentators (mainly Rashi) utilize Biblical anomalies, ambiguities and literary richness to grapple with the religious and existential challenges of their own times and communities.

## *BIB 518 TORAH ANTHOLOGIES*

LECTURE 2 CREDITS Students take this course their final semester before ordination. It is an opportunity for synthesizing and utilizing skills and knowledge, which they have acquired through their school career. This course exposes students to a variety of early modern and contemporary tools that rabbis can use in their study of the Chumash. The students also review of the resources available for the preparation and development of meaningful lessons and derashot.

## *BIB 525 MIKRAOT GEDOLOT*

LECTURE 3 CREDITS This class will familiarize the student with the narratives, principle characters, themes, and highlights of the weekly parashiyot of the Torah. In addition, it will expose them to several different academic approaches to the study of Bible (including but not limited to: anthropological, literary, source critical, myth/ritual, feminist, historical, sociological, archaeological). Using these varied approaches in order to get a sense of the range of tools needed for an integrated understanding of Torah, the student should be capable of researching a biblical passage or topic using several of these approaches and should end the semester able to identify key persons, places, themes, and phrases by Parashah.

*BIB 528 NEVI'IM & KHETUVIM*

LECTURE 3 CREDITS This class will complete the introductory survey courses in Bible with a focused exploration of the second and third sections of the Tanakh, with particular attention paid to those prophetic and poetic materials in these sections that have been utilized for Jewish liturgical purposes (Haftarot, liturgical psalms, etc).

*BIB 542 TANACH WITH MEFARSHIM (TAKEN IN ISRAEL)*

LECTURE 4 CREDITS This course will strengthen students' ability to read biblical texts with traditional commentaries. Although it may vary from year to year, it will likely be one semester of Torah and one semester of Nach as determined in consultation between the Yeshiva and the Ziegler School of Rabbinic Studies.

*COMM 600 IMPACT COMMUNICATIONS FOR SOCIAL ENTERPRISE LEADERS*

LECTURE 3.0 UNITS This course focuses on developing interpersonal and relational written, verbal, visual, presentation, and on-camera non-verbal skills that help social enterprise leaders communicate more effectively with individuals, teams, enterprises, and other stakeholders by persuading, informing, legitimizing, and applying other techniques. This course also covers basic power dynamics in workplace communication, crisis communication, communicating with those of different cultures, and using digital media to achieve organizational goals.

*ECO 625 – MANAGERIAL ECONOMICS*

LECTURE 3.0 UNITS This course provides students with an understanding of how the decisions of managers and consumers impact supply, demand, prices, and values by providing the basic tools and analytic approaches for managerial economic decision making. The course not only covers how managers can navigate the functioning (and failure) of various efficient and inefficient markets through basic micro- and macro-economic principles, but also delves into the burgeoning field of behavioral economics. Consistent with SEMSI's mission, this course introduces students to principles of Development Economics as well as the interplay of economic reasoning and public policy decisions that affect environmental, workforce, and community concerns.

*EDU 300 INFANT TODDLER DEVELOPMENT AND LEARNING*

LECTURE 4 CREDITS This course reviews major theories of development and connects them to observed behaviors of infants and toddlers in the physical, social, emotional, cognitive and language domains. The course emphasizes knowledge and application of various techniques for observing and recording the behavior of young children in Jewish early childhood settings. Exploration of both formal and informal ways of presenting information to parents is also covered.

*EDU 301 CHILD GROWTH & DEVELOPMENT*

LECTURE 4 CREDITS Understand how children develop physically, cognitively, socially, emotionally, and culturally within a Jewish community; understand how children acquire language and creative expression; understand the links between development and learning; understand the roles and responsibilities of parents, educators, and caregivers; understand the environmental, biological, social and cultural

influences on growth and development. Special attention will be given to development within a Jewish community and how religion, culture, second language and Torah guides our understanding of such.

#### *EDU 302 PRACTICIUM WITH INFANTS AND TODDLERS*

PRACTICUM 2 CREDITS This course is asynchronous and taken alongside EDU 300: Working with Infants and Toddlers. In this course, students will observe and work with infants or toddlers to practice implementing their learning from the infant and toddler development course. This includes the application of developmental theories of attachment and stages of development as they relate to Piaget, Erikson, Bowlby, Vygotsky, to name a few. Students will also put into practice choosing developmentally appropriate materials for the various infant and toddler environments.

#### *EDU 303 INTRODUCTION TO THE ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS*

LECTURE 4 CREDITS This class covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies and techniques needed to organize, open, and operate an early care and education program.

#### *EDU 304 COLLABORATION AND ADAPTATIONS FOR SPECIAL NEEDS IN ECE*

LECTURE 4 CREDITS This course introduces students to various categories of disabilities, legal and historical foundations for special education services, as well as opportunities to identify, evaluate/assess and implement strategies for modifications or adaptations for exceptional children within a community of collaboration and inclusion. Focus will also be made on Jewish law and customs regarding inclusion of children and families in Jewish ritual and synagogue activities.

#### *EDU 305 PRACTICUM WITH SPECIAL NEEDS IN ECE*

PRACTICUM 2 CREDITS This course is asynchronous and taken alongside EDU 304: Collaborations and Adaptations for Special Needs in ECE. It will provide students with an opportunity to learn about the IEP process and to explore identification, diagnosis and treatment for a child with a special need. Students will help to plan, implement and evaluate strategies for modifications for a child as well as to assist in determining other activities and events that may require modifications. An emphasis will be placed on ensuring family inclusion.

#### *EDU 306 LANGUAGE AND LITERACY DEVELOPMENT IN ECE*

LECTURE 4 CREDITS This course will provide a critical examination of how to help children develop pre-reading and pre-writing skills, read and write, particularly in ELL contexts. During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children's literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and reading-writing connections. Course will cover both English and Hebrew language acquisition. Also, different theories and philosophies regarding children's language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

*EDU 307 INTRODUCTION TO WORKING WITH YOUNG CHILDREN: CURRICULUM, PLAY, AND PEDAGOGY*

LECTURE 4 CREDITS This course will address the importance of play in the growth and development of young children ages 0 to 5. In addition, an overview of play theories as they apply to the total development of young children ages 0 to 5 will be discussed. Special attention is given to organized play experiences through arranging and scheduling developmentally appropriate learning opportunities through play for young children in private and public care settings.

*EDU 308 COGNITIVE DEVELOPMENT*

LECTURE 4 CREDITS The goal of this course is to provide an understanding of how children's thinking develops from infancy on. We will discuss the content of children's knowledge across a variety of domains and evaluate the major theories and explanations for intellectual growth. We will review and evaluate both classic findings and state-of-the-art research on cognitive development.

*EDU 309 STEM EDUCATION AND EXPERIENCES IN ECE*

LECTURE 4 CREDITS This course is designed for early childhood educators and specialists. Through special topics, the course explores the development of math, engineering, physics, and science curiosity in young children. Emphasis is placed on STEM and STEAM in the early childhood classroom.

*EDU 310 PRACTICUM: PLANNING, IMPLEMENTING AND EVALUATING LESSON PLANS FOR YOUNG CHILDREN*

PRACTICUM 2 CREDITS In this course, you will be practically applying the information you are learning from your EDU 314 and EDU 309 courses. Students will assess the need for curriculum in early childhood, look at how young children learn, and how early educators can best support young children's development through curriculum planning.

*EDU 311 CREATIVE EXPERIENCES FOR YOUNG CHILDREN*

LECTURE 4 CREDITS An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking. Creative activities will be planned and presented for all activity areas, including art, movement, music, language, science, mathematics and social studies, in addition to holiday and seasonal activities for young children. Emphasis is placed on appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking.

*EDU 312 PRACTICUM: PLANNING LITERACY BASED ACTIVITIES FOR YOUNG CHILDREN*

PRACTICUM 2 CREDITS This asynchronous practicum course will be taken alongside EDU 306: Language and Literacy Development. The course focuses on language and literacy with special attention given to creating a print-rich environment, creating lessons for speaking, listening, writing and reading in early childhood education. Students will work with children individually, in small groups and with full class to ensure that all children are developing mastery of print and other forms of language and literacy.

*EDU 313 PARTNERING WITH FAMILIES AND THE COMMUNITY*

LECTURE 4 CREDITS This course is designed to provide students with the knowledge and skills needed to work successfully with families, caregivers, community members and more both within a school setting

as well as outside of the school walls. The focus will be on strengthening adult-child relationships and parent staff relationships in home, school, and community settings. An awareness of strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed.

#### *EDU 314 THE INDOOR AND OUTDOOR ENVIRONMENTS: A CLASSROOM VIEW*

LECTURE 4 CREDITS This course will offer a broad perspective and exploration of early childhood environments, emphasizing the relationships between the children's learning, adult engagement, and the environment. Students will expand their current views and ideas about children's education by investigating and discussing the images of children in relation to our indoor/outdoor spaces; encountering when and how the environment acts as a teacher; building a curriculum in harmony with the surroundings; creating a sense of belonging; and discovering how to pay close attention to details in the environment in order to transform the way we live, think, interact, and learn together.

#### *EDU 315 CHILD GUIDANCE AND POSITIVE DISCIPLINE*

LECTURE 4 CREDITS This course is designed to provide the student with an understanding of young children's behavior. The course will provide to the student underlying causes of problem behavior, foundations for developmentally appropriate child guidance, different caregiving styles, specific positive discipline strategies and ways to manage the physical environment effectively. Students will gain various suggestions/tips on managing specific types of behavior. Students will have opportunities to solve specific problems relating to theory as compared to real-life situations.

#### *EDU 317 PRACTICUM: LEADING CLASSROOM EXPERIENCES*

PRACTICUM 2 CREDITS This course is taken alongside EDU 311: Creative Experiences for Young Children and 307: Introduction to Working with Young Children; Curriculum, Play, and Pedagogy, and focuses on the skills a teacher needs to manage a classroom by themselves. With guidance of their mentor teacher, students will assume a lead role in planning, implementing, and evaluating classroom design, curriculum, and activities.

#### *EDU 318 PRACTICUM: LEADING PARENT EDUCATION*

PRACTICUM 2 CREDITS This asynchronous course aligns with EDU 313: Partnering with Families and Community and EDU 315: Child Guidance and Positive Discipline courses. This fieldwork experience is designed to allow students to identify a need and then provide a parenting education activity that will help parents and caregivers of young children learn and develop skills to guide children's growth and behavior more effectively. An emphasis will be placed on ensuring family inclusion.

#### *EDU 566 MAED CAPSTONE*

CAPSTONE 4 CREDITS MAEd students produce a capstone project which demonstrates their deepening expertise in a particular area of education and makes an original contribution to theory and practice in Jewish education. The project may take numerous forms, including but not limited to a new program idea, a curriculum, a manual for professional practice, an academic thesis, or an original analysis or evaluation



of existing educational practices. Many capstone projects become the basis for a publishable, usable tool in the field.

### *EDU 567 CREATING SACRED COMMUNITIES*

LECTURE 3 CREDITS The seminar itself will follow a model of “doing synagogue differently” that was pioneered by Synagogue 2000 (now Synagogue 3000) over the course of ten years of work with nearly 100 congregations of all denominations. Students will read widely in the developing literature in “synagogue transformation.” They will meet guest speakers who are working on the frontlines of the most exciting initiatives to re-invigorate synagogue life. And, when possible, they will travel to Orange County to do a site visit at one of the more famous “megachurches,” Saddleback Church.

### *EDU 582 MENTOR TEACHER TRAINING*

LECTURE 3 CREDITS This course gives experienced classroom teachers the tools they need to share their expertise with other teachers through the process of mentoring. Students will learn the theoretical and practical principles that provide structure to the arc of the mentoring experience. Topics to be addressed include creating and fostering mentor-mentee relationships, becoming a change-agent in your school, the art of inquiry and listening, SMART plans, assessment of success, having difficult conversations, and more.

### *EDU 600 Chacham Ma Hoo Omer? (The Wise, one, What Does He Say?) Theories of Child Development*

LECTURE 3 CREDITS Familiarizes students with the foundational theories of human development, current research directions in developmental psychology, major developmental perspectives and research approaches in developmental psychology and issues surrounding diversity, emphasizing an ecosystemic model of thinking about and understanding children and their development. In addition to the previous topics, the following areas will be discussed: the history of childhood; developmental theories and appropriate practices in education; play as a medium for learning and development; and the field of discipline particularly as it relates to development, behaviors and considering temperament in children.

### *EDU 601, EDU 611, EDU 621, EDU 631 V'al Ha'avodah (About the Work): Supervised Practicum 1-4*

2 CREDITS Practicum courses serve as a laboratory for students to experiment with and practice the skills and models encountered in their coursework. Actual number of hours will vary for working professionals pursuing the degree. The students are assigned mentors that will support them throughout their master's program and work on personal, professional, and civic goals towards becoming leaders and advocates in the Jewish early childhood profession.

### *EDU 610 B'Tzalmo (In His Image): Addressing Special Needs in the Jewish ECE Program*

LECTURE 3 CREDITS This course focuses on how to address, include and support families and children with special education needs. Emphasis will be placed on both ends of the special education spectrum from children with disabilities to those on the gifted end. Best teaching practices will be investigated, observed and applied. Finally, this course will examine legal trends related to Individuals with Disabilities Education Act (IDEA) and Individualized Educational Plans (IEP), Individualized Family Service Plans (IFSP), regional centers and public schools' role in identification and assistance for special needs, the Free and Appropriate Education requirement (FAPE), the Least Restrictive Environment (LRE) requirements and more.

*EDU 620 V'shinantem Levanecha (And You Shall Teach Your Children): Creating Curriculum in a Jewish Early Childhood Development Program*

LECTURE 3 CREDITS Study of the philosophies, history, and development of early childhood programs. Review how existing program types meet the needs of the preschool child and teacher, as well as the criteria of a quality learning environment. Emphasizes relationships between teacher and child. Includes field observations.

*EDU 630 Kol Yom b'Yomo (Each and Every Day): The Jewish Calendar in the Early Childhood Education Setting*

LECTURE 3 CREDITS Jewish early childhood programs are often led by the Jewish calendar, holidays, celebrations and customs. This course will cover the entire Jewish year as well as celebrations, customs and traditions to help guide students to move beyond ordinary rote planning and into high quality intentional use of the Jewish calendar for teaching and programming.

*EDU 640 Ha'lo tziviticha, chazak ve'ematz (have I not commanded you to be strong and courageous): Social Development and Resiliency*

LECTURE 3 CREDITS The study of social and emotional development in early childhood through adolescence including concepts of risk, resilience, influence of family, peers, religion, socio-economic levels, etc. Discussion of interventions and remediations will be included.

*EDU 650 Hevey Rhatz Le'Mitzvah (Run to Do a Commandment): Children and Families Experiencing Stress and Trauma*

LECTURE 3 CREDITS This course will examine many of the common and more serious cause - effect relationships of stress within children, including home, school, medical and other stressors. Theoretical treatment approaches will be introduced as well as emphasis for the development of practical skills for parents and teachers.

*EDU 660 Ayzehu Chacham? (Who is Wise?): Research Methods*

LECTURE 3 CREDITS This course focuses on the fundamentals of research methods and design. Students will learn about the various research methods used in education and psychology, and understand the nuances of conducting a valid and reliable research study. Students will review several research articles, each using a different research design, to become familiar with various research methods. Students will also learn the various steps in the research process from idea formulation to design planning, data collection, data analysis, and interpretation. The class involves a class-wide research project that will provide the data for statistical analysis and the subject matter for writing a research paper. In all areas, an emphasis will be placed on research involving children and families.

*EDU 670 Im Lo Achshav? (If not Now?): Professional Development, Adult Supervision and Leadership*

LECTURE 3 CREDITS This course provides a seminar on effective leadership in Early Childhood Education. Special attention will be devoted to professional development of teachers and administration, adult supervision, mentoring adults and child advocacy. Additionally, students will examine types of leadership models and theories of management. Finally, this course will examine policy-making processes and procedures that impact children, families, communities, and schools.

*EDU 680 Kneh L'Chah Chaver (Acquire for yourself a friend): Observation, Assessment and Relationships with Parents*

LECTURE 3 CREDITS This course explores the importance of family engagement and how it leads to student success in school. Students will learn about partnering with families, using observations and assessments of children, in helping support the learning and development of the children they work with, as well as, their shared responsibility between home and school. This ability to develop positive relationships with parents and families is an integral part of becoming a proficient educator. Students will read and discuss research which links the relationship between family engagement and positive educational outcomes. Students will also learn and practice communication methods with parents and guardians, taking into consideration multiple challenging situations as well as maintaining positive relationships.

*EDU 685 Equity, Diversity, and Social Policy in Early Childhood Education*

LECTURE 3 CREDITS This course is designed to provoke questions and possible solutions to complex social problems that impact early care and education, children and families. As diversity as well as discrimination and exclusion are simultaneously present in today's society, it is imperative that we recognize the value of difference in enriching our lives and in preparing us to work effectively and ethically with families and children. In this course, we will examine the benefits and challenges of implementing an anti-bias framework in the early childhood context and its relationship to enhancing our partnerships and communication with families. Active engagement in dialogue and reflection will contribute to the evolving professional identities of students as they explore the topics of culture, family, identity, diversity, gender, and race and examine US social policies and their potential unintended consequences. We will explore how social media, news organizations, politics and socio-economic factors affect families, young children, and early childhood education.

*EDU 690 Siyyum (conclusion): Capstone Project*

2 CREDITS Capstone Project

*EDU 700 Foundations of Doctoral Studies*

LECTURE 2 CREDITS This is an introductory course to orient students to doctoral studies in Early Childhood Education, what it means to be a scholar in a particular subject matter, and, the requirements for an EdD in ECE. Critical thinking skills, scholarly writing, empirical research, and ethics are discussed. This course is reading-intensive with an emphasis on being able to articulate the ideas presented in the readings through discussions and writings. so that students are equipped for the rigors of doctoral studies, what it means to be a researcher, and success in completing a dissertation.

*EDU 701 Current Trends in Early Childhood Education Research*

LECTURE 4 CREDITS This course is designed to provide doctoral students with access to current trends in early childhood research. This will include a focus on the various elements of early childhood education, including pedagogy & curriculum, child development, child psychology, preschool, families & parenting, and non-developmental perspectives on early childhood.

*EDU 702 Academic Writing Intensive*

LECTURE 2 CREDITS In order to cultivate the essential writing and research abilities required for doctoral level work, this course employs a blend of writing, editing, lectures, independent study, and in-class

exercises. Achieving a proficient level of skill is imperative, as is the capacity to scrutinize, merge, and consolidate written material produced by others. Special attention will be given to creating and supporting an argument and avoiding plagiarism. Students will have an opportunity to practice each of these elements and integrate them into a final writing assignment.

### *EDU 703 Philosophy of Jewish Education*

LECTURE 4 CREDITS In this course, we will assume a philosophical disposition to critically examine a wide variety of visions of education and learn to articulate our own visions of education. This course builds on the philosophical questions visited in previous coursework on pedagogy and curriculum design, offering a broader examination of the competing purposes of Jewish education. We will gain exposure to and practice in using philosophical language and argument to create a vision-driven approach to education.

### *EDU 704 Research Methods I: Qualitative Methods*

LECTURE 4 CREDITS The aim of this course is to acquaint students with qualitative research methodologies. To this end, a blend of informative, interactive, and practical techniques will be employed to teach students relevant knowledge and abilities associated with qualitative research. Throughout the course, students will be expected to undertake their own qualitative study by individually collecting data, analyzing it in small groups, and presenting the outcomes of their analysis. Additionally, students will be required to submit their interview guides, interview transcripts, codebooks, and analytical products for evaluation. Moreover, students will be assessed based on their in-class participation and their final presentation. Ultimately, by the conclusion of the course, students will acquire proficiency in formulating appropriate qualitative research questions, conducting qualitative data collection through interviews and focus group discussions, and scrutinizing qualitative data. Students will also be exposed to diverse approaches to presenting qualitative research findings and gain insight into the various practical applications of qualitative data. This course encompasses both qualitative data collection and analysis as well as writing objectives.

### *EDU 705 Research Design*

LECTURE 2 CREDITS This doctoral course in early childhood education focuses on research methods and research design. It emphasizes the conceptualization of a research design, the selection of a study design, and information-gathering and analytical strategies, such as case studies, experimental and quasi-experimental design, survey methods, open-ended interviewing, and observation. The course also addresses how to develop and use a conceptual framework to ensure that the gathered information is relevant and valuable in answering questions that may arise in a thesis or policymaking. Accordingly, the course concentrates on defining early childhood issues and suitable research questions, constructing basic conceptual models, operationalizing concepts into variables, comprehending the types of study designs and data collection methodologies available to understand early childhood education problems, and creating an overall strategy for research design and execution. Each student will need to make some basic decisions about their dissertation topic as part of the course. As an early childhood education practitioner, one will be required to identify and consider authoritative research to understand early childhood issues. Thus, the course will be taught in the context of developing ideas for the dissertation. The course includes a series of assignments where students develop and use study designs and data collection methodologies

to define a research topic and write a research proposal on that topic. The course format combines lecture, group exercises, and discussion.

### *EDU 706 Jewish Study*

LECTURE 1 CREDIT

### *EDU 707 Defining "Quality" in ECE Programs*

LECTURE 2 CREDITS Professionals, parents, policymakers, and researchers all agree that quality in early childhood education is critical for positive outcomes of these programs. However, the precise and consistent definitions of what constitutes quality has evaded the field since its inception. This course will examine quality in early childhood structure such as teacher qualifications, professional development plans, and class size. The physical environments such as materials, apparatus, furniture, and other elements. The curricular environment such as activities, planning, assessments, and curriculum models. The temporal environment including scheduling, hours of operation, activity duration, and use of time. The interpersonal environment including teacher-child interactions, teacher-teacher interactions, teacher-administration interactions, and program-family interactions.

### *EDU 708 Research Methods II: Quantitative Methods*

LECTURE 4 CREDITS The primary objective of this course is to equip students with an understanding of statistical concepts and procedures essential for reading, understanding, synthesizing, and ultimately conducting accurate statistical analysis and applying quantitative methods in educational research. Students will gain knowledge through a combination of assigned readings, discussion, practical experience in utilizing a computer program for data analysis, and hands-on application activities. As part of the course requirements, students will be expected to identify and report on the quantitative methods employed in published research articles, collect and analyze data using the Statistical Package for Social Sciences (SPSS), and produce written reports on methodology and findings.

### *EDU 709 Leading for Social Change in Early Childhood Education*

LECTURE 4 CREDITS This course is an introduction to and survey of major historical and contemporary theories of educational leadership. Through this lens, students will learn how to evaluate dilemmas, problems, and critical incidents that typically occur in educational settings to master leadership theories and apply them to educational settings. Additionally, students will use research and theory to engage in research-based conversations about educational leadership, Jewish early childhood education, and enhance practical wisdom.

### *EDU 710 Design for Dissertation*

LECTURE 2 CREDITS This course is intended for advanced doctoral students who have already completed their methods courses and want to further enhance their research skills. The main goal of the course is to guide students in developing their dissertation proposal writing abilities, and to become proficient in selecting appropriate research designs for specific research questions. Additionally, students will gain an understanding of the factors to consider when evaluating the overall quality of their research. Students will learn how to conduct a comprehensive literature review and explore various methodological approaches for their research topic. The emphasis will be on creating a research question that can be empirically investigated during the doctoral program. Although the course is primarily focused on writing

the dissertation proposal, it also serves as a refresher on fundamental research concepts, such as reviewing literature, understanding theory, identifying research problems and methodologies, gathering and analyzing data, presenting results, and applying research to address educational issues. Furthermore, students will develop an understanding of the purposes, assumptions, and reasoning involved in research methodologies.

#### *EDU 711 Leading to Promote Learning*

LECTURE 4 CREDITS In this course, we will explore the optimal ways in which adults and children can learn. We will center our attention on various curriculum models, delivery methods, learning environments, and assessment techniques.

#### *EDU 712 Education Finance and Policy*

LECTURE 4 CREDITS This course focuses on using economic theory, econometric methods, and related social science research to examine economic issues in early childhood education. The course begins with exploring theories and research that view education as an investment in future productivity, evaluating the value of early education and returns to it. The production of education is then studied, taking into account different inputs and the role of education in domestic and global economic growth. Early childhood education is analyzed with emphasis on current policy debates. The course also discusses the organization of early childhood education and the use of incentives to improve educational effectiveness. Research on early childhood education markets such as Head Start and Early Head Start, school quality, and choice, and the impact of family peers and educational environments is explored, followed by an examination of early childhood education reforms and efforts to increase accountability. While econometric methods play a significant role in assessing early childhood educational policies and interventions, this course draws on interdisciplinary perspectives and current issues to enrich discussions.

#### *EDU 713 Dissertation Practicum*

LECTURE 2 CREDITS Faculty guided independent study leading to the development and writing of a dissertation literature review and study focused on either theoretical or applied research.

#### *EDU 714 Concept Paper*

LECTURE 6 CREDITS Students will work with faculty and dissertation advisors to create the foundation of their dissertation including the problem statement, research questions, methodology and steps needed to finalize these.

#### *EDU 715 Applied Dissertation Research*

LECTURE 6 CREDITS This course is the final course that brings the dissertation process to a close. Prior to this course students will have studied research methods and design. They will have completed the research design, literature review, and methodologies sections of the dissertation. In the previous semester, once students' concept paper was approved, students will have begun to collect data for their study. This final semester will be the closure of data collection, the writing of the dissertation itself, and conclude with the defense of the dissertation.

*HEB 503A HEBREW IIA CONVERSATION*

LECTURE 2 CREDITS This second-year conversation course in Hebrew stresses intermediate vocabulary, reading comprehension, oral expression and essay writing Offered in the fall semester. [PERMISSION OF HEBREW COORDINATOR ONLY.](#)

*HEB 511 HEBREW FOR READING COMPREHENSION I*

LECTURE 4 CREDITS This course focuses on biblical Hebrew and emphasizes the phonology and the morphology of the language. Students read selections of narrative biblical texts, both abridged and in the original language. Prerequisite: The equivalent of a one-year university level course in modern Hebrew.

*HEB 512 HEBREW FOR READING COMPREHENSION II*

LECTURE 4 CREDITS A further exploration of the morphology of classical Hebrew with reference to both the biblical and rabbinic dialects. Students read narrative biblical texts in the original language as well as various vocalized and unvocalized texts composed in rabbinic Hebrew. Prerequisite: HEB 511.

*HEB 513 HEBREW FOR READING COMPREHENSION III*

LECTURE 3 CREDITS This course includes an introduction to the syntax of biblical and rabbinic texts and the differences between the two dialects. Students will also review the grammar of Babylonian Aramaic. Students read prophetic/poetic biblical texts, unvocalized texts in rabbinic Hebrew, and Aramaic selections from the Babylonian Talmud. Prerequisite: HEB 512.

*HEB 514 HEBREW FOR READING COMPREHENSION IV*

LECTURE 3 CREDITS A further exploration of the syntax of biblical and rabbinic texts and the differences between the two dialects. Students will read prophetic/poetic biblical texts, unvocalized texts in rabbinic Hebrew, and selected academic articles written in modern Hebrew. Prerequisite: HEB 513.

*HR 625 ADVANCED HUMAN RESOURCES: DIVERSITY, EQUITY, INCLUSION, & BELONGING*

LECTURE 3.0 UNITS This course provides an overview of what diversity, equity, inclusion, and belonging (DEIB) mean, why they matter in an effective work environment, and the impact of corporate policies and procedures on a diverse employee pool. The course addresses such topics as unconscious bias, otherness, inclusive leadership, and interpreting various data, including from surveys and focus groups. Students will create Leadership and DEIB Plans for a sample organization's HR & Talent Management department.

*JST 301 INTRODUCTION TO THE HEBREW BIBLE*

LECTURE 3 CREDITS An introduction to the political and religious history of the Near East as the background of the Bible. Includes readings in the biblical text, as well as an introduction to textual, source, form, and canonical criticism.

*JST 302 BIBLICAL ARCHEOLOGY*

LECTURE 3 CREDITS This course will analyze the methods and objectives of archeology in general and Syro-Palestinian archeology in particular. It will survey how archeological investigations in Israel and

related countries over the last 150 years have shed light on the life and culture of ancient Israel during the first Temple period. Prerequisite: JST 300, its equivalent or permission of the instructor.

### *JST 303 READINGS IN BIBLICAL NARRATIVE*

LECTURE 3 CREDITS Introduces the reading of simple biblical texts (if possible in Hebrew), with emphasis structure and vocabulary, and on reading biblical verse.

### *JST 304 PENTATEUCH*

LECTURE 3 CREDITS A second course in reading biblical texts focusing on extended selections from the Pentateuch. In addition to beginning work in the commentary of Rashi and other classical and modern commentators, students are expected to survey the Pentateuchal narrative.

### *JST 305 TRADITIONAL JEWISH EXEGESIS OF THE BIBLE*

LECTURE 3 CREDITS Readings and analysis of selected original biblical texts and the important classical Jewish biblical commentators. The primary objectives of this class is for students to gain facility in reading Rashi and other medieval commentaries in translation and prepare them for reading the original text. They will learn to recognize the types of questions asked by biblical exegetes and to learn to ask those same questions for themselves. Each class begins with a close reading of the text, identifying the difficulties and fractures. The class turns to select medieval exegetes (primarily Rashi with select excerpts from Rashbam, Ibn Ezra, and other commentators) examining how they dealt with these problems, and on what sources they drew. The focus of the class is the uncovering Rashi's exegetical technique, why Rashi chose to comment on some verses and not others, what Rashi found difficult, how he used midrash, and what his relationship was to other commentators. An overview of Medieval Commentators, their lives, and historical milieus will be a *leitmotif* of this class.

### *JST 306 FORMER PROPHETS*

LECTURE 3 CREDITS Readings from the books of Joshua, Judges, Samuel I and II, and Kings I and II. The text will be studied in Hebrew with the application of historical and literary methods of analysis. May be repeated for credit with permission of the instructor.

### *JST 307 LATTER PROPHETS*

LECTURE 3 CREDITS Analysis of dominant themes in the latter prophets including the prophetic call, religion and social justice, and relations between the king and the cult. The works of Jeremiah, Isaiah, Ezekiel, and Amos are studied in the original text. May be repeated for credit with permission of the instructor.

### *JST 308 WISDOM LITERATURE AND THE WRITINGS*

LECTURE 3 CREDITS The great theologian of Conservative Judaism, Robert Gordis, said that if the Torah and Prophets are "God talking to man" then the Writings are "man talking to God." This course will take that idea to heart. In the Song and Songs and the Wisdom Literature, two whole genres of expression are contained. The first is the erotic tone of Biblical society, as taken from its host cultures and developed separately.



### *JST 309 MYTHOLOGY OF THE BIBLE*

LECTURE 3 CREDITS Myths, a specialized genre of narrative, constitutes an important component of both ancient and modern civilizations. Comprehending how they function in contemporary society enables us to recognize and appreciate their role in the past. Accordingly, this course begins by studying contemporary myths and contemporary discussions of mythmaking in various disciplines: religiology, bibliology, psychology, anthropology, and folklore. The course continues by investigating myths and mythmaking in ancient Israel within the broader cultural contexts of the ancient Near East and the ancient Mediterranean world through a study of original texts in translation.

### *JST 310 TOPICS IN FIRST TEMPLE JUDAISM*

LECTURE 3 CREDITS An advanced course on a subject at the discretion of the instructor, focusing on the period between 1500-586 B.C.E. Special attention will be paid to the themes of gender struggle, Priestly privilege and the movement towards Gnosticism.

### *JST 311 CONTROVERSIAL JEWISH TEXTS*

LECTURE 3 CREDITS. In this class, students will engage with some of the more complicated texts in our tradition - those which either show sides of our biblical ancestors in a less than positive way, or stories which include content that is seemingly contradictory to our current connection to our tradition. Students will begin by learning about our tradition of storytelling, documentary hypothesis and ensuring that all voices are represented and heard. The ultimate goal is for students to develop the ability to find meaning in all of the parts of our tradition (even and maybe even most importantly, the complicated ones) and for them to continue to sharpen their skills at reading and interpreting Jewish texts.

### *JST 320 HISTORY OF THE RABBINIC PERIOD*

LECTURE 3 CREDITS A study of the Talmudic periods using a variety of historical, literary, and legal sources. Examination of the political history of the Tannaitic and Amoraic periods, including discussion of the various influences upon the Jewish religious experience during that time.

### *JST 321 SURVEY OF RABBINIC TEXTS*

LECTURE 3 CREDITS Readings and analysis of texts in some of the basic genres of rabbinical literature. Among the types of texts examined are Mishnah, Midrash (halakhic and aggadic), Talmud, Codes, and Responsa. Some of the readings will be in the original text.

### *JST 322 INTRODUCTION TO THE MISHNAH*

LECTURE 3 CREDITS The purpose of this course is to familiarize the student with the basic text of Rabbinic literature, the Mishnah, in English. The text of the Mishnah is surveyed, as well the history of the period of the composition of the Mishnah, and to examine some of the legal and ethical issues with which the early sages dealt, along with their methods of argumentation.

### *JST 323 THE BABYLONIAN TALMUD*

LECTURE 3 CREDITS An introduction to the style and structure of the basic Talmudic sugya. This course will cover an introduction to Babylonian Aramaic, the basic types of Talmudic argumentation and an analysis of the technical skills necessary for the study of Talmudic text through the examination of a

selected topic. Topics may include the Jewish holiday cycle, rabbinic attitudes toward jurisprudence, and the legal status of the Jewish woman.

### *JST 324 JUDAISM AND GENDER*

LECTURE 3 CREDITS Feminist theory has generated new ways of discussing old texts. By focusing on gender as a mode of analysis, familiar texts appear in unfamiliar and interesting or disturbing new light. This course discusses both the theoretical and the textual aspects of using gender as a category of analysis within Talmudic literature. Using various literary approaches to the Talmudic texts (historicist, legal constructivist, social construction, new historicist), students will analyze a wide range of texts within a variety of these approaches to start answering the question: "What images of women emerge from the legal, religious, sexual, social, and political systems inscribed in Talmudic texts?" Prerequisites: JST 321 or one other Bible or Rabbinic text course.

### *JST 325 CONTEMPORARY HALACHA*

LECTURE 3 CREDITS. In this class, students will explore Jewish ethics - both the context and time in which they were lived and practiced as well as the way we understand these ancient laws in our lives today. Over the course of the year, students will spend time exploring kashrut, Shabbat, medical ethics, property laws and social responsibility, starting with the original text, exploring what our ancient commentators thought about these laws and then assessing what these laws look like in modern day. The ultimate goal is for students to develop an understanding of these fundamental pieces of our tradition and determine how they might apply the underlying values to challenging ethical decisions in their own lives.

### *JST 326 TOPICS IN SECOND TEMPLE JUDAISM*

LECTURE 3 CREDITS An advanced course on a subject at the discretion of the instructor, focusing on the period between 520 B.C.E. and 500 C.E. The course material may concentrate on Rabbinic thought, legalism, the Apocryphal and Pseudepigraphic literature or the history of the Hellenistic, Roman and Byzantine periods in relation to their Jewish communities.

### *JST 327 INTRODUCTION TO MIDRASH*

LECTURE 3 CREDITS Midrash is both a body of literature and a kind of hermeneutical methodology. This course will examine the nature of midrash and provide examples from across the corpus of the literature.

### *JST 328 ARGUMENT FOR COMMUNITY'S SAKE*

LECTURE 3 CREDITS. In this class, students will explore the developmental foundations of what it means to be together in community, during both good times and challenging times. Using the story about maklochet l'shem shemayim (argument for the sake of heaven), students will explore a variety of philosophies and methodologies tied to creating and engaging in community. Students will also explore some of the skills needed to engage with other community members in a positive and productive way including understanding our own strengths and triggers, attuned listening and learning how to achieve a win-win feeling at the end of a discussion. The ultimate goal is for students to develop an understanding of the study of Talmud, as well as how they might utilize the skills and strategies they have learned in real-life difficult conversations.

### *JST 331 MEDIEVAL JEWISH HISTORY*

LECTURE 3 CREDITS An in-depth analysis of the position of the Jews in Christian Europe between the tenth and fourteenth centuries. Among topics to be discussed are Judeo-Christian relations, internal Jewish self-government, Jewish economic and social life and Jewish intellectual and religious creativity.

### *JST 332 CLASSICAL JEWISH PHILOSOPHY*

LECTURE 3 CREDITS An introduction to Jewish philosophy in its Classical period, from the Bible to the rise of Kabbalah. This course will ask whether philosophical ideas have any place in Judaism at all or are merely an expression of hubris and delusion. Particular attention will be paid to the classical exemplars of medieval Jewish philosophy, the mystical attack on philosophy in the 13th and 14th centuries and the ethical tradition of the late Middle Ages.

### *JST 333 INTRODUCTION TO KABBALAH*

LECTURE 3 CREDITS Jewish mysticism, commonly referred to as Kabbalah, is the product of thousands of years of esoteric speculation, revelatory experience, scholasticism, pietism and risk. This course will analyze the role of mysticism in Jewish history through analysis of the major theological ideas of classical Kabbalah and Hasidism. The tradition will be examined in terms of its historical development, its relationship to mystical experiences and its sacred literature. Attention will also be paid to the relationship of Kabbalah to other kinds of mysticism, in line with general issues in the study of religious mysticism. A film, Ansky's *The Dybbuk*, will be shown at a time agreeable to all class members.

### *JST 334 INTRODUCTION TO THE ZOHAR*

LECTURE 3 CREDITS An introduction to the Zohar, the vast classical work of Jewish mysticism, or Kabbalah. The class will survey the history of the text and review some of its popular presentations in English. The second half of the semester will be taken up with an in-depth study of a Zohar text, to be determined by the class and the instructor. The course will also stress the development of reading acuity in this seminal part of the Jewish canon.

### *JST 335 HASIDISM*

LECTURE 3 CREDITS This course will examine Hasidism as a historical movement and as a spiritual path, from its origins to the present day, beginning with the kabbalistic underpinnings of the movement and its attribution to the Ba'al Shem Tov. The role of the zaddik, Hasidic prayer and spirituality, and the great spiritual avatars of the movement, such as the schools of Habad, Bratzlav, Psiskhe, Kotzk, Rizhin and others, will be reviewed, as well as the social implication of the movement and its conflict with the Lithuanian rabbinical power structure. Of particular interest will be the reviews of Hasidism and European Consciousness in the writings of Buber and Scholem as well as an examination of contemporary Hasidic communities.

### *JST 336 ZEN AND HASIDISM*

LECTURE 3 CREDITS Zen Buddhism and Hasidism both entered the Western intellectual tradition in the post-war period. Superficially, both traditions represent popular movements devoted to religious spontaneity, mobility and devotionism. Both Zen and Hasidism are the products of multifaceted civilizations, and blend aspects of faith, culture, ethnicity and nationality. Zen, in particular, evolved as it crossed from nation to nation, incorporating prior religious traditions as well as assuming other

characteristics of its new host cultures. Hence a study of Zen must be a study of its host cultures. Hasidism, on the other hand, changed only minutely from area to area, because the alienation of the Jews in Europe remained a constant in all of its host cultures. In each movement, a special conception of its history is related to its identity as a tradition within its mother religion. Each tradition's basic teachings on the primacy of enlightenment, the role of practice, the nature of the mind, and the limitations of language will be examined and compared, in order to better understand the spiritual commonalities of these two profound spiritual paths.

#### *JST 337 TOPICS IN MEDIEVAL JUDAISM*

LECTURE 3 CREDITS An advanced course on a subject at the discretion of the instructor, focusing on the period between 500 C.E. and 1848 C.E. The course may deal with either history or Jewish thought, always as defined in the turbulent context of the Middle Ages.

#### *JST 339 TOPICS IN JEWISH MYSTICISM*

LECTURE 3 CREDITS After an introduction to basic characteristics and trends in religious mysticism, this course explores developments in Jewish mysticism from the biblical period through the eighteenth century. Topics vary from year to year, and include the traditions of the Merkabah in prophetic and rabbinic literature, the Hasidism of medieval Germany, the Kabbalah of Abraham Abulafia, the Zohar of Moses de Leon, Lurianic Kabbalah, Sabbatianism, and eighteenth century Hasidism.

#### *JST 341 EMANCIPATION AND ASSIMILATION*

LECTURE 3 CREDITS An in-depth survey of the process of integration of Jews into the society of Western Europe from the eighteenth to the twentieth century, concentrating on developments in Germany and France. Topics include religious change, national identification changes, urbanization, economic change, Jewish participation in the majority culture, and anti-Semitism and Jewish reactions.

#### *JST 342 JEWS IN EASTERN EUROPE*

LECTURE 3 CREDITS A study of the origin of Jewish settlements in Eastern Europe, Jewish life in the kingdom of Poland, the partitions of Poland and Jewish life in the successor states, Jewish policies of the Czars, East European Jewish Enlightenment, Modern Jewish ideological movements, Modern Hebrew and Yiddish cultures, the impact of Stalinism, the Holocaust, and Jewish activism and emigration.

#### *JST 343 JEWS IN THE MEDITERRANEAN WORLD: 1800-1900*

LECTURE 3 CREDITS A survey of Sephardic Jewry in the Modern period, with a focus on the limited number of contrasting non-Ashkenazic Jewish communities such as the Ladino-speaking Sephardim of Greece and Turkey, Moroccan Jewry, and Yemenite Jewry; differences in cultural and folk traditions; and political conditions, social change, and the impact of modernization and Western influence.

#### *JST 351 AMERICAN JEWISH HISTORY*

LECTURE 3 CREDITS A survey of American Jewish history, covering the various waves of immigration, the creation of basic Jewish institutional and denominational frameworks, and the Americanization process.

*JST 352 HISTORY OF MODERN JEWISH MOVEMENTS*

LECTURE 3 CREDITS Developments in Germany and the United States including the rise of Reform in Germany, the nature of liturgical reform, the relationship between theory and practice, the difference within German liberal Judaism, the reactions of various Orthodox groups to Reform, the relationship between German and American Reform, the rise of Conservative Judaism, the levels of religious practice today, and contemporary Jewish religious ideologies.

*JST 353 HOLOCAUST SEMINAR*

LECTURE 3 CREDITS Political and historical analysis of the Holocaust including the development of the anti-Semitic political tradition after 1880, the ideology of Nazism, the decline of the Weimar Republic and the rise of the Nazis, early patterns of anti-Jewish discrimination, Jewish reactions and emigration 1933-1939, the formulation and implementation of the Final Solution, attitudes and reactions of the German people, the residents of occupied Europe and the Allies, Jewish life in the ghettos, and the question of resistance.

*JST 354 HISTORY OF ZIONISM AND MODERN ISRAEL: 1881 TO PRESENT.*

LECTURE 3 CREDITS A discussion of the theoretical formulations of Zionist ideologies, the creation and progress of the Zionist movement, international developments leading to the creation of the State of Israel, and the relationship of the Diaspora and Israel.

*JST 355 TOPICS IN TWENTIETH CENTURY JEWISH THOUGHT*

LECTURE 3 CREDITS A study of the theological writings of one recent Jewish philosopher such as Kaplan, Buber, Rosenzweig, Rubenstein, Fackenheim, or Soloveitchik. Issues discussed include arguments for the existence of God, responses to religious skepticism, post-Holocaust theology, and the efficacy of prayer.

*JST 356 TOPICS IN MIDDLE EAST POLITICS*

LECTURE 3 CREDITS This course examines diverse aspects of Middle East politics. Analysis of nationalism as ideology in both Israel and the Arab world. Particular emphasis given to relationship between Israel and the Arabs. Case studies may vary by year.

*JST 357 JEWISH POLITICAL THOUGHT*

LECTURE 3 CREDITS Focus on the interplay between the political and the religious in Jewish thought. Topics include the sociopolitical dimension of prophecy (the prophet as lawgiver and as social critic) and of messianism (Zionist and anti-Zionist thought), the religious dimension of political exile (the metaphysical significance of Galut), and of Eretz Yisrael (the holiness of the Land).

*JST 358 THE JEWISH IMMIGRANT EXPERIENCE*

LECTURE 3 CREDITS. In this class, students will explore the idea of immigration as a Jewish narrative. Beginning with the more well-known instances of moving from one place to another - Abraham and Sarah's journey and the Exodus from Egypt - students will explore what logistics, emotions, joys and struggles go into transitioning to a new place. Students will learn about the first Jewish communities in the US, explore immigration from Europe to the United States in the 1900s, the waves of Aliyah to Israel, emigration from Ethiopia, Russia and Iran and immigration to countries in Asia. In each instance,

students will reflect back on what aspects are similar to the journeys that our biblical ancestors took, and which are related directly to the time and context in which they occurred.

*JST 361 SOCIOLOGY OF THE JEWISH PEOPLE*

LECTURE 3 CREDITS A discussion of basic sociological methods and their application to the study of the Jews. Included will be discussions of sociology of religion, patterns of Jewish socialization, varying Jewish value systems, family structure, etc.

*JST 362 MODERN ISRAEL*

LECTURE 3 CREDITS A survey of some of the sociological issues raised by modern Israeli society: the nature of society on the Kibbutz, relationships between Ashkenazim and Sephardim, religious and nonreligious groups, levels of religious practice, the position of Arabs and other minorities in Israeli society, the nature of Israeli value systems, and the position of women.

*JST 363 CONTEMPORARY JEWISH LIFE IN AMERICA*

LECTURE 3 CREDITS A sociological study exploring such topics as religious practice, communal structure and governance, surveys of value systems and attitudes, Jewish political behavior, and the social and economic structure of American Jewry.

*JST 364 TOPICS IN MODERN JUDAISM*

LECTURE 3 CREDITS An advanced course on a subject at the discretion of the instructor, focusing on the modern period from the emancipation of the Jews in the new European republics in 1848 to the present, “post-modern” period. Subjects may be drawn from history, theology, or Jewish thought, or may be drawn from the social sciences.

*JST 366 JEWISH STUDIES PROSEMINAR*

LECTURE 1 CREDIT How does a Jewish Studies major make a living? In fact, the possibilities are quite rich in the present context. This one-credit seminar will explore the career possibilities that accompany the contemporary professional world of the American and international Jewish communities. Emphasis will be given to outside speakers and fieldwork.

*JST 399 INDEPENDENT STUDY*

1 – 3 CREDITS

*MBA 675 INTEGRATIVE CAPSTONE: IMPACTFUL ENTERPRISE LEADERSHIP, STRATEGY, AND PERFORMANCE*

LECTURE 3.0 UNITS This is the capstone course for all MBA candidates. The course provides theoretical and applied exposure to the conceptual and analytical skills required by ethical leaders of socially impactful enterprises seeking to maximize value for diverse and often competing stakeholders. Emphasis is placed on the integration of knowledge from prior coursework in functional management, the application of that knowledge to organizational problems, the formulation and implementation of a strategy affecting a range of constituencies.

### *MGT 600 ETHICAL FRAMEWORKS FOR LEADERS*

LECTURE 3.0 UNITS As a gateway to the MBA, students will explore best business practices based on thousands of years of Rabbinic tradition. Explorations of modern organizational challenges such as internal and external reporting, transparency, decision making within an ethical framework, and serving stakeholders rather than stockholders in this early course will provide an analytical foundation for the remainder of the MBA experience.

### *MGT 601 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR*

LECTURE 3.0 UNITS This course examines behavioral science theory as well as various factors that influence the culture and politics of an organization. Students learn how to analyze the culture of an organization, determine appropriate communication techniques, and apply them effectively. Understanding the culture and politics within an organization is a critical skill for leaders in today's society. By combining organizational theory with real life organizational examples, students analyze culture, politics, and psychological theories of teams and develop communication strategies that assist in improving overall performance. Students have the opportunity to analyze their own organizations and learn practical approaches for improvement.

### *MGT 625 HUMAN RESOURCE MANAGEMENT*

LECTURE 3.0 UNITS An exploration of the strategic role of human resource management to support organizational effectiveness. Students use theoretical and practical frameworks to examine the major functions of human resources management, including acquisition, development, retention, and separation of human capital and talent. Topics such as employment law, diversity, equity, and inclusion, and total compensation packages are also addressed.

### *MKT 650 CAUSE MARKETING*

LECTURE 3.0 UNITS This course provides an introduction to the theories and practices of marketing from an enterprise management perspective. Through the development of a comprehensive marketing plan, students apply concepts and skills related to market analysis and strategy, situation analysis, and execution of the marketing mix. Contemporary issues in cause marketing and the relationship of marketing and market research to a business's mission are also addressed.

### *NPFT 610 NONPROFIT FUNDRAISING*

LECTURE 3.0 UNITS This course is an overview of fundraising for a non-profit organization, with a goal of providing basic understanding of the fundraising techniques used by—and the environments within—professional fundraisers operate, working with volunteers and understanding and building relationships with donors. The course also provides an understanding of major gifts fundraising techniques and a brief overview of grant writing.

### *NPFT 650 ACCOUNTING, FINANCE, & BUDGETING FOR NONPROFIT LEADERS*

LECTURE 3.0 UNITS This course focuses on interpreting and using accounting and financial information to make and support business decisions for non-profit enterprises. This course covers managerial finance and accounting concepts relevant to non-profit enterprises, including generally-accepted accounting principles, financial statements, time value of money, and budget preparation. Students use accounting information in a managerial capacity for the planning and control of functional areas within

an organization in a manner that teaches students to interpret and act on accounting information, rather than prepare it. Students are expected to leave the course able to understand business-planning basics, such as how to forecast and manage cash flow in a manner that empowers them to prepare legitimate budgets for non-profit organizations.

#### *NPFT 675 NONPROFIT GOVERNANCE*

LECTURE 3.0 UNITS

#### *PHL 512 INTRODUCTION TO JEWISH PHILOSOPHY*

LECTURE 3 CREDITS The course is an introduction to an understanding of Jewish philosophy, to some of the major thinkers in Jewish Philosophy, and an exposure to the methods of Jewish philosophy in ancient and medieval periods. It traces Jewish thought from the Bible to the Rabbis to the medieval period. It also covers major themes in Jewish philosophy, as illustrated by representative readings of modern and contemporary Jewish philosophers. The topics include God, the problem of evil, revelation, the authority of Jewish law, the ideology of modern Jewish religious movements, Jewish moral goals, concepts of salvation and afterlife, Zionism, and prayer. Students read various philosophers, compare their approaches to a given topic, and evaluate their views as to their philosophical soundness and their Jewish relevance. Through this pedagogy, students learn how to evaluate arguments.

#### *PHL 513 INTRODUCTION TO KABBALAH & HASSIDUT*

LECTURE 3 CREDITS Jewish Mysticism, commonly referred to as Kabbalah, is the product of thousands of years of esoteric speculation, revelatory experience, scholasticism, pietism and risk. This course will analyze the role of mysticism in Jewish history through analysis of the major theological ideas of classical Kabbalah. The second half of the course will carry the narrative into the world of Hasidism, which has been an important influence in Conservative Judaism practically since its inception. These traditions will be examined in terms of its historical development, its relationship to mystical experiences and its sacred literature. Attention will also be paid to the relationship of Kabbalah to other kinds of mysticism, in line with general issues in the study of religious mysticism. In the second part it will engage in learning primary chassidic teachings of Chassidic Rebbes that stem from the conception of the movement till our generation. It will engage in close textual analysis of primary sources as a means of understanding the evolution of the Chassidic vocabulary and library. We will encounter the teachings of core voices in the Chassidic movement and explore the essence of their theology and spiritual legacy.

#### *PHL 551 DEVELOPMENT & THEOLOGY OF LITURGY*

LECTURE 3 CREDITS This class will examine Jewish liturgy through two prisms – a chronological survey of its development historically and diachronically by looking at the theology expressed in particular prayers, siddurim, and to be found in the structure of the liturgy itself.

#### *PHL 553 CONSERVATIVE JUDAISM: THEOLOGY, LAW, ETHICS I AND II*

LECTURE 4 CREDITS This course is an integration of the three primary areas in which Conservative Judaism's worldview and perspective offer a unique and important take on Jewish tradition and faith. Looking at the theological perspectives and insights of the leaders of the Movement, at the theories of law and their application, and at the pervasive impact of ethics, students will have a solid perspective with which to identify and through which they can face the issues confronting the Jewish world today.



*PHL 562 ISSUES OF JUSTICE*

LECTURE 2 CREDITS This course is designed to create a space within the curriculum at Ziegler in which the learning and conversation is centered on issues of justice. It will also focus students to develop a set of concepts or principles and a vocabulary, which can be transported, translated and deployed beyond the walls of this classroom and institution. The goal is to start a conversation here, which can also be engaged in outside this community and this institution. The direct practice of this course will be to engage issues of justice through and around sugyot in the Bavli.

*PHL 563 HALAKHAH OF LITURGY*

LECTURE 3 CREDITS This class will familiarize the student Jewish liturgy as an expression of halakhic priorities, categories, values, and parameters. Given that the Siddur begins as a teshuvah and is an exemplar of rabbinic rules of prayer, this course will illumine the halakhic dynamic that launched the Siddur and continues to shape its contours and its development.

*PRS 501 SENIOR SEMINAR/SENIOR INTERNSHIP I*

SEMINAR 3 CREDITS This workshop gives graduating senior an opportunity to reflect on their internship experiences. It also prepares them for the job search and interviewing process and other final aspects of leaving school and entering the professional world of the rabbi. The students are given an opportunity to assimilate the experiences they have accumulated over their five-year program in rabbinical school. They are also given the specific tools needed to be effective in a job interview, to write a resume, to be aware of the elements of the job search process, from application to contract negotiation.

*PRS 505 FIELD PLACEMENT I*

0 CREDITS This Field Placement is an introduction to the rabbinic roles in Jewish federations and a variety of other Jewish agencies. Under the supervision of a mentor, students observe and learn about the work rabbis perform in Jewish organizations as well as the nature of rabbinic relationships with staff and lay people.

*PRS 506 FIELD PLACEMENT II*

0 CREDITS This Field Placement is an introduction to the rabbinic roles in congregations, educational institutions, and Jewish agencies. Under the supervision of a mentor, students observe and learn about the work rabbis perform in these diverse Jewish organizations as well as the nature of rabbinic relationships with staff and lay people.

*PRS 507 SYNAGOGUE SKILLS SEMINAR*

SEMINAR 1 CREDIT Students are required to obtain a certain skills set each year prior to ordination in insure that they have the necessary skills to be shlichei tzibbur and baalei koreh of Torah, Haftarot and Megillot.

The skills that students are expected to acquire each year are sequentially determined based on level of difficulty and frequency of appearance in the synagogue service. They are skills the students will use as they participate in the Ziegler Minyanim.

*PRS 508 FIELD PLACEMENT III*

0 CREDITS *Same as PRS 506*

*PRS 510 HOSPITAL CHAPLAINCY*

1 CREDIT This training course is an intensive educational experience that will provide an introduction to religious counseling in a hospital setting. Supervised experiences in pastoral counseling will be supplemented by class sessions dealing with methods of pastoral counseling as well as the issues of illness and healing.

*PRS 520 PASTORAL COUNSELING I*

LECTURE 2 CREDITS This course covers some basic aspects of psychology essential to understanding the challenges of rabbinic counseling (the unconscious, transference, and counter-transference); effective strategies in dealing with mental illness and the mental health system; pastoral counseling to the sick, dying and bereaved; and drug addiction and alcoholism.

*PRS 521 PASTORAL COUNSELING II*

LECTURE 2 CREDITS This course will address issues of group process (e.g., on boards and committees); rabbinic counseling on family life (marriage and parenting); understanding and helping non-normative congregants (divorced, childless, homosexual); conversion and intermarriage; and mental health for the rabbi and the rabbinic family.

*PRS 530 ADVANCED HOMILETICS I*

LECTURE 3 CREDITS An important element of a rabbi's work is effective public speaking. This course allows the students to draw on the vast corpus of knowledge and experience they have gained while in rabbinical school to write derashot and sermons. It also refines the public speaking skills they have acquired up until this point. The course also gives the students the opportunity to critique a variety of forums (synagogue services, published sermons, sermons they have heard, etc.). This helps the students to critique and improve their own public homiletical skills. Throughout the course of two semesters, students will draw upon a variety of traditional and modern sources to create and deliver sermons and derashot. The course helps students to understand the art of rabbinic speaking including subject matter, style, resources, and how to deal with difficult topics. The Professor and classmates critique these presentations. Students also review synagogue services, write a prayer commentary or an original prayer, and rabbinic letters.

*PRS 552 JEWISH LIFECYCLES*

LECTURE 3 CREDITS This seminar explores the integration of the academic, professional and personal dimensions of begin a rabbi. It focuses on the life-cycle rituals, with special emphasis on the concept of Covenant implicit in each of them. Students explore the role of the rabbi at the key moments of personal, family and communal life, and how rabbis bring together the wisdom of the tradition with the insights of contemporary theories of individual and family psychology.

*PRS 585 RABBI AS MANAGER*

LECTURE 3 CREDITS

*RAB 548 POSKIM I* (Taken in Israel)

LECTURE 3 CREDITS Through the study of specific halakhic issues, this course will provide an introduction to the process of halakhic development grounded in the Talmud, but with emphasis on the codes of law from the medieval period including: Maimonides, Tur, and Shulhan Aruch, each with its subsequent commentators. Each code will be studied from the perspective of its construction, style, and purpose, and the different codes will be compared and contrasted.

*RAB 549 POSKIM II* (Taken in Israel)

LECTURE 3 CREDITS Continuation of Poskim I

*RAB 507 INTRODUCTION TO HALAKHAH*

LECTURE 3 CREDITS This course is an introduction to the nature of Jewish law, as reflected in classical Jewish sources and in modern practice, with special attention to the practices of the Conservative movement. Specific topics covered include: The Sabbath, Festivals and Fast Days, Laws of Dietary Laws and a combination of relevant modern legal issues students must be familiar with. Students are presented with an overview of the structure of the literature of the halakhah. They are required to read specific passages from various halakhic texts, which are then synthesized through class discussion. Students are also responsible for doing independent reading of Klein (see below), which they are tested on throughout the semester. At various points throughout the semester students are also introduced to the major legal texts of the tradition and taught to navigate their pages.

*RAB 509 INTRODUCTION TO MISHNAH & TOSEFTA/BEIT MIDRASH*

LECTURE 6 CREDITS The first Rabbinics text course is an introduction to Mishnah and Tosefta. The student learns how to parse a Mishnaic text-literally in regards to syntax and grammar of Rabbinic Hebrew; and also how to understand the style and sense of Mishnah. The same is true for Tosefta. The student then learns to understand the relationship between Mishnah and Tosefta in individual chapters. Chapters of Mishnah from various tractates and orders are studied, and the student is taught to recognize technical terms, and to be able to distinguish between layers or voices in a Mishnaic text. The student is also trained to use the popular dictionaries often utilized in rabbinic literature. At the same time the student acquires an overview of the historical background of these texts, and discussions of the development of Mishnah and Tosefta from secondary literature. This discussion is brought to bear in the classroom when appropriate. Students prepare for their classes in hevruta while supervised in the Beit Midrash.

*RAB 510 TALMUD WITH RASHI /BEIT MIDRASH*

LECTURE 6 CREDITS The first in the sequence of Talmud course begins the process of introducing the student to the argumentation, syntax, language, and thought process of a Talmudic sugya. This is the course in which major emphasis is placed on Aramaic grammar; dividing of sugyot into questions and answers; understanding the way language functions: Aramaic vs. Hebrew; identifying the layers of sugyot (tannaitic, amoraic, stammaitic); beginning to understand Talmudic rhetoric, i.e. "technical terms"; and beginning to understand Rashi and his method.

### *RAB 511 TALMUD WITH RASHI I/BEIT MIDRASH*

LECTURE 6 CREDITS Building on and, to some extent, assuming the students' knowledge of sugyot from RAB 510, this course continues the above description (RAB 510) and seeks to add the following goals: Enhance the student's ability to handle Talmudic texts; give the student a better understanding of Talmud by teaching within one chapter of one tractate rather than selected sugyot; introduce the student to the commentaries of the Tosfetan school. The student will acquire an understanding of the Toseftan project: what it is and how it differs with Rashi's project. The student will gain a specific understanding of how a Tosafot commentary works: What are the technical terms; what are the types of questions the Tosafot asks and why; and an appreciation of the Tosafot school and the cultural context of that school of commentary is supplied through secondary readings.

### *RAB 512 TALMUD WITH COMMENTARIES II/BEIT MIDRASH*

LECTURE 6 CREDITS Building on the students' engagement with Rashi and Tosafot, this fourth rabbinics-text course introduces the student to the more sophisticated and complicated legal and theoretical argumentation of the medieval commentators. Especial emphasis is placed on the pre- and post-Toseftan Spanish commentary tradition. At the same time, the student is made aware of the ways in which contemporary academic commentators grapple with some of the same sugyot and issues in different ways and with different methodologies.

### *RAB 524 INTRODUCTION TO MIDRASH*

LECTURE 3 CREDITS This is a shiur in important sections of the midrashim included in the anthology Midrash Rabbah, with an eye to the later collection Pirkei de-Rabbi Eliezer. It covers selected readings in Genesis Rabbah and Pirkei de-Rabbi Eliezer. Individual sections of Bereshit Rabbah are read, with an eye to analyzing the use of language in the classical Midrash, the proem, use of quotations from Tanakh, etc. Selections from the work Pirkei de-Rabbi Eliezer are also read. There is an emphasis on the structure of the given midrashic homily, with much emphasis on acquisition of reading skills. The class is taught in seminar format, with classroom participation. Each student prepares and presents materials for a given week's lecture. There is also a final exam.

### *RAB 536 TEACHING RABBINIC TEXTS AS SPIRITUAL MENTORING I*

LECTURE 2 CREDITS This course is guided to enable rabbis-to-be the use of primary sources as spiritual mentors. During the studying process, students are expected to define for themselves their roles as rabbis and teachers while articulating the strengths and weakness of different models of leadership. The primary tool for achieving these goals is in-depth learning of rabbinic and chassidic sources. We will allow the text to function as a spiritual mentor and in such a way experience the power of such engagement with text in a direct manner. We will observe how different texts avail themselves to alternate modes of leadership and intervention. The sources with both support and challenge us as we progress. A second venue of exploration will be based on personal presentations and the presence of TEXT in our lives. The emphasis will be on the texts that have molded us into being the person we are today.

### *RAB 537 TEACHING RABBINIC TEXTS AS SPIRITUAL MENTORING II*

LECTURE 2 CREDITS Continuation of RAB 536.

*RAB 538 TALMUD SYNTHESIS/BEIT MIDRASH*

LECTURE 3 CREDITS This course is an integration of high-level Talmud study with selected sugyot (Talmudic passages) that are: 1) directly relevant to current trends in modern Judaism and, 2) the foundational sources for essential areas of Jewish thought and law. Topics may include but are not limited to: Authority in halakhah, Theodicy, verbal deception, communal hierarchy and more. Special attention will be paid to both the literary structure of the passages studied as well as traditional Talmudic paradigms. Each student will be expected to present an original comprehensive analysis of one sugya during the course of the semester related to a pertinent topic in Jewish life. This course will be a combination of hevruta study in the Beit Midrash and class time going over the passages previously prepared.

*RAB 543-02 TOPICS IN HALAKHAH LEMAASEH (TAKEN IN ISRAEL)*

LECTURE 3 CREDITS This course will provide a Bekkiyut style of study of Halakhah using one particular Code as its primary text (i.e. Arukh ha-Shulchan, Mishnah Berurah, Shulchan Aruch, or other). The course will address topics in daily halakhah such as Shabbat, Yom Tov (Regalim and High Holidays), Kashrut, Niddah, Marriage/Divorce, or Aveilut.

*RAB 551 READINGS IN RABBINICS*

LECTURE 6 CREDITS The purpose of this course is to give the students an introduction to rabbinic literature in Hebrew. Emphasis is placed on gaining familiarity with the language and style of the material covered. Particular attention will be paid to the differences between Mishnaic Hebrew on the one hand, and classical Biblical Hebrew and Modern Hebrew on the other hand, in terms of grammar, syntax, style, and vocabulary. Students will also be exposed to Rashi script and increase ability to read fluently.

*RAB 551 READINGS IN RABBINIC TEXTS I (6-YEAR STUDENTS ONLY)*

LECTURE 6) The purpose of this course is to give the students an introduction to rabbinic literature in Hebrew. Emphasis is placed on gaining familiarity with the language and style of the material covered. Particular attention will be paid to the differences between Mishnaic Hebrew on the one hand, and classical Biblical Hebrew and Modern Hebrew on the other hand, in terms of grammar, syntax, style, and vocabulary. Students will also be exposed to Rashi script and increased ability to read fluently.

*RAB 571-04 TALMUD RISHONIM I (Taken in Israel)*

LECTURE 6 CREDITS As the foundation of yeshiva study, Talmud courses will meet four times a week, with the sessions divided between Beit Midrash preparation and classroom instruction. The course will integrate the study of the Talmudic sugya and its components, associated tannaitic sources and relevant manuscripts, along with classical medieval commentaries.

*RAB 571-05 TALMUD RISHONIM I (Taken in Israel)*

LECTURE 6 CREDITS Continuation of RAB 571-04 Talmud Rishonim I

*RAB 574 ADVANCED MIDRASH (TAKEN IN ISRAEL)*

LECTURE 3 CREDITS During the second year of the Ziegler School program, students take a one semester course which includes exposure to major works of Midrash and to secondary approaches to the study of

Midrash. During the Israel year, students will take two semesters of Midrash which will continue to delve deeper into Midrashic texts and their structures while also exploring the interrelations between the text and the interpretive process. (Students may opt to take one semester of this course.)

#### *RAB 575 TEACHING RABBINIC TEXTS*

LECTURE 2 CREDITS Jewish education is a serious issue today - getting Jews learning may be the make or break issue facing Conservative Judaism's future. This course will take the students' mastery of rabbinic literature and offer paths to apply this mastery and love in teaching it to laypeople. Special attention will be paid to choosing appropriate texts, presentation of materials, creating successful learning environments, and how to introduce our laity to the beauty of rabbinic literature. Classes will be a mixture of the professor modeling the teaching the selected rabbinic texts from our major literary sources (Talmud, Midrash, Kabbalah, Codes etc.) and students presenting a model class designed for laypeople. Learning will emanate from hands-on teaching and thoughtful critique by classmates and professionals.

#### *RAB 584 SPECIAL TOPICS IN TALMUD*

LECTURE 3 CREDITS This course will examine the interesting, and at times, challenging texts while continuing to develop skills and a sense of ownership of the material, deepening the understanding of Talmud and Rabbinic Judaism. Students will examine how the rabbis dealt with the issues of their world and discuss how these issues and coping techniques apply to the contemporary world and to the rabbinate.

#### *RAB 591 MISHNAH LAB*

LAB 0 CREDITS The primary goals of this class are to assist RAB 509-01 students to successfully complete their semester of Mishnah and Tosefta learning, and to advance to beginning Talmud study in the Spring semester. The course will work closely with the Mishnah-Tosefta teachers to determine student needs and how to best assist in accomplishing these goals.

#### *RAB 592 TALMUD LAB*

LAB 0 CREDITS The purpose of this course is to give the students who are studying first year Talmud texts and opportunity to study the language arts of Babylonian Jewish Aramaic. In a sense, it is a continuation of the Aramaic Intensive class from the beginning of the semester. Upon completion of the course, the student should be familiar with the grammatical forms of Babylonian Jewish Aramaic, and the basic elements of syntax and style.

#### *STAT 625 IMPACT ANALYSIS: DATA ANALYTICS AND DECISION MAKING*

LECTURE 3.0 UNITS This course provides an introduction to quantitative theories and methods as applied to business analysis and improvement for managerial decision making. Students gain a practical understanding of strategies for collecting, analyzing, and interpreting data for use in organizational decision making across the functional areas of the business.

#### *TSM 583 BIBLE COMMENTARIES FROM THE HASIDIC/YESHIVA WORLDS (PRACTICAL)*

LECTURE 3 CREDITS Bible Commentaries from the Hasidic and Yeshiva Worlds: An Introduction to the Divrei Torah from the Hasidic rabbinical tradition as well as those that emerged from the Lithuanian

Yeshivot. This course is also intended to provide students with knowledge of the content of each of the weekly parshiot and with a practical opportunity to master the skill of the D'var Torah as applied in various settings. Students will be expected to prepare texts in Hebrew for each session.

#### *TSM 585 APPLIED JEWISH THEOLOGY*

LECTURE 3 CREDITS This course will expose students to the most significant issues of Jewish theology as articulated by classical and modern thinkers including revelation, the nature of God, prayer, suffering and justice. It will help enable students to form a personal theology which shapes teaching and preaching in the everyday work-life of a rabbi.

#### *TSM 587 THE HISTORY OF ANTI-SEMITISM*

LECTURE 3 CREDITS There is a widespread consensus in the Jewish community and in the media, among political analysts and social activists that antisemitism is on the rise today. Future Rabbis must know how to analyze the problem, understand its scope, its roots, what is unique about contemporary antisemitism and how it is both similar and different than previous manifestations of antisemitism. The must also be able to speak knowledgeably to the Jewish community, to fellow clergy, to political and intellectual leadership and to the general community about the problem and can be done about it.

#### *TSM 593 JUDAISM AND BIOETHICS (JEWISH THOUGHT)*

LECTURE 3 CREDITS This course explores the ethical issues involved in the following topics through secular and Jewish approaches to them: (1) The physician-patient relationship: the duties of physicians and patients; models of the physician-patient relationship; truth-telling and confidentiality; informed consent; medicine in a multicultural society. (2) Contested therapies and biomedical enhancement. (3) Human and animal research. (4) The end of life: preparing for death; defining death; removal of life support in dying patients; aid in dying; suicide; organ transplantation. (5) The beginning of life: preventing pregnancy through birth control or abortion; artificial reproductive techniques; embryonic stem cell research; genetic testing and interventions. (6) The distribution of health care.

#### *TSM 595 CONCENTRATION PROJECT*

3 CREDITS As in the current curriculum, in fall of Year Five, students have the option to complete a final project, subject to the approval of the Ziegler Steering Committee. That project will be text based, demonstrating both mastery of the field and also ability to apply the rich textual heritage of that field to the spiritual, ethical, practical and historical concerns of today's Jews. It can be a research paper, a creative project, an annotated curriculum, or a comprehensive exam on an agreed body of reading. Parameters for the culminating project will be set by the Steering Committee in dialogue with the student, and will be designed to demonstrate understanding, recall, mastery, the use of primary texts, and synthetic creativity.

# AJU Administration

CONTACT INFORMATION FOR EACH MEMBER OF AJU'S ADMINISTRATION MAY BE FOUND ONLINE  
UNDER THE AJU DIRECTORY <https://www.aju.edu/about-aju/our-campuses/aju-directory>

## LEADERSHIP

President - Dr. Jeffrey Herbst  
Chief Academic Officer – Dr. Robbie Totten  
Chief Development Officer – Suzy Bookbinder  
Chief Financial Officer – Adrian Breitfeld  
Vice President, Open Learning – Mark Oppenheimer  
Vice President, Communications – Michelle Starkman  
Vice President & Abner & Roslyn Goldstine Dean’s Chair – Rabbi Dr. Bradley Artson  
Vice President, Jewish Engagement – Rabbi Tarlan Rabizadeh  
Vice President & Director of Camp Alonim – Aaron Goldberg  
Rector – Rabbi Dr. Elliot Dorff

## OFFICE OF ACADEMIC AFFAIRS

Chief Academic Officer – Dr. Robbie Totten  
Dean of Institutional Effectiveness and University  
Registrar– Danielle Sassman  
Director of Undergraduate Initiatives – Rabbi Carrie Vogel  
Coordinator of Academic Affairs and Registrar Services – Emmett Shoemaker  
Enrollment Management Coordinator – Sarah Stooksberry

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Dean of Institutional Effectiveness and University  
Registrar– Danielle Sassman  
Coordinator of Academic Affairs and Registrar Services – Emmett Shoemaker

## OFFICE OF STUDENT AFFAIRS

Student Conduct Liaison & Section 504 Coordinator – Dr. Robbie Totten

## TITLE IX

Title IX Coordinator – Kim Warneke

## JEWISH LEARNING EXPERIENCE

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## SCHOOL FOR JEWISH EDUCATION AND LEADERSHIP

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Assistant Director of Early Childhood Education Degree Programs – Sharon Bacharach, L.C.S.W.  
Senior Department Coordinator, Tamika DeCambra  
Admissions Coordinator, Megan Blich  
Fingerhut Professor of Education – Dr. Ron Wolfson

## SCHOOL OF ENTERPRISE MANAGEMENT AND SOCIAL IMPACT

Interim Dean – Dr. Robbie Totten

## ZIEGLER SCHOOL OF RABBINIC STUDIES

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Associate Dean – Rabbi Cheryl Peretz  
Assistant Dean – Rabbi Samuel Rosenbaum  
Colen Distinguished Lecturer, President Emeritus – Rabbi Dr. Robert Wexler  
Professor of Rabbinic Literature – Rabbi Dr. Aryeh Cohen  
Professor of Rabbinic Studies – Rabbi Dr. Gail Labovitz  
Professor of Medieval Thought – Rabbi Dr. Pinchas Giller  
Administrative Assistant – Evelyn Steinberg

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Controller – Cindy Farrington  
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Accounting Manager – Esseye Tadesse  
Accounts Receivable Specialist – Olena Mamchueiva  
Senior Accountant - Narine Minasyan  
Staff Accountant – Lena Johnson  
Student Financial Aid Liaison– Adrian Breitfeld  
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## **OFFICE OF ADVANCEMENT**

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Senior Director of Advancement – Matt Davidson  
Director of Campaign & Advancement – Morgan Magid  
Database Manager for Advancement – Brenda Hernandez  
Campaign Associate & Database Coordinator – Reggie Nudell  
Campaign Associate & Database Coordinator – Kendra Frank  
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## **OFFICE OF INNOVATION**

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Director of Community Hebrew Program – Aliza Klainman  
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Digital Librarian – Rosemary Grant  
Special Collections Librarian – Jackie Ben-Efraim  
Library Assistant – Arnold Weisberg

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Assistant Director of BCI – Rabbi Myra Meskin  
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Conference & Events Manager - Cesar Delfin  
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Horse Wrangler - Malika Bouilland

## **CAMP ALONIM**

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Assistant Director - Sasha Dominguez  
Assistant Director - Jacob Raizman  
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## **SIGI ZIERING INSTITUTE**

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Director of Events & Logistics – Rusty Meyer  
Director of Dining Services – Jeffrey Stuart  
Events & Logistics Coordinator – Tara Wagemaker  
Facilities Supervisor - Julio Fuenes  
Office Coordinator – Paula Alvarez  
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