The most recent CEP does not include data, analysis and activities that address how the institution plans to meet or exceed the Council’s 62% standard for student retention for the bachelor of applied science degree with concentrations in CIS and BIS program.

The bachelor of applied science degree with a concentration in Computer Information Systems (CIS) and a concentration in Business and Information Systems (BIS) has a reported retention rate of 55.15%.

The retention rate for the certificate in Talmudic Law and Jurisprudence was reported at 50%. A program improvement plan that includes data, analysis and activities to meet the current 62% standard is missing from the Campus Effectiveness Plan.

MJII Response to citation:

In responding to this citation, MJII Management and the Director of Academic Administration met as a group to discuss strategies for retention improvement in both the CIS/BIS BAS degree program and the Talmudic Law and Jurisprudence Certificate program. Once the strategies were developed to accomplish the program goals they were shared with the CEP Team. The CEP Team reviewed the Improvement Plans and approved them for addition to the March revision of the 2012/13 CEP.

In summary, the Retention Improvement Plans consist of the following major initiatives:

Add a new campus as a learning site for the Talmudic Law and Jurisprudence Certificate program
Add the CIS/BIS BAS programs to the list of approved Distance Learning programs

The Talmudic Law and Jurisprudence Certificate program was formerly housed in a learning site on 9 Mile Road in Oak Park, Michigan. Construction of a new campus on 10 Mile Road began during the 2011/12 academic year. This site was approved by ACICS during 2013. During the transition from one building to the next, however, student enrollment waned and retention dropped below the 62% standard as a result. The expected outcome of adding the new learning site in a well-appointed building is an increase in enrollment and a return to retention rates well above the standard.

The CIS/BIS program has lagged behind the JS program at MJII in enrollment growth and retention. Currently, the JS program is the only BAS program approved at MJII for Distance Education. By adding the CIS/BIS program to the list of approved programs for Distance Education it is anticipated that the program will experience similar growth and improvements in retention.

The updated CEP and Retention Improvement Plan are attached.
The institution does not have adequately written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour. Specifically, there are no statements on the course syllabi or in the catalog that identify or distinguish among lecture, laboratory, or externship hours and how the amount of work required leading to the award of credit hours has been established. (Page 28, ACICS Institutional Report, March 8, 2013)

The program course syllabi grading scales do not include out-of-class work as a percentage of the course grade or explicitly identify if/how the evaluation of out-of-class work impacts the learning. (Page 28, ibid)

The institution does not have adequately written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour. Specifically, there are no statements on course syllabi or in the catalog that identify or distinguish among lecture, laboratory, or externship hours and how the amount of work required leading to the award of credit hours has been established. (Page 33, ibid)

The program course syllabi grading scales do not include out-of-class work as a percentage of the course grade or explicitly identify if/how the evaluation of out-of-class work impacts the learning. (Page 33, ibid)

MJI Response to citation:

The above citations and related comments by the ACICS site visit team focus on two separate but equally important MJI documents, course syllabi and the MJI Academic Catalog. The following MJI response takes each, in turn.

MJI Course Syllabi:

In response to the deficiencies found in the syllabi, MJI has updated all syllabi for courses listed in the academic catalog description and published new policies in each regarding both homework as a significant component in the award of credit as well as how homework is calculated as a percentage of the final grade in each course.

Each syllabus now has a section for Homework Policy that reads:

Homework Policy:

MJI defines homework as 2 hrs. per week of homework per week of credit awarded. Therefore, a 3-credit class would anticipate 6 hrs. of work to be completed outside the classroom including reading, assignments, and/or other activities such as field trips.

Beyond the standard policy regarding homework, each syllabus has a course outline that details homework assignments for each unit/week of the course.
Additionally, each syllabus now includes a section in the Grading Policy that accounts for Homework in the final grade:

**Grading Policy:**
The semester grade is made up of the following components:
- 25% participation (as measured by weekly interactive class discussions)
- 25% coursework (homework)*
- 25% midterm
- 25% final

*Extra credit is based on the discretion of the instructor.

Grades are based on the following percentages:
- 100 - 90% = A – exemplary competence – GPA = 4.0 (A+/A), 3.7 (A-)
- 89 - 80% = B – accomplished competence – GPA = 3.3 (B+/B), 3.0 (B), 2.7 (B-)
- 79 - 70% = C – developing competence – GPA = 2.3 (C+/C), 2.0 (C), 1.7 (C-)
- 69 - 60% = D – beginning to meet competency – GPA = 1.3 (D+/D), 1.0 (D), 0.7 (D-)
- 59 - 0% = F – failure to meet competency – GPA = 0

(The actual percentage that homework counts in the final grade varies among courses.)

**MJI Academic Catalog:**

During the exit meeting of the ACICS site visit, February 19-21, 2013 the evaluation team advised MJI that the description of credit hour calculations provided in the MJI academic catalog were not sufficient to meet the requirements of the standard, Section 2-2-503(a). The team indicated that although the catalog did contain a complete description of how credit hours are calculated for various course types (e.g., classroom hours, independent studies, externships, etc.) the main deficiency was the catalog’s lack of a clear homework policy that meets the new Department of Education requirement for homework as it relates to credit hour determination and award for each semester based course offered by MJI. The formal written ACICS report focuses more specifically on the MJI Catalog’s deficiencies:

“there are no statements ... in the catalog that identify or distinguish among lecture, laboratory, or externship hours and how the amount of work required leading to the award of credit hours has been established.”

The above quote is repeated twice in the report. The report concludes with the succinct summary statement pointing to both the catalog and homework assignment evaluation:

“Appropriate policies and procedures have not been established to determine credit hour assignments. In addition, there was no evidence that out-of-class work is being evaluated.”

In response to the catalog deficiency, MJI has both updated the catalog description and published a new policy statement on MJI’s website at the Pmanual subpage of the FAQ page titled 0550 Credit Hour Determination.
The catalog description on page 66 now reads as follows:

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

15 classroom hours = 1 semester credit-hour

(Each hour of classroom instruction requires a minimum of 2 hours additional homework\(^1\). For example, a three (3) credit course, such as *ENG 101 Introduction to English Composition*, during a 15 week semester will include 3 hours of direct class instruction and at least 6 hours of additional homework each week during the 15 week semester. These numbers are doubled for an 8 week semester.)

30 laboratory hours = 1 semester credit-hour
30 independent study hours = 1 semester credit-hour
45 hours of internship / externship = 1 semester credit-hour
45 hours of Student Teaching = 1 semester credit-hour
45 hours of other related Practicum’s = 1 semester credit-hour”

The current MJJI Catalog has been included with this total Institutional Response as a separate uploaded file. The MJJI Catalog can also be read or downloaded from the MJJI website, FAQ page, item number 105.

The new publically published policy number **0550 Credit Hour Determination** can be reached by clicking on the following link:


For ease of response review, we have also placed a copy of this new publically published policy in the Support Documents file associated with this citation.

---

\(^1\) Homework can include but is not limited to: textbook and other reading assignments; writing assignments such as essays and term papers; group projects; field trips; attendance at communal based events; and others.
GENERAL PURPOSE:
This policy is intended to provide a process and procedure that will insure the reliability and accuracy of MJT’s assignment of credit hours, as defined in 34 CFR 600.2 and in 34 CFR 668.8(k) and (l), to all MJT courses and programs and to ensure that they all conform to commonly accepted practice in post-secondary education.

GLOSSARY OF SIGNIFICANT TERMS USED:
Credit Hour: Except as provided in 34 CFR 668.8(k), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time (for example, not less than—(2) Two hours of classroom or direct faculty instruction and a minimum of four hours of out of class student work each week for approximately eight weeks for one semester; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Homework: MJT defines homework as a minimum of two hours of work to be completed outside the classroom for each hour of classroom or direct faculty instruction (see also, definition of credit hour). Homework includes: textbook readings; library research; take-home exercises, quizzes, exams and essay papers; and/or other activities such as field trips.

BACKGROUND/POLICY:

Based upon the above definition of “Credit Hour” and as fully described in the MJT Academic Catalog and Student Handbook, credit hours are awarded by the Academic Administration of MJT and its faculty for courses offered by MJT using the following schedule:
15 classroom hours = 1 semester credit-hour
(Each hour of classroom instruction requires a minimum of 2 hours additional homework). For example, a three (3) credit course, such as ENG 101 Introduction to English Composition, during a 15 week semester will include 3 hours of direct class instruction and at least 6 hours of ad-homework each week during the 15 week semester. These numbers are doubled for an 8 week semester.)

30 laboratory hours = 1 semester credit-hour
30 independent study hours = 1 semester credit-hour

45 hours of internship / externship = 1 semester credit-hour
45 hours of Student Teaching = 1 semester credit-hour
45 hours of other related Practicum’s = 1 semester credit-hour

PROCESS:

As new courses are developed at MJI or existing courses updated to remain current via team efforts by the Academic Administration (AA) in concert with relevant faculty members and subject matter experts, course syllabi will be created or updated with the above schedule adhered to. The AA maintains a template syllabus that insures that all emerging or updated course work expected from students contain all currently required elements of a semester length course.

These course/syllabi elements include but are not limited to: outlines of weekly in-class activities; in-class participation requirements; textbook readings and other assignments to be completed each week, out of class using a minimum 1:2 hour ratio of classroom activity to homework; library use; quiz, exam and essay requirements and schedules; grading methods; and, others.

1 Homework can include but is not limited to: textbook and other reading assignments; writing assignments such as essays and term papers; group projects; field trips; attendance at communal based events; and others.
With respect specifically to the homework requirement for credit determination, on a
weekly basis the syllabi will exhibit take-home activities meeting the definition of
homework provided in the glossary, above. Additionally, course grades will be
significantly impacted by the successful completion of homework in addition to other
factors affecting the grade. A typical MJI breakdown of grade determination in each
course syllabus, including class participation and homework appears as follows:

- 25% participation (as measured by weekly interactive class discussions)
- 25% homework (as measured by required weekly submissions and/or quizzes on the homework
  material)
- 25% midterm
- 25% final

Extra credit on each of the above for exceptional performance is at the discretion of the
instructor.

Monitoring adherence to this policy is the responsibility of the AA Dean and/or
directors of the AA in the absence of the Dean.

AUTHORIZATIONS: (at least one signature is necessary to enact this policy/procedure)

President

Dean of Academic Administration
The retention and placement goals in the 2012 CEP do not demonstrate the institution's ability to maintain or improve retention and placement outcomes. The institution has set a retention goal of 75% but actually achieved a retention rate of 82%. It has set a placement goal of 80% but actually achieved a placement rate of 100%.

MJI Response to citation:

MJI has kept static retention and placement goals for the CEP in the past. MJI has been able to consistently exceed these goals. It has been the view of the MJI CEP Team that consistently exceeding retention and placement goals does demonstrate the ability to maintain retention and placement goals. During our recent ACICS site visit this Evaluation Team pointed out that whenever an institution exceeds a retention or placement goal, the definition of maintenance of positive outcomes is to adjust the goals of the coming year upwards as a result of the past year’s results.

As a result of this citation, the MJI CEP Team has met to discuss the placement and retention goals for the current CEP. The new retention rate goal is set at 85%. This new goal will represent an improvement over the last year’s result. The new placement is set at 100%. This new goal will represent maintenance of the result from the previous year. The updated CEP is included in the Support Documents file. The new retention goal can be found in the CEP on page 6 and the new placement goal can be found on page 8.
CAMPUS EFFECTIVENESS PLAN

Academic Year

2012 - 2013

(Revised – March 2013)
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<td>D. Faculty Satisfaction Survey</td>
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<td>E. Student Satisfaction Survey Instrument</td>
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Institute Mission Statement

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

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

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

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

Goals and Objectives of the Bachelor and Associate Degree Programs

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

Goals and Objectives of the Certificate in Talmudic Law and Jurisprudence

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

MJI has created the following CEP Team in order to assure that all activities described in this CEP are carried out, that periodic progress reports are completed and that planned activities are implemented. This team is specifically responsible for: implementing component parts of the CEP; routinely collecting and evaluating required data; determining action plans for improvement; and, then implementing those action plans.

The CEP Team will prepare supporting documents and report their particular activities on a quarterly basis at specially scheduled MJI meetings of the CEP Team. All data will be comprehensively evaluated annually and the CEP will be then updated. The general schedule is as follows:

December, 20XX – CEP Team meeting and quarterly report
March, 20XX – CEP Team meeting and quarterly report
June, 20XX – CEP Team meeting and quarterly report
September, 20XX – CEP Team meeting and quarterly report and annual update of CEP

CEP Team and Assignments

<table>
<thead>
<tr>
<th>Responsible Person</th>
<th>Support Staff</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Stein</td>
<td>Team Leader and CEP documentation</td>
<td></td>
</tr>
<tr>
<td>C. Humpert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T. Broker</td>
<td>Student retention activities</td>
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<tr>
<td>S. Dominitz</td>
<td></td>
<td></td>
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<tr>
<td>R. Peters</td>
<td>CAR reporting of student retention rates</td>
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<tr>
<td>S. Dominitz</td>
<td>Student placement activities</td>
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<tr>
<td>R. Peters</td>
<td>CAR reporting of student placement rates</td>
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<td>D. Klobuchar</td>
<td>Level of Graduate &amp; Employer Satisfaction (CASI Systems):</td>
<td></td>
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<td></td>
<td>-administration of graduates’ exit surveys</td>
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<tr>
<td>K. R-Henry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y. Epstein</td>
<td>-administration of alumni surveys</td>
<td></td>
</tr>
<tr>
<td>Y. Epstein</td>
<td>-administration of employer surveys</td>
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<td>A James</td>
<td>Student Learning Outcomes:</td>
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<tr>
<td>I. Morrison</td>
<td>-listing of grades by student and course by semester</td>
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<tr>
<td>W. Frankford</td>
<td>-administration and analyses of student satisfaction by course</td>
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<tr>
<td>I. Morrison</td>
<td>-aggregation of GPAs by program</td>
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<td>R. Peters</td>
<td>-annual listing of all active students</td>
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<td>I. Morrison</td>
<td>-aggregation of SAP data</td>
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<tr>
<td>D. Stein</td>
<td>-aggregation of exit exam outcomes</td>
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MJI Programs

The Michigan Jewish Institute offers Bachelor of Applied Science (BAS) and Associate of Applied Science (AAS) degrees in programs that combine a foundation in the arts and sciences with a concentration for career development in business and community related disciplines. The Bachelor of Applied Science degrees can be earned with the following choice of concentrations:
• Business and Information Systems (BIS)
• Computer Information Systems (CIS)
• CIS/ Cooperative Computing (CC)
• Judaic Studies (JS)
• Judaic Education (JE)
• Judaic Leadership (JL)

The **Associate of Applied Science (AAS)** degree may only be earned in the Business and Information Systems (BIS) concentration.

MJJI also offers **certificate programs** in Talmudic Law and Jurisprudence and Judaic Studies. All courses in the JS certificate programs are credit bearing and can only be taken by students in a Bachelor of Applied Sciences concentration. Students who wish to transfer from the certificate program to a degree program must satisfy the admission requirements of the latter. Conversely, students enrolled in a degree-granting sequence who wish to register for courses in the certificate program must satisfy the admission requirements of that track.

**The General Education Core**

The objectives of the general education core are:

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

More details about MJJI’s Programs may be found in the MJJI Academic Catalog and Student Handbook, published annually and under separate cover.
MJI Student Demographics

By Program:

<table>
<thead>
<tr>
<th>CIS</th>
<th>BIS</th>
<th>JS</th>
<th>Cert. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 (&lt;1%)</td>
<td>23 (&lt;1%)</td>
<td>1171 (65%)</td>
<td>614 (34%)</td>
</tr>
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By Gender:

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
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<tbody>
<tr>
<td>745 (41%)</td>
<td>1071 (59%)</td>
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Age distribution of all students:

<table>
<thead>
<tr>
<th>Age Groups</th>
<th># in Group</th>
<th>Percent of Whole</th>
</tr>
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<tbody>
<tr>
<td>&lt; 19</td>
<td>1074</td>
<td>59%</td>
</tr>
<tr>
<td>20-29</td>
<td>654</td>
<td>36%</td>
</tr>
<tr>
<td>30-39</td>
<td>56</td>
<td>3%</td>
</tr>
<tr>
<td>40-49</td>
<td>26</td>
<td>1%</td>
</tr>
<tr>
<td>50+</td>
<td>6</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

The Effectiveness Plan in Detail

Using the template shown immediately below, the following fully describes MJI’s current Campus Effectiveness Plan purposes, activities, observations and responses:

This format is used to clearly display and monitor MJI’s Goals by Objectives, measured elements, their statistical measures and institutional responses to outcomes:

**Measured Element; Goal by Objective; Metric; Trend Data; Analysis of Data Collected; Strategy for Improvement**

**The Measures**

In the following pages we will present the specific MJI CEP measured elements, their statistical measures and institutional responses to the outcomes:

**Measured Element:** Student Retention Rates

**Goal by Objective:** The Objective for Student Retention Rates is set at 85%

**Metric:** CAR based student retention rates

Retention Percentage = (TE – W) / TE

TE = Total Enrollment = beginning enrollment + new starts + reentries, W = Withdrawals
Trend Data:
Overall MJJ Retention Trends

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<tbody>
<tr>
<td>Retention Rate</td>
<td>67.8%</td>
<td>96.6%</td>
<td>82.0%</td>
<td>-14.6%</td>
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Programmatic Retention Trends

CIS/BIS Retention Trends

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<tbody>
<tr>
<td>Retention Rate</td>
<td>61.1%</td>
<td>96.2%</td>
<td>55.2%</td>
<td>-41%</td>
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JS Retention Trends

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</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>69.4%</td>
<td>96.5%</td>
<td>83.84%</td>
<td>-12.66%</td>
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AAS Retention Trends

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</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>NA</td>
<td>100%</td>
<td>66.7%</td>
<td>-33.3%</td>
</tr>
</tbody>
</table>

Talmudic Law & Jurisprudence Certificate Retention Trends

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>55.8%</td>
<td>92.6%</td>
<td>50%</td>
<td>-42.6%</td>
</tr>
</tbody>
</table>

Judaic Studies 1-Year Certificate Retention Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>June 2011 – June 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>99.55%</td>
</tr>
</tbody>
</table>

2011-12 is the first year that retention data is available

Analysis of Data Collected:

Overall, MJJ retention is still well above the targeted rate. While there was a 14.6% reduction from the previous year, this is seen as somewhat of normalization back down from an unprecedented high level of retention in academic year 2010/11 (statistically referred to as “regression to the mean” and is therefore not at all unexpected). The CEP team will continue to monitor these numbers throughout the 2012/13 academic year.

On a programmatic level there were reductions that cannot be explained as merely normalization. The AAS in Business and Information Systems and the Talmudic Law and Jurisprudence Certificate programs saw enrollment decreases to unusually low levels. As such, even one student dropping out has an extreme impact on annual retention rates. The CIS/BIS program is of the greatest concern as the enrollment is sufficiently large enough for such a drastic reduction (~41%) to be cause for alarm. At this point such a significant drop is seen by the CEP team as an indication of the worsening employment outlook for entry level business and/or computer degree holders. Many of our students simply cannot afford the opportunity cost of full time enrollment in school studying for a degree with meager job prospects.
Strategy for Improvement:

While the overall retention rate at MJJ is above our objective, the drastic enrollment and retention drops in certain academic programs call for corrective actions and formal retention improvement plans. The retention improvement plans for both the CIS/BIS program and the Talmudic Law & Jurisprudence Certificate are attached in the Retention Improvement Plan. It is the recommended plan of the CEP Team to form an updated Industry Advisory Board for curriculum revisions. MJJ must seek out BIS and CIS innovators and employers to provide contemporary insight as to what knowledge and skills will best translate to employment opportunities for our students. The focus of the newly formed board would be to review the current curriculum and suggest additions and all necessary adjustments. The current recommendation is for the search for board members to begin immediately with a first meeting to take place early in the winter 2013 semester.

**Measured Element:** Student Placement Rates

**Goal by Objective:** The Objective for Student Placement Rates is set at 100% (or continues towards rabbinical ordination).

**Metric:** CAR based student placement rates. Placement Percentage = (PF + PR) / (G – U)

Where:
P.F. = Placed in Field
P.R. = Placed in Related Field
G = Graduates and Completers
U = Unavailable for Placement (e.g., continuing education elsewhere, death, etc.)

**Trend Data:**

**Overall MJJ Placement Trends**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Programmatic Trends**

**BAS Placement Trends**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**AAS Placement Trends**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Talmudic Law & Jurisprudence Certificate Placement Trends**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*See next Evaluation Narrative section for an explanation of these data*

**Judaic Studies 1-Year Certificate Placement Trends**

<table>
<thead>
<tr>
<th></th>
<th>June 2012 – June 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>100%</td>
</tr>
</tbody>
</table>

2012-13 is the first year that placement data is available
Analysis of Data Collected:

Past MJJI CEPs have set an 80% goal for placement and we have exceeded this goal most years. With careful career planning and job preparation provided to the student via MJJI’s new Career Services Department we hope to remain at our recent placement rate of 100%. Details are described below in the strategy for improvement section.

In past years virtually all graduates of the Talmudic Law and Jurisprudence Certificate program have been accepted by Rabbinical Colleges of their choice. During previous substantive follow-up studies generated by ACICS site visits, all graduates of the Talmudic Law and Jurisprudence Certificate Program were found to be continuing their educations toward Rabbinical Ordination. This is to be expected, as each year only a few students with a very high level of commitment to pre-Rabbinical Studies and a high standard of pre-existing knowledge in the field are accepted into this particular MJJI academic program.

Strategy for Improvement:

Job placement and acquisition are paramount goals during and after completion of any Bachelor of Applied Sciences academic program. MJJI places great emphasis on this aspect of the college experience. Strategies for improvement agreed upon by the CEP team for immediate and future implementation outlined below:

Stage One (1-3 months):

Create a revamped MJJI Department of Career Services that will comply with all ACICS standards and exceed the expectations of current students and alumni. The development of this new department includes the following stages:

To create online and digital resources that would include frequent communication via webinars and newsletters. Utilize the existing resources of CareerCruising.com which MJJI currently subscribes to but only minimally takes advantage of. Ensure all MJJI students have access to and are aware of the career profile quiz, which helps students determine a suggested professional life.

Stage Two (4-6 months):

Create a dedicated Career Services web page or site that will include the following resources:

- A video library, with weekly postings of a business or career expert’s job search advice. Clips will be posted and shared with all MJJI current students and alumni.
- A job board with 60 positions posted monthly
- MJJI Career Service event / webinar registration information
- Links to about 20 Jewish and other job related resources
- A monthly, professionally edited, newsletter will be emailed to all MJJI students / alumni, listing resources, open positions, and articles regarding business and the job search.
- A monthly webinar / teleseminar will be taught by a career and business expert on beneficial subjects, such as LinkedIn, cover letters, resumes, and marketing strategy.

Stage Three (7-9 months):
An intensive “Careers Services Conference” will be coordinated and run in December and June, featuring 2 days of workshops, one-on-one mentoring sessions, and programming for students.

**Stage Four (10-12 months):**

Create content for the BUS 460 Job Search Strategies course, in close coordination with MJII faculty, staff, curriculum committee and industry advisory board which focuses on entrepreneurship and small business. Partner with service providers on course promotion to MJII students. Monthly reports will be prepared for MJII administration regarding student services and career tracking of all students and graduates.

**Measured Element:** Level of Graduating Students’ Satisfaction Rates

**Goal by Objective:** The Objective for Graduating Student Satisfaction Rate is set at a 3.5 average.

**Metric:** Student Exit Surveys

Survey key: 1 = Strongly Disagree, 5 = Strongly Agree

**Trend Data:**

**Graduating Student Satisfaction Survey:** Students who graduated through Years 09/10 - 11/12

<table>
<thead>
<tr>
<th>Description</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I found MJII academically stimulating</td>
<td>4.5</td>
<td>4.5</td>
<td>3.2</td>
<td>-1.3</td>
</tr>
<tr>
<td>2. My program objectives were clearly defined</td>
<td>4.5</td>
<td>4.67</td>
<td>3.2</td>
<td>-1.47</td>
</tr>
<tr>
<td>3. I found the MJII administrative staff to be helpful</td>
<td>4.5</td>
<td>3.67</td>
<td>4.8</td>
<td>+1.13</td>
</tr>
<tr>
<td>4. MJII worked to make my required courses available for scheduling</td>
<td>4.5</td>
<td>5</td>
<td>4</td>
<td>-1</td>
</tr>
<tr>
<td>5. My instructors as a whole were knowledgeable</td>
<td>4.5</td>
<td>5</td>
<td>3.4</td>
<td>-1.6</td>
</tr>
<tr>
<td>6. My MJII classes were taught effectively</td>
<td>4.5</td>
<td>3.83</td>
<td>3</td>
<td>-0.63</td>
</tr>
<tr>
<td>7. MJII provided meaningful interaction with faculty</td>
<td>4.5</td>
<td>4</td>
<td>4.2</td>
<td>+2</td>
</tr>
<tr>
<td>8. I was happy with the class size for courses in my major</td>
<td>4.5</td>
<td>4.67</td>
<td>4.6</td>
<td>-0.07</td>
</tr>
<tr>
<td>9. I was pleased with the level of instruction</td>
<td>4.5</td>
<td>4</td>
<td>3.2</td>
<td>-0.8</td>
</tr>
<tr>
<td>10. MJII facilities were adequately equipped</td>
<td>4.5</td>
<td>3.67</td>
<td>3.6</td>
<td>+0.07</td>
</tr>
<tr>
<td>11. MJII facilities were available as scheduled</td>
<td>4.5</td>
<td>3.67</td>
<td>3.8</td>
<td>+0.13</td>
</tr>
<tr>
<td>12. My MJII program suited my personal goals</td>
<td>4.5</td>
<td>4.67</td>
<td>4</td>
<td>-0.67</td>
</tr>
<tr>
<td>13. I am confident that I learned the required skills for my degree</td>
<td>4.5</td>
<td>4.67</td>
<td>4.2</td>
<td>-0.47</td>
</tr>
<tr>
<td>14. I have learned practical information at MJII</td>
<td>4.5</td>
<td>4</td>
<td>4.2</td>
<td>+2</td>
</tr>
<tr>
<td>15. MJII taught me ethical standards for my future career</td>
<td>4.5</td>
<td>4.33</td>
<td>4.2</td>
<td>-0.13</td>
</tr>
<tr>
<td>16. My communication skills have improved as a result of my MJII ed.</td>
<td>4.5</td>
<td>3.33</td>
<td>4.2</td>
<td>+0.87</td>
</tr>
<tr>
<td>17. My critical thinking skills have improved as a result of my MJII ed.</td>
<td>4.5</td>
<td>4</td>
<td>3.6</td>
<td>-0.4</td>
</tr>
<tr>
<td>18. I was happy with my course of study at MJII</td>
<td>4.5</td>
<td>4.67</td>
<td>4.2</td>
<td>-0.47</td>
</tr>
<tr>
<td>19. I would look to MJII for continuing education courses</td>
<td>4.5</td>
<td>3</td>
<td>3.8</td>
<td>+0.8</td>
</tr>
<tr>
<td>20. I would recommend MJII to others</td>
<td>4.5</td>
<td>3.67</td>
<td>4</td>
<td>+0.33</td>
</tr>
<tr>
<td>21. I have recommended MJII to others</td>
<td>4.5</td>
<td>3.67</td>
<td>3.6</td>
<td>-0.07</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>4.45</td>
<td>4.13</td>
<td>3.86</td>
<td>-0.27</td>
</tr>
</tbody>
</table>

*2011/12 survey results were originally collected prior to students actually graduating. The graduates were resurveyed in March, 2013 and updated results were added at the March CEP Team meeting.

**Analysis of Data Collected:**

The general trend in graduate satisfaction is stable with a recent downturn across many items. The average satisfaction score for our graduates decreased by .27 on a 5 point scale. Despite the lower score,
the overall average is still slightly higher than the objective of 3.5. All graduates that completed our survey indicated an above average satisfaction with their MJII education. The items measured have shown steady success over the past years. As MJII’s student census continues to grow each year, maintaining previous small class sizes has become challenging. Maintaining high satisfaction levels will also become more challenging.

**Strategy for Improvement:**

It is the goal of MJII to provide an excellent education for our students and to serve their needs. One core approach to education at MJII that is seen as an explanation for our consistently high Graduate Satisfaction is the sense of educational community. As our MJII Online program continues to grow, it is imperative to continue working on enhancing our approach and maintaining the overall feel. Web-based platforms and personalized student portals will enable us to maintain a small school’s feel while continuing to expand both geographically and numerically. Examples of improvements planned for the academic year 2012-13 include:

1. Introduction of a comprehensive and fully integrated College Management System (CMS). A CMS will permit MJII to manage the tenure of each student from recruitment to graduation and will permit students to review their personal academic and financial status from anywhere in the world and at all times.
2. Continued development of MJII social networking platforms (LinkedIn, Facebook, etc.). As so many students are familiar with these services and use them on a routine basis, this is one area that we can continue to deliver value and build the feel of an educational community.
3. The CEP team will begin investigating ‘mobile learning’ technology to explore opportunities for providing the closest possible relationship with each student. Tablet computers and mobile devices present an emerging opportunity to deliver a more personalized educational experience.

**Measured Element:** Level of Employer Satisfaction

**Goal by Objective:** The Objective for Employer Satisfaction Rate is set at a 3.5 average.

**Metric:** Employer Surveys

Key: 5 = Excellent, 1 = Unsatisfactory

**Trend Data:**

**QUESTION:** Please rate the capabilities of your MJII graduate employee:

<table>
<thead>
<tr>
<th>Item</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>n = 9</td>
<td>n = 10</td>
<td>n = 7</td>
<td></td>
</tr>
<tr>
<td>1. Knowledge of required skill areas at work</td>
<td>3.4</td>
<td>3.4</td>
<td>3.7</td>
<td>+.3</td>
</tr>
<tr>
<td>2. College training relevancy</td>
<td>2.9</td>
<td>2.6</td>
<td>2.9</td>
<td>+.3</td>
</tr>
<tr>
<td>3. Communication Skills (Oral)</td>
<td>3.2</td>
<td>3.0</td>
<td>3.0</td>
<td>-</td>
</tr>
<tr>
<td>4. Communication Skills (Written)</td>
<td>3.5</td>
<td>3.3</td>
<td>3.1</td>
<td>(.2)</td>
</tr>
<tr>
<td>5. Accuracy</td>
<td>3.7</td>
<td>3.6</td>
<td>3.6</td>
<td>-</td>
</tr>
<tr>
<td>6. Initiative</td>
<td>3.8</td>
<td>3.8</td>
<td>3.5</td>
<td>(.3)</td>
</tr>
<tr>
<td>7. Willingness to learn</td>
<td>3.9</td>
<td>3.3</td>
<td>2.9</td>
<td>(.4)</td>
</tr>
<tr>
<td>8. Responsibility</td>
<td>3.7</td>
<td>3.5</td>
<td>3.3</td>
<td>(.2)</td>
</tr>
<tr>
<td>9. Dependability</td>
<td>3.5</td>
<td>3.4</td>
<td>3.6</td>
<td>+.2</td>
</tr>
<tr>
<td>10. Team Player</td>
<td>3.4</td>
<td>3.7</td>
<td>3.4</td>
<td>(.3)</td>
</tr>
<tr>
<td>Average</td>
<td>3.5</td>
<td>3.3</td>
<td>3.3</td>
<td>-</td>
</tr>
</tbody>
</table>
Analysis of Data Collected:

At this time, the trend data suggests that surveyed employers are generally satisfied with our graduates. However, the average score continues to fall below the objective for employer satisfaction. College training relevancy and willingness to learn stand out as the lowest average scores while knowledge of required skill areas scored highest. Employers find MJJ graduates to be accurate, dependable and show initiative.

From within these measured attributes there are steps that MJJ should take to improve graduate performance in the workforce. However, since these observations are only based on baseline data emerging from a very small sample, we will continue to monitor the results of employer surveys very carefully for any negative trending.

Strategy for Improvement:

Please reference the strategy for improvement found in the Student Placement section of the CEP. It is anticipated that the formation of a Career Services Department will positively impact employer satisfaction as well. Additional efforts should include increased involvement with local Chambers of Commerce, Jewish Vocational Services and Executive Placement firms to gather feedback regarding employer expectations of entry level employees with a college degree. Findings of all such efforts will be shared with the CEP team during the quarterly meetings.

Measured Element: Level of Faculty Satisfaction

Goal by Objective: The Objective for Faculty Satisfaction Rate is set at a 3.5 average.

Metric: Annual Faculty Satisfaction Surveys

Key: 5 = Excellent, 1 = Unsatisfactory

<table>
<thead>
<tr>
<th>Trend Data:</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>n = 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom technology platforms provide an appropriately collegiate environment.</td>
<td>3.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Tech Support available at MJJ is sufficient.</td>
<td>2.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in my classroom are adequately prepared for the level of material that is presented in class.</td>
<td>3.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MJJ provides the appropriate resources needed for my students to successfully complete the course.</td>
<td>3.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MJJ pays fair compensation for my work.</td>
<td>3.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MJJ gives me the opportunity to contribute to the overall quality and structure of the course.</td>
<td>4.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MJJ offers the opportunity to participate in valuable Professional Development activities.</td>
<td>3.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to have the opportunity to interact with members of the MJJ administrative staff.</td>
<td>3.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the Academic Administration at MJJ.</td>
<td>3.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would be likely to recommend MJJ to a potential instructor.</td>
<td>4.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would be likely to recommend MJJ to a potential student.</td>
<td>3.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall, I am satisfied with the teaching experience at MJI.

*Average = 3.59*

**Analysis of Data Collected:**

Overall, MJI achieved its goal of an average Faculty Satisfaction rate of 3.5 or better. The results of our first such survey show the following:

1. Faculty gave the lowest scores (2.72 average) to available Technical Support.
2. The measures for classroom technology, student preparedness, faculty compensation and professional development opportunities all scored beneath the target of a 3.5 average.
3. Faculty gave the highest scores (4.33 and 4.11) to the quality and structure of the courses and their likelihood to recommend MJII to a potential instructor.

**Strategy for Improvement:**

From the results of the initial Faculty Satisfaction Survey, it appears that based on average on an average of 3.59 there is some effort needed to insure continuous improvement. Regarding the technical support provided and the learning platform for educational activities it is MJII’s plan to provide additional staffing and resources to the IT department. MJII has recently hired a new IT Manager and will be adding additional IT support staff in both Michigan and Israel. Introduction of the College Management System (CMS) should also increase faculty satisfaction with technological support.

Our plan to improve faculty satisfaction also includes a comprehensive study to be conducted by the HR manager regarding faculty pay. MJII must know the industry standard for pay at similarly situated schools. This knowledge, once available, will be shared with the faculty during their performance reviews and adjustments will be made where necessary to be in line with standards.

Recent academic administration meetings have begun discussions centered on performance bonuses for faculty. This is yet another complex issue that will require careful review by senior management. It is the recommendation of the CEP team that future meetings should be conducted after each semester in the 2012/13 academic year to address the issue of faculty performance and MJII should place particular emphasis on compensation that incentivizes improved faculty performance.

**Measured Element: Student Learning Outcomes**

**Goal by Objective:** MJII students will continue to exhibit average GPAs better than 2.0.

**Metric:** Aggregate Cumulative GPAs

**Trend Data:**

**Overall MJII Students:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average Grade</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>2.99</td>
<td>1.35</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>3.69</td>
<td>0.59</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>3.53</td>
<td>0.67</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3.32</td>
<td>0.98</td>
</tr>
<tr>
<td>Winter 2011</td>
<td>3.67</td>
<td>0.36</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>3.86</td>
<td>0.21</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>3.20</td>
<td>1.16</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>3.53</td>
<td>0.64</td>
</tr>
</tbody>
</table>
MJ1 Study Abroad Students:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average Grade</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>2.69</td>
<td>1.53</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>3.16</td>
<td>1.18</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2.58</td>
<td>1.62</td>
</tr>
<tr>
<td>Winter 2011</td>
<td>3.16</td>
<td>1.18</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>3.86</td>
<td>0.21</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>3.19</td>
<td>1.08</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>3.27</td>
<td>0.92</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The Study Abroad program did not include a Spring semester until 2010-11 year when an optional third semester was added to their available academic options. This option was added to accommodate the requests received by some students who chose to stay in their host countries for more than the traditional two semester academic year. Spring 2012 semester grades were not available at the time of this report and will be updated in future CEP revisions.

Analysis of Data Collected:

In general, the grade distribution trends toward the high end and exceed the objective of average GPAs greater than 2.0. MJ1 students have succeeded well in their course work and therefore have earned higher than average grades. These results have been consistent over the last three years.

Strategy for Improvement:

From the outset, it appears that based on average GPAs there is little improvement needed regarding the performance of MJ1 students in their course work. The trend data indicates that students are averaging about a B to a B+ grade for all their courses. Moreover, based on the standard deviations observed, a majority of students receive no less than Cs in all their classes.

However, a normal GPA distribution should reflect an average grade point around 2.0. And while perhaps counterintuitive, one strategy for improvement discussed at recent CEP meetings is an effort to lower the average student GPA to be more in line with normal distributions. The issue of grade inflation continues to be one very worthy of study by the CEP team and MJ1 faculty.

Our plan is to continue faculty discussions centered on the issue of grade inflation. A new and rigorous program of reducing grade inflation at MJ1 should strive to raise the bar for above average student performance. This is indeed a complex issue that will require careful review by our entire teaching staff. It is the recommendation of the CEP team that faculty meetings should be conducted after each semester in the 2012/13 academic year to address the issue of grade inflation and the pre-semester faculty orientation provide by MJ1 academic staff should place emphasis on grading rubrics that accurately measure true performance.

Measured Element: Student Learning Outcomes

Goal by Objective: The Objective for Student Satisfaction Rate is set at a 3.5 average.

Metric: Student Satisfaction by Course

Survey Questions:
1. The course objectives were clear.
2. The course was challenging for me.
3. The course material was relevant for the topic(s).
4. I learned something new that I can use after I graduate.
5. The assignments closely followed the material outlined in the course syllabus.
6. Assignments were graded and returned in a timely manner.
7. The instructor encouraged and empowered me to participate.
8. The instructor responded to my comments and concerns in a timely manner.
9. The instructor was competent and knowledgeable of course material.
10. I would recommend this course to others.

Answers are assigned numeric values from 1 (strongly disagree) to 5 (strongly agree) and items are positively framed.

<table>
<thead>
<tr>
<th>SEMESTER:</th>
<th>AVERAGE STUDENT SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2009</td>
<td>3.90</td>
</tr>
<tr>
<td>WINTER 2010</td>
<td>4.46</td>
</tr>
<tr>
<td>FALL 2010</td>
<td>3.81</td>
</tr>
<tr>
<td>WINTER 2011</td>
<td>3.74</td>
</tr>
<tr>
<td>FALL 2011</td>
<td>3.25</td>
</tr>
<tr>
<td>WINTER 2012</td>
<td>4.28</td>
</tr>
</tbody>
</table>

Analysis of Data Collected:

Generally, MJJ students have given their courses and instructors favorable average scores of greater than the 3.5 objective. However, during the past year we have seen the first semester with average scores that have dropped below the 3.5 mark. Although the current scores remain very much on the favorable side of the continuum this observation is viewed as an “alert” to the academic staff.

Strategy for Improvement:

In the recent past, the Academic Administration reviewed the aggregate survey data available for each course after each semester concluded. Wherever there appeared to be specific problems a member of the Academic Administration would share negative results with the particular professor and the results of these conversations were noted in the professors’ personnel files. The Academic Administration also engaged in follow-up activities with professors which were also noted either in personnel files or in the minutes of faculty meetings for problems that were more wide spread. This methodology has worked well in the past.

Based on recent survey rates, this reactive approach is no longer sufficient to maintain student satisfaction rates above the 3.5 objective. It is the recommendation of the CEP team to share all results, good and bad, with faculty after each semester of academic year 2012/13. Additionally, MJJ has hired Mrs. Lyne Graham to lead the Human Resources Department (HR). During the coming year the HR staff will assume responsibility for meeting with each instructor and formally discussing student satisfaction survey results with them.
Measured Element: Student Learning Outcomes

Goal by Objective: The goal for this element is that at least 95% of students continue to pass SAP requirements.

Metric: Satisfactory Academic Progress (SAP)

Trend Data:
Overall MJI Trend:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>SAP Finding</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MJI Totals</td>
<td>Program N=</td>
<td>873</td>
<td>1314</td>
<td>1817</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>832</td>
<td>1260</td>
<td>1778</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>41</td>
<td>54</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Percent Pass</td>
<td>95%</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Programmatic Trends:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>SAP Finding</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAS</td>
<td>Program N=</td>
<td>851</td>
<td>649</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>810</td>
<td>613</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>41</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Percent Pass</td>
<td>95%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>AAS</td>
<td>Program N=</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Percent Pass</td>
<td>0</td>
<td>0</td>
<td>99%</td>
</tr>
<tr>
<td>Certificate</td>
<td>Program N=</td>
<td>22</td>
<td>13</td>
<td>614</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>22</td>
<td>13</td>
<td>611</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Percent Pass</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>BAS/JSC*</td>
<td>Program N=</td>
<td>652</td>
<td>707</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>634</td>
<td>672</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>18</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent Pass</td>
<td>97%</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

* Baseline data have been added here as well since students in this new sub-BAS program represent such a large number.

Analysis of Data Collected:

MJI performs SAP evaluations of all its students at least once per year. When there is evidence that a particular student is at risk of falling below SAP requirements, remedial activities are engaged in at that time. Additionally, the MJ Academic Catalog fully describes how SAP is calculated and all the factors influencing whether or not a MJ student is making satisfactory academic progress. The catalog is updated each academic year and is made available to all members of the MJ community and the public via
published hard copy books, the MJI website and via e-mail reply messages containing attached e-files of the catalog in response to received email catalog requests.

At this time, the baseline data and subsequent trend data indicate that the procedures used by MJI to assure student success (in terms of SAP requirements) are working. Baseline data exhibited above indicate that overall, fully 98% of MJI students met SAP requirements and the data were hardly different when SAP achievement is viewed by specific programs.

**Strategy for Improvement:**

At this time, neither the baseline data nor the trend data suggest that MJI should tamper with what is clearly working. The CEP Team will continue to monitor these data on a quarterly and annual basis. Upon any evidence of a downward trend the CEP Team will evaluate the matter and engage in a quality improvement response as dictated by the evidence then in hand. Our goal for this metric/element is that at least 95% of students continue to pass SAP requirements.

**Measured Element:** Student Learning Outcomes

**Goal by Objective references:** MJI aggregate average percentile EDU TIL scores on all four CAAP tests should be no lower than the 60th percentile EDU TIL; No individual MJI student approaching graduation should receive a percentile EDU TIL score lower than 50 on any of the four skills tested. The minimum passing score is a 4.6 on a 9 point stanine scale in each area.

**Metric:** CAAP Outcomes, EDU TIL Outcomes

**Trend Data:**

<table>
<thead>
<tr>
<th>Annual Average MJI Students’ National Percentile Ranking</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>n = 1</td>
<td>n = 3</td>
<td>n = 3</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3%</td>
<td>29%</td>
<td>89%</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>26%</td>
<td>36%</td>
<td>92%</td>
</tr>
<tr>
<td>Total Score</td>
<td>10%</td>
<td>32%</td>
<td>91%</td>
</tr>
<tr>
<td>Math Skills</td>
<td>n = 0</td>
<td>n = 4</td>
<td>n = 3</td>
</tr>
<tr>
<td>Basic Algebra</td>
<td>NA*</td>
<td>28%</td>
<td>91%</td>
</tr>
<tr>
<td>College Algebra</td>
<td>NA*</td>
<td>46%</td>
<td>74%</td>
</tr>
<tr>
<td>Total Score</td>
<td>NA*</td>
<td>28%</td>
<td>82%</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>n = 1</td>
<td>n = 3</td>
<td>n = 3</td>
</tr>
<tr>
<td>Arts &amp; Literature</td>
<td>20%</td>
<td>31%</td>
<td>82%</td>
</tr>
<tr>
<td>Social Studies &amp; Science</td>
<td>1%</td>
<td>40%</td>
<td>65%</td>
</tr>
<tr>
<td>Total Score</td>
<td>5%</td>
<td>30%</td>
<td>74%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>10%</td>
<td>25%</td>
<td>92%</td>
</tr>
</tbody>
</table>

*No students requested this CAAP component test in 2009-10*

**Annual Average MJI Students’ EDU TIL Ranking**

<table>
<thead>
<tr>
<th>2011-12*</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numerical Reasoning</td>
<td>6.4</td>
<td></td>
</tr>
<tr>
<td>Verbal Reasoning</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>7.2</td>
<td></td>
</tr>
</tbody>
</table>

*This is the first year that MJI administered the EDU TIL test.*
Analysis of Data Collected:

After consecutive years of disappointing results with our graduate exit exam we began to investigate the problem. Upon further review it was determined that the CAAP test was not entirely reflective of our graduates’ abilities. The CAAP test is administered in English and is a timed test. Many MJI students speak other languages as their native tongue. This bad fit has caused many students to score poorly. To address this issue, MJI added the EDU TIL test as an exit exam. One advantage of the EDU TIL test is that it is offered in many languages. This enables MJI to test student achievement in their native language.

According to the initial reading of the MJI trend data exhibited above, the results appear quite encouraging. MJI students did better than average on all of the measured skills in both the CAAP and EDU TIL tests. Moreover, measured skill sets directly taught through required MJI core courses produced much higher average scores than recent graduates at MJI. Our English and Mathematics faculty intensely reviewed their course requirements and updated them to ensure that students who pass those courses are actually competent in the subject matter.

While the recent results are positive, data exhibited by extremely small sample sizes (n) are understood to be hugely unstable and simply not to be trusted for any postulation beyond simple observation.

Strategy for Improvement:

Based on the recent positive results, the following new initiatives will be undertaken during the 2012/13 academic year:

1. New requirements from the communication courses (ENG 101 English Composition, ENG 102 Effective communication) will be shared with the other academic departments (Social Sciences, Humanities, etc.) to encourage increased integration throughout the curriculum. Examples include a grading rubric for threaded discussions that emphasize proper grammar and sentence structure. The thought is that by stressing these requirements in more courses we will see continuous improvements in standardized test scores measuring writing skills and verbal reasoning.

2. Share new requirements from the math courses (MAS 105 College Algebra, etc.) with other departments to encourage increased integration throughout the curriculum in other technical courses. The rationale for this step is similar to the previous one.

Measured Element: Student Learning Outcomes – Graduation Rates

Goal by Objective: MJI has set a baseline rate of at 60% of the graduates of each program finishing on time.

Metric: CAR

Trend Data:

<table>
<thead>
<tr>
<th>Program</th>
<th>No. of Starters</th>
<th>No. of Graduates</th>
<th>Program Length in Months</th>
<th>On-Time Graduation %</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS Cert.</td>
<td>881</td>
<td>614</td>
<td>12</td>
<td>69.7%</td>
</tr>
<tr>
<td>Talmud Cert.</td>
<td>-</td>
<td>-</td>
<td>24</td>
<td>-</td>
</tr>
<tr>
<td>AAS BIS</td>
<td>-</td>
<td>-</td>
<td>24</td>
<td>-</td>
</tr>
<tr>
<td>BAS BIS/CIS</td>
<td>-</td>
<td>-</td>
<td>48</td>
<td>-</td>
</tr>
</tbody>
</table>
Analysis of Data Collected:
Overall, MJJ achieved its goal of graduating 60% or more of students on time. The Judaic Studies certificate is a one year program and thus the first that we are able to track in academic year 2011/12. We will add data for other programs to the baseline as it becomes available.

Strategy for Improvement:
At this time, the baseline data suggest that MJJ should continue to monitor all academic programs on a semester-by-semester basis. Upon the discovery of any evidence of a downward trend the CEP Team will evaluate the matter and engage in a quality improvement response as dictated by the evidence then in hand.

Distance Learning Available at MJJ:
Students studying for a BAS in Judaic Studies may take all of their course work via online delivery systems. Students in other MJJ academic programs may avail themselves to the courses available online but are unable to fully complete their academic programs in this manner.

Distance learning provides students with a convenient alternative to on site or hybrid courses to complete their academic program requirements. Course objectives, content and assessment are typically the same, regardless of the mode of delivery. As MJJ continues to gain experience with offering entire curriculums online it is expected to expand the number of online offerings.

MJJ online courses are supported by multiple learning management systems (LMS). Currently, MJJ uses e-College, Open Class and Sakai LMS systems for online courses. In addition to having access to all administrative and learning resources, online students have Help Desk assistance to resolve any technological issues. These systems enable students to be in contact with the course instructors and fellow students; access all course materials; submit all course assignments; and, much more.

Prior to each semester, students are offered an online orientation that addresses student motivation, strategies for success learning online and fully describe the learning resources and educational tools used in distance education at MJJ.

CEP Summation
The Michigan Jewish Institute is pleased to present the above Campus Effectiveness Plan to any interested parties. As readers will note, past experience has been a major influence on prospects for the future, and has prompted many changes in the overall direction of the institution, including: innovations in marketing, with new strategies for recruitment; an upgrading of curricula to ensure that the graduates of MJJ are well prepared for the marketplace; planning for staff development and subsequent procedures for implementation; increased awareness of both student and employer satisfaction as an outcome of the educational program; and, the relationship of faculty to the overall effectiveness of the institution. We anticipate continuing to improve our educational offerings, student satisfaction and learning outcomes.
### Summary of Short-Term Improvement Plans

<table>
<thead>
<tr>
<th>Charge</th>
<th>Responsible Department/Person</th>
<th>Status/Reporting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a new Industry Advisory Board for curriculum review.</td>
<td>Academics/Dov Stein</td>
<td>Dec. CEP Team meeting</td>
</tr>
<tr>
<td>Implementation of fully integrated College Management System.</td>
<td>IT/Phil Klump</td>
<td>June 2013</td>
</tr>
<tr>
<td>Development of MJI social networking platforms.</td>
<td>Academics/Dov Stein</td>
<td>Dec. CEP Team meeting</td>
</tr>
<tr>
<td>Attend monthly meeting of the West Bloomfield Chamber of Commerce.</td>
<td>Career Services</td>
<td>Quarterly CEP team meetings</td>
</tr>
<tr>
<td>Conduct Faculty compensation survey.</td>
<td>HR/Lyne Graham</td>
<td>Mar. CEP Team meeting</td>
</tr>
<tr>
<td>Post-semester faculty meetings for review of grades and performance measures</td>
<td>Academics/Karen Henry</td>
<td>Per semester</td>
</tr>
<tr>
<td>Post-semester faculty meeting for review of student satisfaction.</td>
<td>HR/Lyne Graham</td>
<td>Per semester</td>
</tr>
<tr>
<td>Pre-semester faculty orientation for integration of communication and math rubrics.</td>
<td>Academics/Karen Henry</td>
<td>Per semester</td>
</tr>
<tr>
<td>Hire a new IT Manager</td>
<td>HR/Lyne Graham</td>
<td>Mrs. Dawn Klobuchar was hired in October 2012</td>
</tr>
</tbody>
</table>

In summary, MJI uses its CEP as the primary short-term planning document to guide all aspects of campus operations thus promoting continuous improvement for the college.
Citation 4
Section 3-1-303 (a)

1. The team was unable to verify the retention rate reported on the 2012 CAR. The institution incorrectly included non-enrolled high school students, in the dual enrollment program, in its enrollment and retention figures on the CAR. (Page 16, ACICS Institutional Report, March 8, 2013)

2. The placement rate for the bachelor’s degree program, as reported on the CAR, could not be verified. The institution only provided the graduate contact information (no information on the employer or position was provided) and none of the attempted calls were successful. (Page 32, ibid)

3. Graduates listed as not available for placement in the certificate program could not be verified. None of the five sampled, of the 590 graduates, of those classified as not available because of continuing education could be verified. (Page 33, ibid)

MJJ Response to citation:

1. Retention incorrectly included dually enrolled high school students:

Since the site visit MJJ has updated its CAR report by removing the incorrectly included high school students enrolled in MJJ’s Dual Enrollment program (a well-known, virtually universally accepted across the nation, whereby high school students with the approval of their high school counselors attend college classes for both high school and college credit). This high school based “Dual Enrollment” program is not to be confused with the college students who are dually enrolled in two collegiate academic programs at MJJ, discussed later in this narrative response.

MJJ updated the CAR report by taking the following steps:

1. MJJ paid the appropriate fees required to reopen the CAR report (please see copy of check in corresponding Support Documents file);
2. MJJ reopened the CAR report portal on the ACICS website, MJJ account and updated the CAR by removing the “Dual Enrollment Program” high school students from any counts in which they were mistakenly included (please see updated CAR pages, copied into the corresponding Support Documents file);
3. MJJ received acknowledgement from ACICS that it had received the corrected CAR report (please see copy of the acknowledgement email message in the corresponding Support Documents file).

2. CAR placement rates for bachelor degree program not verified:

During the site visit, ACICS evaluators were unable to contact any of the five BAS graduates to verify their placement in the field of study. Part of the challenge was that contact information provided by the institute only included the graduates’ personal contact information.
In response to this citation, MJI directly contacted each of the 5 graduates to obtain the contact information for their employers (see table below) and also called each employer to verify placement.

(Important note: Any follow-up calls to verify this information should keep in mind that Israel is still on standard daylight time and is six hours ahead of U.S. Eastern DST. Israel will change to DST on March 29, 2013 and will be seven hours ahead.)

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Employer</th>
<th>Employer Address</th>
<th>City</th>
<th>Phone #</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deutsch</td>
<td>Michael</td>
<td>Derech Eitz Chaim</td>
<td>4 Danan St</td>
<td>Jerusalem</td>
<td>026-54-1379</td>
<td>Teacher</td>
</tr>
<tr>
<td>Fertig</td>
<td>Tamar</td>
<td>Rabbi Falk</td>
<td>9 Har</td>
<td>Jerusalem</td>
<td>573-16-5062</td>
<td>Teacher</td>
</tr>
<tr>
<td>Scheiner</td>
<td>Nechama</td>
<td>Talmud Torah Belz</td>
<td>1 Isaac Remba</td>
<td>Jerusalem</td>
<td>050-411-9822</td>
<td>Teacher</td>
</tr>
<tr>
<td>Thaler</td>
<td>Golda</td>
<td>Shirat Devora Elementary school</td>
<td>Circulum Harim Levin</td>
<td>Jerusalem</td>
<td>077-02571-1780</td>
<td>Teacher</td>
</tr>
<tr>
<td>Zions</td>
<td>Zelda</td>
<td>Bais Yaakov Poloniae</td>
<td>10 Mirsky Isaac</td>
<td>Jerusalem</td>
<td>02-537-1718</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

3. Graduates continuing their education could not be verified:

The ACICS Initial Report (dated March 8, 2013) introductory statement stated, “While accurately reported on the CAR (not double counted), the program on record is the certificate program so that, upon graduation, all students are then classified as continuing education into a program that they were enrolled in at the beginning.”. The site visit team recognized that many MJI Judaic Studies majors enrolling in the 4-year Bachelor of Science degree program (BAS) also opt to simultaneously work on earning a Judaic Studies certificate, a recognized and approved credentialed (i.e., award of a certificate suitable for framing and presentation as may be needed by students) milestone. This certificate milestone is easily reached long before these students complete all their other requirements for the BAS degree credential in which they are also enrolled. In at least one sense, these dually enrolled students are looking for a less time-consuming indicator and validation of some more modest academic achievement, all while pursuing their longer term goal of a bachelors degree. We think that the opening statements in the Initial Report clearly indicate that the evaluation team understood this.

Further, the MJI Academic Catalog in force during 2011-12\(^1\), the year reported in the CAR, prohibited students from enrolling solely in the JS Certificate program. All students in the JS Certificate program at that time were required to be in a MJI Bachelor Degree program. The certificate program was simply added by the students as

\(^1\) This prohibition has been recently removed as the 1-year JS Certificate program has been discontinued and is in a teach-out phase. MJI no longer offers the 1-year certificate to new applicants.
an academic program choice, after admissions to the BAS program, allowing them to achieve a shorter term milestone as indicated in the opening paragraphs of this narrative. Again, the ACICS site visit team recognized this when they also wrote in the Initial Report introduction, "Further, students were made to enroll in the certificate in Judaic Studies in addition to a bachelor's degree program with no option to only enroll in the certificate program."

However, the same opening statements in the report continue and state, "However, as will be mentioned in this report, evidence of such documentation was not in the students' files". We understand this to mean that upon reviewing a very small sample of student records (n=5), the visiting team was unable to establish that the 590 students continuing their education (as exhibited in the referenced MJI CAR report) at MJI had so (dually) enrolled and were actually doing so.

In part, this failure to verify that students achieving a Judaic Studies certificate were continuing on at MJI toward a 4-year BAS degree may have been due to a number of student records being maintained now at MJI digitally and not necessarily in students' hard copy file folders. Many admissions forms are submitted “online” by applicants to MJI's academic programs. This problem was perhaps further complicated by the appearance of the digital record in which critical elements are not easily discernible amongst all the elements displayed. This is true even when the digital record is printed. It is much easier to see critical elements in the older traditional MJI paper-based admissions application form wherein the enrollment in a BAS degree program is so much more evident.

Thus, in the associated Supporting Documents file submitted with this Narrative file, we have provided a sample printed copy of a student's digital application admissions form with the “Program” choice field highlighted. The admissions form indicates that the student is enrolled in a 4-year Bachelor’s degree program at MJI ( see “Program” field entry).

In addition, during November 2012, ACICS requested that MJI provide it with transcript copies of all MJI graduates reported in the CAR, or 595 transcripts. This included 5 BAS graduates and 590 students who were dually enrolled at the time the CAR report was filed, had completed their 1-year certificate program and were continuing on toward their MJI Bachelor of Applied Sciences degree. We complied with the ACICS request in a response on November 19, 2012. In support of this current Institutional Response we again are providing copies of those same 595\(^2\) transcripts as part of our Supporting Documents file associated with this narrative. The MJI transcript headers of each of the 590 continuing education students also verify that the students were continuing their education in Bachelor’s degree programs at MJI at the time of the CAR report.

\(^2\) If needed for ACICS sampling purposes and/or comparison with the November submission, the 5 student transcripts in the Supporting Documents file who are BAS graduates and therefore not relevant to this response are: Michael Deutsch, Tamar Fertig, Nechama Scheiner, Golda Thaler and Zelda Zions. These five students' files are self-contained in the support document sub-file titled, BAS Students 2011-2012.pdf
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Citation 5
Section 3-1-422 & Appendix D

1. SAP standards are not being applied consistently to all students. Because the current practice of the institution is to evaluate SAP only once annually, at the end of the summer session, students enrolled in the one-year certificate program may not be evaluated prior to completion of their program, depending on when they began their studies. (Page 12, ACICS Institutional Report, March 8, 2013)

2. SAP is not being evaluated at 50% of the normal program length for the institution’s one-year certificate program. The current practice of the institution is to evaluate SAP only once annually, at the end of the summer session. (Page 12, ibid)

MJJI Response:

1. SAP standards are not being applied consistently to all students:

Since the site visit, MJJI has amended its SAP policy to indicate: “Evaluation of satisfactory academic progress (SAP) of all students is done at least once per year at the end of the summer semester or at the time when a student reaches the 50% point of their academic program, whichever comes first.” A copy of the MJJI’s revised SAP policy has been uploaded as an attachment to MJJI’s response for this citation. The revised SAP policy may also be found within MJJI’s digital version of its Academic Catalog and Student Handbook, which is available at http://www.mjj.edu/templates/mjj/article_cdo/aid/847810/jewish/FAQ.htm.

Currently, MJJI has only one approved and offered one-year certificate program, the Judaic Studies one-year certificate program (JS-C 1 year). All other MJJI programs are at least two academic years in length. Therefore only students participating in the JS-C 1 year program in full time status under the former SAP policy could have potentially completed the JS-C 1 year program prior to the point at which MJJI would evaluate their academic progress. It is important to recognize that because the JS-C 1 year program is not an eligible program for federal financial aid programs under Title IV of the Higher Education Act of 1965(as amended) (Title IV programs), there is no possibility that students in JS-C 1 year received improper disbursements of Title IV program funds for terms in which they were not making satisfactory academic progress.

MJJI has decided that it will cease offering the JS-C 1 year program and teach-out all students currently enrolled in this program. For this category of students, MJJI has determined that SAP evaluations should be conducted each semester in order to better account for the shorter duration of the JS-C 1 year program. As a result, students who fail to meet MJJI’s standards for academic progress in accordance with its policy shall be automatically placed on SAP Warning status. (See, MJJI SAP policy in the revised MJJI Catalog as of March 19, 2013 which is located in this Institutional Response as a separate uploaded file). JS-C 1 year teach-out students who are unable to meet SAP requirements after one semester in SAP Warning status will be placed on SAP Suspension status and will be permitted to continue
their program if they successfully appeal their SAP Suspension status in accordance with the provisions of MJT’s SAP policy.

MJI has implemented this policy and determined that certain JS-C teach-out students must be placed in SAP Warning Status based on their academic progress. A Warning Letter has been sent to the effected students. The text of the SAP Warning Status letter has been uploaded in the Supporting Documents file in MJT’s response to this citation.

2. **SAP is not being evaluated at 50% of the normal program length for the institution’s one-year certificate program:**

As stated above, MJT has revised its SAP policy in the MJT Catalog (uploaded as a separate document in this Institutional Response) to provide that: “Evaluation of satisfactory academic progress (SAP) of all students is done at least once per year at the end of the summer semester or at the time when a student reaches the 50% point of their academic program, whichever comes first.” This revision to the policy will preclude the possibility that a student could attempt more than 50% of any one-year program without having SAP evaluated at least once. Further, as stated above, MJT has determined that is appropriate to evaluate SAP for the students who are being taught out of the JS-C 1 year program at the conclusion of each semester (see the SAP calculations for each JS one-year Certificate student in the Supporting Documents file).
The institution does not conduct follow-up studies of graduates. As noted earlier, surveys are conducted on students nearing graduation but not on those that have actually graduated.

The institution does not employ any individual who is responsible for oversight of career counseling and placement assistance. As mentioned in the introduction, the team conducted multiple interviews with individuals who were supposedly assigned to provide career assistance. However, any successful placements are self-reported by graduates. The administration did provide the team with a copy of an ad for a career services director that had recently been placed in a local newspaper.

As mentioned above, employment information is self-reported and the campus does not provide appropriate assistance. No one has been designated or hired by the institution to provide employment assistance to students. (Page 16)

The institution could not document that it provides employment assistance for its online students. (Page 38)

In responding to this citation, MJI first broke down Standard 3-1-441 (c). We then analyzed our compliance with each of these elements with respect to our Career and Student Services Program, Distance Education program to determine which elements were missing. We corrected the missing elements as indicated:

1. **MJI Career Services**

   Upon review of the standard and the glossary definition, we found the following elements are required, with four noted by the ACICS site visit team:

   1. Follow-up surveys on graduate satisfaction are to be conducted at specific measuring points following graduation.
   2. Post-graduate studies are to be conducted to measure employer satisfaction if the graduate has received a placement.
   3. MJI is responsible for counseling students on employment opportunities, placement assistance and provide assistance in order for the student to gain employment.
   4. Reporting successful placement of graduates is to be provided on a regular basis.

   In order to fix these deficiencies the following actions have been put into place:

   1. MJI has changed its current policy regarding follow-up of its graduates to ensure that alumni and their employers are studied and surveyed. (The policy is included in the corresponding Support Documents file.)
   2. MJI has started to validate students’ self-reports on employment by contacting the listed employer within 30 days after receiving the graduate satisfaction survey from the student.
3. Surveys are conducted on all students including those participating in distance education, who have found employment on their own with or without MJI assistance - to include position obtained and salary information.

4. In response to the lack of a staff Career Counselor, MJI has retained the services of Machon Tzomet, a professional Career Counseling and Placement Service with a track record of performing similar work for other schools and academic institutions. (Please see Support Documents file for contract.)

5. All employment assistance that we offer our students is made available to our online students via the internet.

Machon Tzomet is providing the following career services to our student body:

- Management of the Career Cruising website used by MJI for career counseling. Machon Tzomet’s staff is personally reaching out to each student helping them to properly interpret their results from aptitude and professional placement tests and helping them to determine their next steps.
- Occupational advising to include writing effective CV’s/resumes.
- Preparing student for conducting winning job interviews.
- Offering workshops, webinars and seminars in personal enrichment and developing effective job hunting techniques.
- One on one service to students due to their lack of access to and lack of familiarity with computers and telephones.
- Providing measurement of participation in workshops, counseling sessions and through actual job placements.
- Offering databases featuring job opportunities and occupational training programs.
- Providing and documenting relationship with all students who are seeking jobs.
- Compiling periodic information on graduate’s employment history including employer satisfaction after graduation.

(Machon Tzomet personnel resumes and references are included in the corresponding Support Documents file.)

Ms. Lyne Graham, Human Resources Manager serves as the US Liaison to Machon Tzomet and fulfilling the following duties:

- Provide and receive information from other ACICS accredited institutions regarding graduates who are relocating to new communities.
- Help coordinate online resources for online students and graduates by reviewing resumes, offering effective job hunting techniques and advising students on interviewing techniques.
- Provides information on professional development and enrichment courses for MJI students and graduates.

(An updated job description for Ms. Graham is included in the corresponding Support Documents file.)
The policy addressing the role of faculty in academic governance lacks specific language addressing the role of faculty in the systematic evaluation and revision of the curriculum as well as planning for institutional effectiveness. (Page 17, ACICS Institutional Report, March 8, 2013)

MJI Response:

During the exit meeting of the ACICS site visit, February 19-21, 2013 the evaluation team advised us that MJI “published documents were missing 2 of the 5 core elements described in the above standard”. The five core elements include with the two missing elements highlighted are:

1. The role of faculty in development of the educational program of the institution;
2. Selection of course materials, instructional equipment and other educational resources;
3. **Systematic evaluation and revision of the curriculum**;
4. Assessment of student learning outcomes; and,
5. **Planning for institutional effectiveness.**

MJI has crafted a new policy published on the MJI website at the Pmanual subpage of the FAQ page titled 1501 Faculty Congress: Bill of Rights and Responsibilities that clearly identifies all five of the required core elements. This publically published policy can be reached by clicking on the following link:


For ease of response review, we have also placed a copy of this new publically published policy in the Support Documents file associated with this citation. This file also highlights the two of five required elements that were cited as missing in the Initial Report.

It should also be noted that with respect to element number 5, MJI faculty play an integral role in the routine updating of MJI’s CEP. Because MJI’s CEP is discussed elsewhere in this institutional response, discussion regarding the CEP is not duplicated here nor is the CEP included in this narrative’s corresponding Supporting Documents.
MICHIGAN JEWISH INSTITUTE
Policy and Procedure Manual

Functional Area: FACULTY MANAGEMENT Policy No. FM 1501

Title: Faculty Congress: Bill of rights and responsibilities

Adopted Date: February 17, 1997; Policy Date: February 26, 2013

GENERAL PURPOSE:
This policy is intended to provide a process and procedure that will insure the uniform administration of core faculty rights and responsibilities. Additional rights and responsibilities are provided via the MJI Academic Catalog and Student Handbook, The Faculty Orientation Memo and the MJI Policy and Procedures Manual, currently maintained and updated in digital "pdf" format and which are respectively, publically published on the MJI website (www.MJI.edu), on the FAQ page, item 105 and the FAQ page pmanual subpage for the Orientation Memo and other policies and procedures.

This policy is also intended to publish in a single location how MJI directly and concisely meets ACICS standards for faculty. These standards are quoted directly from the current ACICS Criteria with certain phrases numbered and emphasized as “elements” to be identified in the remainder of this policy and procedure statement:

“The effectiveness of any institution depends upon contemporary teaching strategies and practices and upon the knowledge, ability, and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff is one of the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution.

The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in

1. development of the educational program of the institution;
2. selection of course materials, instructional equipment and other educational resources;
3. systematic evaluation and revision of the curriculum;
4. assessment of student learning outcomes; and
5. planning for institutional effectiveness.”

BACKGROUND/POLICY:
The following statement was adopted by the MJI Board of Trustee’s Executive Committee on February 10th, 1997, whereupon it was submitted to the Faculty Congress on February 17, 1997 and unanimously approved:

**Education is a cooperative effort between student and faculty. Both parties must fulfill certain obligations in order to contribute to the efficiency and integrity of the instructional process. The Michigan Jewish Institute encourages adherence to the following detailed principles:**

The following are general responsibilities incumbent on all faculty members: to promote the mission of the Michigan Jewish Institute; to maintain and exhibit professionalism and academic excellence; to provide service to the institution; and to exhibit scholarship within the academic community.

Specifically, all Faculty members have the following responsibilities:
1. To contribute to and remain abreast of the latest developments in their fields;
2. To continually pursue teaching excellence;
3. To treat all students with respect and fairness;
4. To encourage differing viewpoints and demonstrate integrity in evaluating their merit;
5. To adhere regularly and punctually to the scheduled class and final examination times, and arrange for notification of absence and subsequent coverage of classes;
6. To establish and maintain appropriate office hours;
7. To present, at the beginning of each term, the following course information:
   a. course objectives and general outline;
   b. classroom procedures to be followed, expectations concerning class attendance, and proposed dates of major examinations and papers;
   c. grading policy
   d. where appropriate, a schedule of activities and laboratory times;
8. To provide lists of texts and other materials needed for the course;
9. To establish late enrollment, withdrawal and other special policies.
10. To provide a written course syllabus, and adhere to it within reasonable limits;
11. To be thoroughly knowledgeable in course content, and to prepare and present the material conscientiously;
   a. To be informed of Institute services and recommend their use to students when advisable;
   b. To adhere to the following policies regarding written work and grades:
      i. to promptly grade and return written work
      ii. to submit final grades by the scheduled time
      iii. To allow students to examine final examinations and other written material which is not otherwise returned

12. To implement procedures for student evaluation of faculty teaching, while preserving student anonymity;

13. To behave appropriately in dealing with students so as to preserve a scholarly atmosphere.

14. To be cognizant of the Michigan Jewish Institute’s mission to provide an environment which adheres to Jewish tradition.

PROCESS:
(The five “elements” in the above **General Purpose** section of this policy are addressed in the following statements and identified as such with their respective element number in **bolded** and **underlined** parenthetical references.)

The Faculty Congress is the means by which the faculty of the Michigan Jewish Institute can express to the President of the college and to the Board of Trustees their considered opinion and judgments upon matters of educational policy affecting the college community. Although any faculty member may have direct access to the President and/or the board, this organization is considered to be the official channel of communications between the faculty and the board.

*Composition of the Faculty Congress:* The Faculty Congress shall be composed of all full- and part- time faculty members. Adjunct faculty will be considered members of the Faculty Congress and will be entitled to vote.

*Functions and Responsibilities:* The Faculty Congress has responsibility for formulation and review of educational policy (1), (5) affecting the college as a whole.
The Faculty Congress shall recommend to the President and the Board of Trustees policies affecting faculty rights and responsibilities, faculty welfare, and generally accepted principles of academic freedom. Academic standards, curricular development (1), (2), (3), changes in courses (2), and similar academic matters are primarily the responsibility of the faculty and the Dean, subject to review and approval by the President; final authority to approve educational policy is vested in the Board of Trustees. Degrees are conferred by the Board of Trustees, and granted by the Institute.

Procedures: The Faculty Congress may consider matters referred to it by the President, or upon its own initiative, and may make recommendations to the President and to the Board.

The President is expected to secure the judgment of the Faculty Congress on any proposed change in educational policy (1), (5) or any matter affecting faculty rights and responsibilities, before taking formal action thereon.

The decisions of the Faculty Congress shall become College policy when approved by the President acting in the stead (within his authority) of the Board of Trustees.

In the event that the President disagrees or disapproves of a Faculty Congress action, he shall either forward the said action to the board for final resolution, or return the said action along with recommendations to the Faculty Congress for reconsideration.

(Faculty Congress Meetings): Meetings of the Faculty Congress shall be held regularly during the academic year; a schedule will be published prior to the beginning of that year. Notice of each meeting, along with a copy of the agenda and all pertinent documents, shall be sent by an officer of the Faculty Congress to each faculty member at least three days prior to the meeting (excepting the eventuality of extraordinary meetings).

Committees: The Institute seeks faculty input in all functions of the institution and therefore maintains a number of standing academic committees. These committees consist of faculty members representative of the various concentration areas. Members of the committees are selected from the Faculty Congress and approved by the Dean. Academic committees are chaired by the Academic Dean. These committees meet on a
regular basis and report to the President, who retains final decision-making responsibility. From time-to-time, the President or the Academic Dean may appoint ad-hoc faculty committees. Every effort is made to assure all faculty of the opportunity to participate in the various committees. The following is a list of the standing committees of the Institute:

- **General Education Committee** - This committee oversees ongoing General Education curriculum development (1), (3) and program review (1), (3). It is the responsibility of this committee to insure that student assessments meet general education goals (4).

- **Business Information Systems Committee** - This committee oversees ongoing Business Information Systems curriculum development (1), (3) and program review (1), (3). It is the responsibility of this committee to insure that student assessments meet Business Information Systems goals (4).

- **Computer Information Systems Committee** - This committee oversees ongoing Computer Information Systems curriculum development (1), (3) and program review (1), (3). It is the responsibility of this committee to insure that student assessments meet Computer Information Systems goals (4).

- **Industry Liaison Committee** - The major responsibility of this committee is to develop methods for seeking out contacts with business and industry (2), for the purpose of ascertaining career and employer needs (5). The committee will also seek out potential cooperative sites and employers for students.

- **Admissions and Academic Policy Committee** - The major responsibility of this committee is to continuously review admissions and academic policies and practices, to assure that the Institute is maintaining its standards. Modifications and alternative procedures may be recommended (5).

In addition to the above processes identified by the initial MJJ faculty congress of 1997, other academic programs such as the Judaic Studies program have been developed and
Functional Area:  FACULTY MANAGEMENT  Policy No. FM 1501

Title:  Faculty Congress: Bill of rights and responsibilities

Adopted Date: February 17, 1997;  Policy Date: February 26, 2013

accredited by ACICS. These are similarly overseen by faculty committees which are generically described:

- **Accredited program titled Committee** - This committee oversees ongoing *program title* curriculum development (1), (3) and program review (1), (3). It is the responsibility of this committee to insure that student assessments meet *Program Title* goals (4)

**AUTHORIZATIONS:** (at least one signature is necessary to enact this policy/procedure)

________________________________________  ________________________________________
President  Dean of Academic Administration
1. The institution's externship agreements do not meet Council standards. Specifically, the agreements do not include the following elements: specific learning objectives, course requirements, and evaluation criteria. (Page 27, ACICS Institutional Report, March 8, 2013)

2. The institution's independent study contract does not meet Council standards. Specifically, the contract does not include specific learning objectives. (Page 27, ibid)

MJI Response to citation:

1. MJI Externship Program:

Upon review of the standard and the glossary definition, we found that five core elements are required, with three noted by the ACICS site visit team. These are highlighted:

1. Externships must be based on a mutually signed agreement between the student, MJI and the host of the externship;
2. Externship agreements must include specific learning objectives;
3. Externship agreements must include specific course requirements;
4. Externship agreements must include evaluation criteria; and,
5. Externships must include at least 45 hours of work for each semester credit awarded.

We then reviewed the existing MJI Externship agreement template along with the sample of completed externship agreements provided to the ACICS evaluation team during their visit to our campus. This evaluation revealed that our template agreement, and consequently, our students’ completed agreements were missing element number 2, a listing of specific learning objectives of the externship. This is exactly what we were told by the evaluation team during the exit meeting.

We also noted that while the agreement template very clearly requires specification of course requirements (i.e., externship activities) and provides externship sponsors with evaluation criteria and an evaluation form, during the past couple of years a few Externship agreements have been approved without clearly specifying externship requirements and some (pass/fail) grades have been posted prior to receiving externship sponsors’ evaluations.

In order to fix these deficiencies, we have updated the MJI Externship Agreement template to specifically and explicitly require that learning objectives be included in the agreement before an externship request can be approved by the MJI Academic Administration. This updated agreement has already been placed on the MJI website
FAQ page for students at item number 432. For ease of response evaluation, we have also placed a copy of the updated externship agreement in the attachments file associated with this citation.

We have also oriented members of the MJI Academic Administration responsible for Externship/Internship oversight to ensure that they fully understand all the requirements of this program, including the new requirement that Learning Objectives be included on the new agreement form; that no student proposed Externship be approved by MJI’s Academic Administration without every single element of the agreement being fully and correctly completed; and, that the Registrar’s Office not post final grades for any externships without receiving confirmation that the final externship sponsor’s evaluation form has been received by MJI. The associated attachments file also contains a copy of the minutes of this several hour long orientation meeting.

2. MJI Independent Study contract:

As with the MJI Externship program above, we reviewed the standard and the glossary definition determining that nine core elements are required:

1. Independent Studies must be guided by a learning contract;
2. The learning contract must be signed by the student
3. The college must authorize the contract via approval signature (MJI also requires the signature of the instructor);
4. The contract must outline course objectives;
5. The contract must specify procedures unique to this form of instruction;
6. The contract must indicate required text book and/or other readings;
7. Evaluation criteria must be clearly explained in the contract;
8. Examination dates must be spelled out; and,
9. Students should be limited in the number of Independent Studies they take.

We then reviewed the current MJI Independent Study policy and contract template along with the sample of completed Independent Study (IS) contracts provided to the ACICS evaluation team during their visit to our campus. This evaluation revealed that our policy and template contract do include all nine elements listed above. (The IS policy contract is available on the MJI website, Pmanual sub-page of the FAQ page, policy number 2150 which also includes the IS contract template.) Unfortunately, our own review of the sample IS contracts provided to the ACICS site team revealed that none of them were properly completed with respect to highlighted element 4. Again, this is what we were told by the evaluation team during the exit meeting.

To rectify this error in our disciplines MJI retained the services of its retired Dean of Academic Administration to meet with our new Chief Operating Officer (COO), the Director of Academic Administration and the Registrar to fully orient them on all the requirements of the IS learning contract. Minutes of this meeting are provided in the associated attachments file and summarized next:
The Registrar is to closely evaluate each IS learning contract completed by students and instructors to determine whether or not they are fully and accurately completed. Incomplete and/or inaccurate IS contracts are to be turned back by the Registrar to the students/instructors with instructions regarding missing elements or other mistakes in the proposed contract. The Registrar will only submit to the Director of Academic Administration (and ultimately the new dean, when hired) those contracts she deems complete. The director has also now been oriented to carefully audit the proposed IS contract for completeness before authorizing the IS with his signature.

The COO has also been oriented by the retired dean so that he can properly supervise IS activities and audit samples of authorized IS contracts as part of his routine oversight of MJI academic operations. He will also insure that when a new dean is retained, the new dean too will be properly oriented on IS contract requirements along with all the other duties the new dean will be assigned.

The MJI Independent Study policy and agreement template can be found on and downloaded from the MJI website FAQ page for students at item number 430. It is also available to faculty on the Pmanual sub-page at item 2150. For ease of response evaluation, we have also placed a copy of the Independent Study policy and associated agreement templates in the attachments file associated with this citation.
INTERNERSHIP/EXTERNERSHIP PROGRAM
MJI Internships/Externships

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

Any MJI student in good standing (2.00 GPA) is eligible for participation in this program, provided the student is acceptable to the employer, and obtains the approval of the Dean of Academic Administration. Students may take as many internships/externships as they wish (i.e. CIS 450, BUS 450 and JS 450), with a maximum of 12 credits applying toward any degree, and no more than six credits applying towards the major.

Credit is awarded on the following basis: 45 hours on the job equals one hour of credit. Students may not take more than 6 credit hours of internship/externship per semester. MJI maintains a list of previously approved sites, although any student, faculty or staff member at MJI may propose new sites. The Dean of Academic Administration must approve new sites prior to placement. The Dean will convene an ad-hoc committee or assign a faculty member to review proposed work-sites, monitor the quality of the program, and hear requests for variances from normal policy. A faculty member along with the employer will determine the academic content of the work experience and monitor student performance. The student internee will have to maintain contact with the faculty supervisor and regularly report to him/her about experiences during the internship/externship. The said faculty member will maintain contact with the on-site supervisor, assess student progress, and grade the experience based on the report of the on-site supervisor.

A major strength of MJI educational programs is the availability of highly successful externships and internships. Students are encouraged to take advantage of this invaluable opportunity to experience their chosen career in the workplace while still in school, to enhance their resumes, and to learn how to be effective in a work environment.

Corporate employers generally award externships on an “as available” basis. Internships at MJI are also awarded by MJI on an “as available” basis and are conducted at MJI facilities and programs.

Unless otherwise approved by the Dean of Academic Administration, students must meet all of the following basic MJI requirements. (Individual externship employers may have their own requirements which may be more (but not less) rigorous than MJI requirements. For example some employers may require a GPA of 3.0 in order to participate in their programs):

- Be a currently registered MJI student, in good standing, with at least 60 semester hours completed at the time of the externship;

Revision Date: March 2013
- Have completed CIS 110 and BUS 121; and,
- Have a GPA of at least 2.0.

Students meeting these requirements are asked to complete the attached Student Internship/Externship Application Form and provide the selected employer with this policy statement and attached Employer’s Internship/Externship Form. Both forms and a signed Internship/Externship Agreement should be returned to the MJII Dean of Academic Administration prior to commencing with the internship/externship.

Externships and internships are typically awarded at the beginning of each semester and are 10-15 weeks in duration, depending on the number of credit hours sought and scheduled weekly contact hours. Students are expected to function as "regular" employees. They are also expected to attend staff meetings and to perform overtime/special duties when deemed necessary along with their assigned routine tasks and projects. In most cases, students are responsible for their own housing, transportation and other expenses; however, employers have the option of assisting the student with these matters. Employers may also choose to provide a grant or salary for the internship/externship.

At the close of the externship/internship, the employer is asked to submit to the MJII Dean of Academic Administration a formal evaluation of the student’s performance along with a “Pass/Fail” recommendation. An evaluation form is attached although the standard company personnel evaluation form is also acceptable as long as it includes the final “Pass/Fail” grade.

Per the MJII Academic Catalog, externships and internships are described as:

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

**Prerequisites:** Permission of Dean

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

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

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

The MJJ Internship/Externship program is an integral part of MJJ’s total educational experience. Therefore all fee requirements apply. However, there is no charge for any credits earned above 15 per semester. For example, a student taking 12 hours of course credit and 6 hours of externship credit during one semester will only be charged for the first 15 credits.
INTERNSHIP/EXTERNSHIP APPLICATION CHECK LIST:
Submission of this check list to MJJ is not necessary. It is for your personal use.

1. Did you, the student, complete all items on the Student Internship/Externship Application?___

2. Did you provide the prospective employer with a complete copy of this policy statement?___

3. Did the employer complete the Employer Internship/Externship form?___

4. Did you and the employer sign and date the Internship/Externship agreement?___

5. Have you attached a complete job description of your Internship/Externship along with your specific “Learning Objectives”?___

6. Have you returned all the completed forms to the Academic Dean for approval?___

7. Have you properly registered for the Internship/Externship?___

8. Has your employer retained a copy of the evaluation form for completion at the conclusion of your Internship/Externship?___
Michigan Jewish Institute
6890 West Maple Road
West Bloomfield, MI 48322
248-414-6900, Fax: 248-414-6907

STUDENT INTERNSHIP/EXTERNSHIP APPLICATION
(To be completed by the Student)

FOR SEMESTER ________, 2013-14 or other time period (specify):__________

Application Date:____________________

Student’s Name:____________________ SS#
Email Address

Local Address

Permanent Address

Local Phone ___________ Permanent Phone_______

Number of extern/internship credits requested_____ MJII Faculty Supervisor:__________
Course: CIS 450___ or BUS 450___ or JS 450___

Work Schedule: Number of Weeks:_____ Days per Week:_____ Hours per Day:_____  

Students receiving internship/externships MUST enroll in CIS/BUS/JS 450 during the 
semester in which the internship/externship is taken. The amount of credit taken should 
be discussed with the Internship/Externship Coordinator at the work site and your 
academic advisor. Please complete all the requested information and return this form, a 
completed Employer Internship/Externship Form and a signed 
Internship/Externship Agreement to MJII.

All the information I am providing is correct to the best of my knowledge. If I am 
selected for an externship/internship, I authorize MJII to enroll me in CIS/BUS/JS 450 
during the semester that the externship takes place for up to six credit hours per semester 
(maximum of 12 hours total with only a maximum of 6 hours counting toward my 
major).

__________________________   __________________________
Student’s signature    Employer’s supervisory signature

__________________________
Approval signature of Dean

Revision Date: March 2013

ED00007281
Michigan Jewish Institute
6890 West Maple Road
West Bloomfield, MI 48322
248-414-6900, Fax: 248-414-6907

EMPLOYER INTERNSHIP/EXTERNSHIP FORM
(To be completed by the Employer)

Date: __________________________
Company: ____________________________________________________

Contact Information
Name: ___________________________________________________________
Title: ___________________________________________________________
Address: _________________________________________________________
Phone: ______________________ Fax: _______________________________
E-mail: _________________________________________________________

Internship/Externship Information
Number of interns/externs desired: _________________________________
Time period: __________________________ to _________________________
Location: _______________________________________________________
Rate of pay (Optional): ________________________________
Number of Weeks: ___ Hours Per Week: ___ Total Number of Hours: ___

Preference for Overall GPA
3.5 or higher __ 2.5 or higher __
3.0 or higher __ No Preference __
Other (please specify)____________

Preference for GPA in Major Courses
3.5 or higher __ 2.5 or higher __
3.0 or higher __ No Preference __
Other (please specify)____________

Interviews will be conducted:
On campus __
At our corporate location __
By telephone __
Other (please specify)____________

Our company will:
Provide/subsidize housing for externs__
Assist in locating housing __
Arrange contact with real estate Agent __
Provide no housing assistance __

Please attach a complete job description for this externship and return to:
Dean of Academic Administration
Michigan Jewish Institute
6890 West Maple Road
West Bloomfield, MI 48322
248-414-6900, Fax: 248-414-6907

Revision Date: March 2013

ED00007282
INTERNSHIP/EXTERNSHIP AGREEMENT

_________________________ (hereinafter, the Employer) agrees to host
_________________________ (hereinafter, the Extern) as an extern student of MJI.

The Employer will provide the Intern/Extern with a learning experience in the fields of
computer or business information systems or Judaic Studies. The Intern/Extern will work
according to the hours and schedule set forth in the Employer Internship/Externship
Form. The Employer will verify to MJI that the Intern/Extern did spend the required
hours at work and that the Intern/Extern fulfilled all obligations and learning objectives.
The Employer will provide supervision and oversight to ensure that the Intern/Extern
will:

• learn how an employee is integrated into a project team or work group;
• learn how routine business operations are developed in a work setting; and,
• have a hands-on part in developing all or part of a program or project.

At the conclusion of the internship/externship the Employer, through its
Internship/Externship Coordinator, will assess the work of the Intern/Extern using the
attached Intern/Extern Evaluation Form or the Employer’s own standard evaluation form.
Furthermore, the Employer will allow a faculty member of MJI full access to the
Intern/Extern’s work with the understanding that the faculty member must respect any
proprietary and/or confidentiality requirements. If necessary, the Employer may demand
that the MJI faculty member sign a non-disclosure agreement.

_________________________                                      Date ___/___/___
For the Employer

_________________________                                      Date ___/___/___
For Michigan Jewish Institute

_________________________                                      Date ___/___/___
Intern/Extern
INSERT COMPLETE DESCRIPTION OF EXTERNSHIP OR INTERNSHIP PROGRAM OR PROJECT HERE: additional pages may be used, as necessary.

INSERT COMPLETE DESCRIPTION OF EXTERNSHIP OR INTERNSHIP LEARNING OBJECTIVES HERE: additional pages may be used, as necessary.
INTERN/EXTERN EVALUATION FORM

(To be completed by the employer at the conclusion of the extern/internship and sent directly to MJI. Add paper as needed.)

Name: ___________________ Total Hours ______ No. of Hours Weekly: ______

Brief Description of Duties

Rating Scheme A = Excellent, B = Good, C = Satisfactory, D = Unsatisfactory, E = Poor

1. Knowledge of required skill area. ___

2. College training relevancy ___

3. Communication Skills (oral) ___

4. Communication Skills (written) ___

5. Accuracy ___

6. Initiative ___

7. Willingness to learn ___

8. Responsibility ___

9. Dependability ___

10. Team Player ___

Revision Date: March 2013
Please comment on the Intern/Extern’s ability to integrate into the workforce.

Please comment on the Intern/Extern’s ability to learn the required skills to be productive.

Please comment freely.

Overall, would you say the student “Passed” or “Failed” the internship/externship? Please hand print the Intern/Extern’s grade (Pass or Fail) here_________________ on a hard copy of this form and return it to MJII at the address below.

_________________________________  _________________
Evaluator’s signature, and    position/title

_________________________________
MJII Faculty member signature   Printed name of MJII Faculty member

MICHIGAN JEWISH INSTITUTE, 6890 WEST MAPLE ROAD, WEST BLOOMFIELD, MICHIGAN 48322. (248) 414-6900. FAX (248) 414-6907
GENERAL PURPOSE:

The purpose of an Independent Study is to provide an opportunity for an individual student to engage in intensive study with a faculty member.

An independent study at MJJ provides a unique opportunity for the student to work one-on-one with a MJJ professor or other authorized instructor. Independent studies enable a student (1) to engage in specialized coursework or research under a professor's supervision or (2) to complete courses not otherwise anticipated to be covered in regular semester offerings during the student's planned tenure at MJJ.

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

POLICY:

Universally, the availability of Independent Studies is not a student entitlement. It is an enabling policy and option designed to encourage colleges and universities to provide fully matriculated students with an opportunity to pursue further studies not generally covered by scheduled courses. As such, independent studies are generally not available to guest students.

It is the policy of MJJ that requests for independent studies generally originate with the student and must be approved by the faculty member involved in the study and the Dean of MJJ or his assigns.
A. Course duplications as independent studies:

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

When regular courses are taught by independent study, they must include the same requirements as those in the classroom, including readings, exams and/or papers.

Additionally, since the advantages of classroom interaction with peers are absent during an independent study, the learning contract must include an activity that substitutes for this loss. (Examples of acceptable peer interaction substitutes include: attending any seminars or programs that may be available on the independent study subject matter; participating in “on-line” meetings and threads on the subject matter; working with a study group to complete the independent study; etc.)

Students are generally limited to one course of independent study per semester and a maximum of 4 credit hours. Students on academic probation are not permitted to take any courses by independent study.

NB: Course duplications via independent study are never perfect replacements for the classroom experience. If the MJI academic faculty views the requested independent study as simply a “convenience”, the learning contract, WILL NOT be approved nor will further consideration be given.
B. Special study topics (Courses numbered 450 or 460 and BIS/CIS 400 or 410):

Students who have completed at least two semesters of college-level academic work with a current grade point average of at least 3.0 may apply for an independent study in order to pursue topics of special interest, individual research or other issues of an academic or theological nature. Student’s are responsible for obtaining the proposed instructor’s consent before registering for a special topics independent study and must submit a complete and signed Learning Contract to the MJJ Dean or his assigns for final authorization. Ordinarily no more than four credit hours may be taken as a special studies topic during one semester.

PROCESS:

FOR ALL INDEPENDENT STUDIES

When proposing an independent studies project, you must follow all the procedures indicated below that apply to you.

Independent studies require that the instructor and student first meet to determine the student’s exact interest and to create an appropriate Learning Contract. (Students may contact MJJ deans and other faculty members for suggestions on and availability of instructors for various fields of study and possible precedent learning contracts.)

The Learning Contract must contain all of the following information. Incomplete contracts will be returned to the student without authorization for the study.

Personal Information: Student’s name, daytime telephone number, student’s area of concentration, and GPA.

Project Information: Course number and title of the proposed independent study, name of faculty instructor, day time telephone number of instructor, and if
proposed instructor is not a regular member of MJJ’s faculty: instructor’s organization name, address and telephone number; instructor’s academic credentials; and, evidence of instructor’s suitability to act in the proposed capacity.

A. FOR COURSE **DUPICATIONS**:

In addition to attaching the MJJ master (modifiable template) syllabus for the proposed independent study, and agreeing to complete all components therein, the student and the instructor **must include a statement indicating what additional requirements will be met to compensate for the loss of classroom interactions** (see Policy section, above.)

B. FOR SPECIAL STUDY TOPICS (COURSES NUMBERED 400 OR 410 OR OTHERWISE IDENTIFIED AS SPECIAL TOPICS OR STUDIES, E.G., JST 450):

Your Learning Contract must include the following:
1. A course description where you (in consultation with the proposed instructor) completely describe the nature of your independent study project.
2. Between three and five specific and **measurable** learning outcomes that you expect to achieve with your independent study.
3. A list of learning resources that you plan to use during your study. These can be texts, journal articles, libraries, web sites, and/or others.
4. The evidence of accomplishment that you will use to demonstrate that you have accomplished your learning objectives. This could be exam results, a research paper, a functioning software program, or some other objective demonstration of accomplishment.
5. A complete timetable indicating weekly activities, milestones, deliverables and independent study completion date. (Failure to meet the independent study completion date may result in lowering of the grade received.)
NB: When you and your proposed instructor consider the course description and your specific learning objectives, ensure that your project is not a duplication of another course already offered by MJI. If the MJI Dean or his assign determines that your special studies topic is a duplication of some other course, your learning contract will not be approved.

C. ALL PROPOSED INDEPENDENT STUDIES:

Independent studies should be designed to incorporate no less than 30 hours of student work per credit hour earned and must also include regular meetings with the instructor. The Learning Contract should specify the total face-to-face contact anticipated between the student and the instructor. Such meeting times should be incorporated into the course timetable section of the contract. The student and the instructor are expected to meet with each other for no less time than the timetable indicates, during the course of the independent study.

When you have completed your Learning Contract, both you and the proposed instructor should sign three copies. All three signed copies should be submitted to the MJI Dean or his assign for final approval of the proposed independent study. When your independent study has been approved, you and your instructor will receive an approved copy of the Learning Contract so you can begin work on your study.

**DO NOT BEGIN YOUR INDEPENDENT STUDY UNTIL YOU HAVE RECEIVED THIS WRITTEN AUTHORIZATION. WITHOUT AUTHORIZATION, YOU WILL NOT BE PERMITTED TO REGISTER FOR THE COURSE NOR WILL YOU BE GIVEN CREDIT FOR ANY WORK.**

Plan the use of your time carefully as your independent study must be completed in the semester registered. (You may request an extension and have your instructor submit an "Incomplete Mark Contract" to prevent your receipt of a failing grade.)
When you have completed the independent study your instructor will be required to turn in a final grade so that you will be granted credit for the accomplished work. (Grade forms have been attached to the end of this policy package for your and your instructor’s convenience.)

Independent studies and their associated Learning Contracts are requested and submitted by students prior to open registration for the intended semester. Although “Add-on” registrations for independent studies might be accepted, they are not recommended, as timely approvals may not be possible. Delays could mean that the independent study will not be approved until a subsequent semester.

D. SPECIAL CONSIDERATIONS

1. Course Cancellations: From time-to-time, a regularly scheduled MJJ course may be cancelled due to a failure to achieve sufficient registration. In these cases, students who have registered for the course may either drop the course (no prejudice on permanent records or their SAP status and full refund of any paid tuition for such courses) or request that they be permitted to take it via independent study. Students who elect to take the cancelled course via independent study are required to complete an independent study learning contract, as described above. However, the phrase "Taken Via Independent Study" will not appear on the student’s transcript.

When a course is cancelled and there are students wishing to take it via independent study, those students and the scheduled instructor should meet on the first day and time the class was initially scheduled to meet. At that time, the students and the instructor should prepare a proper independent study learning contract that includes all the requirements listed in this policy. Contracts should be printed and signed by each student and the instructor and then immediately forwarded to the Dean of Academic Administration or Registrar for review and approval. Failure to prepare timely independent study contract(s) may lead to
termination of the substituted independent study and no recognition of any coursework effort performed by either the students or the instructor.

2. **Opposite Gender Instruction:** Some students (and instructors) taking independent studies with instructors of the opposite gender may be uncomfortable being alone on campus with their independent study instructor. Such students are advised that MJI *cannot be responsible* for providing additional campus personnel when the college is otherwise not open for administrative business (Sunday through Thursdays 10:AM – 6:00 PM). Students and their instructors who do not wish to meet with each other alone on campus are advised to **schedule meetings when there are other campus programs in progress or when the administrative offices are routinely or otherwise open.** In the alternative, students and their instructors may choose to meet at other **public locations,** such as public libraries that have the necessary resources to conduct the business of the independent study.

**TRANSCRIPT IMPACT:**

It is vital that all students requesting any type of independent study understand the following.

**NB:** All regularly offered courses taken as independent studies will be listed on student transcripts with the regular course titles followed by the designation "Taken Via Independent Study."

Generally, independent studies are acceptable to most employers and other colleges and universities. However, MJI can make **no warranty** that a particular independent study or independent studies in general will be found acceptable by all employers or universities. Risks regarding the acceptability of such independent studies increase as the number of independent studies on a student’s transcript increase. Students considering taking a independent study in
lieu of a classroom course should carefully evaluate this advisory in terms of their own plans for future employment and/or graduate study.

For those students requesting special study topics as independent studies, the risks are considerably lower. Virtually all universities and colleges recognize special studies as appropriate academic pursuits, when not a significant portion of total undergraduate academic tenure.

**AUTHORIZATIONS:** (at least one signature is necessary to enact this policy/procedure)

__________________________  ______________________________
President                      For Academic Administration
INDEPENDENT STUDY CHECK LIST

DO NOT SUBMIT YOUR LEARNING CONTRACT UNTIL YOU HAVE CHECKED OFF EACH OF THE FOLLOWING AS COMPLETED. INCOMPLETE LEARNING CONTRACTS WILL NOT BE ACCEPTED FOR AUTHORIZATION.

___ I have met with my proposed independent study instructor and s/he has agreed to mentor my independent study.

___ I have negotiated the requirements of my independent study with my proposed instructor and we have agreed upon all of them.

___ I have completed all items on the first page of the independent study contract. Specifically:
   ___ independent study course number and title
   ___ The semester I will be registering for this independent study
   ___ The number of credits I am requesting for this independent study
   ___ I have indicated my name, concentration, address, telephone number
   ___ I have indicated my email address
   ___ I have provided my instructor's contact information
   ___ I have indicated all other course numbers and titles I will be taking this semester.

___ I have stated my reasons for requesting this independent study

A. FOR COURSE DUPLICATIONS:

___ I have completed parts A and C if I am taking course duplication as a independent study. Specifically:
   ___ In agreement with my instructor, I have attached the modified course syllabus containing:
      ___ a complete timetable indicating number and duration of face-to-face contacts
      ___ weekly activities
      ___ milestones (dates) and deliverables (dates)
      ___ independent study completion date
   ___ I have included a statement indicating what additional requirements will be met to compensate for the loss of classroom interactions.

B. FOR SPECIAL TOPICS INDEPENDENT STUDIES:

___ I have completed parts B and C if I am taking a special topic as an independent study. Specifically:
__ I have provided a complete course description of the independent study project. Namely:

__ subject matter
__ aims
__ objectives
__ content
__ how it will extend and deepen my knowledge of the subject area

__ I have identified between three and five specific and measurable learning outcomes I expect to achieve with this Independent study.

__ I have listed the specific learning resources I plan to use during the independent study.

__ I have provided the evidence of accomplishment I will use to demonstrate that I have accomplished my learning objectives.

__ I have provided a complete timetable

__ indicating number and duration of face-to-face contacts
__ weekly activities
__ milestones (dates) and deliverables (dates)
__ independent study completion date

C. FOR ALL INDEPENDENT STUDIES:

__ I have obtained my instructor’s signature and date of signature

__ I have signed and dated the learning contract

__ I recognize that incomplete learning contracts will not be authorized.

__ I know that I must register for this independent study after it is authorized via a MJ1 Registration Form or Add Form if I am already registered.
Independent Study Learning Contract

Will become part of the student’s permanent academic record

THIS CONTRACT MUST BE COMPLETELY AND ACCURATELY FILLED OUT OR IT WILL NOT BE CONSIDERED FOR APPROVAL. Items that are typically forgotten have been flagged for your notice and attention

Course Number and Title: ______________________________

Semester/Year of Study ________________ Number of Credits Requested __________

Student’s Name ______________________ Concentration __________

Current Address ____________________________________________

Current Phone # (s) __________________ e-mail __________________

Permanent Address __________________________________________

Instructor’s Name __________________________________________

Current Address __________________________________________

Current Phone # (s) __________________ e-mail __________________

Study Site (if off campus) ______________________________________

Site Address: ______________________________________________

Current Phone # (s) __________________ e-mail __________________
Enter Proposed Independent Study Course Number and Title Here:

Independent study course number and title: ________________________________

State your goal(s) and reason(s) for requesting this independent study. (The more complete your response, the more likely this proposal will be approved. Use additional paper or type electronically right on this contract template, as necessary):

!!!DELETE THESE PINK LINES AND COMPLETE THIS QUESTION !!!
THE ADMIN OFFICE WILL NOT ACCEPT CONTRACT WITH THIS ITEM MISSING!!!

COMPLETE PART A or B and then C

A. For course duplications:

1. **Attach** as part of this contract the MJI master (modifiable template) syllabus for the proposed independent study, as modified by you and/or your instructor. This will form the core description and timetable of the independent study. (See Independent Studies Policy Statement if clarification is necessary.)

The modified syllabus should include:

- a complete timetable indicating number and **duration** of face-to-face contacts with your instructor;
- weekly activities;
- milestones (dates) and deliverables (dates); and,
- **the independent study completion date**.

You may **add these items directly to your copy of the MJI master syllabus**. (Your proposed instructor or the MJI academic offices can make an electronic version of the required syllabus available to you to simplify preparation of this learning contract.) **Failure to meet the independent study completion date may result in lowering of the grade received.**

2. Include below a statement indicating what additional requirements will be met to compensate for the loss of classroom interactions. Use additional paper or type on this electronic template, as necessary. (See Independent Studies Policy Statement if clarification is necessary.)
B. For special study topics (Courses numbered 400 or 410 or otherwise titled as special topics or studies, e.g., JST 450): (Use additional paper as necessary or simply type directly onto this electronic template file.)

1. Describe here or attach as part of this contract a complete course description of your independent study project – subject matter, aims, objectives, content and how it will extend and deepen your knowledge of the subject area. (Suggestion: See the MJJ Dean of Academic Administration or Registrar’s Office for possible precedent Learning Contracts.)

2. Identify between three and five specific and measurable learning outcomes that you expect to achieve with your independent study.

3. List the specific learning resources that you plan to use during your study. These can be texts, journal articles, libraries, web sites, and/or others.

4. What evidence of accomplishment will you use to demonstrate that you have accomplished your learning objectives? (This could be exam results, a research paper, a functioning program, or some other objective demonstration of accomplishment.)

5. Attach a complete timetable indicating number and duration of face-to-face contacts with your instructor, weekly activities, milestones, deliverables and independent study completion date. (Failure to meet the independent study completion date may result in lowering of the grade received.)

NB: When you and your proposed instructor consider the course description and your specific learning objectives, ensure that your project is not a duplication of another course already offered by MJJ. If MJJ determines that your special studies topic is a duplication of some other course, your learning contract will not be approved.
C. For all proposed independent studies:

I, the undersigned student agree to work for no less than 30 hours for every credit hour earned in the completion of this independent study. I also agree to meet with the undersigned instructor for no less time than the attached timetable indicates, during the course of this independent study.

Student’s Signature_________________________ Date____________

Instructor’s Signature________________________ Date____________

Signature of Authorization____________________ (MJI Dean or assign)

Date Authorized__________________________

ED00007300
On the following pages are forms that:

The Instructor should use to submit the final grade once this independent study is complete:

The Instructor should use to submit a grade change for a previously reported independent study:

The student should use to register this independent study (once it has been authorized) for the desired semester if no previous registration form has been submitted by the student for the desired semester; or,

The add form the student should use to add this independent study (once it has been authorized) for the desired semester if a previous registration form has already been submitted by the student for the desired semester.

PLEASE NOTE: IT IS NOT NECESSARY TO INCLUDE THESE BLANK FORMS OR THE ACTUAL POLICY STATEMENT WHEN SUBMITTING A COMPLETED LEARNING CONTRACT FOR AUTHORIZATION. THE POLICY AND THE FORMS ARE FOR YOUR INFORMATION AND FOLLOW-UP USE AFTER A LEARNING CONTRACT HAS BEEN AUTHORIZED.

To summarize the steps taken in developing and submitting an independent study learning contract:

N.B.: if any step is skipped or taken out of order, it is virtually guaranteed that major problems with the independent study will ensue!

a. Student requests permission from the Dean or his assign to take an independent study;

b. If permission is granted, the Academic Administration will attempt to find a professor interested in mentoring the independent study;

c. If a mentoring professor is found, MJI will email both the student and the professor advising them to proceed with preparing the independent study learning contract;

d. It is the responsibility of the student and the mentoring professor to properly and completely prepare and sign the learning contract;

e. Upon completion of the learning contract, a signed original should be sent to the Registrar for review. S/he will forward complete contracts to the Dean or his assign for authorization or return incomplete contracts to the student, unauthorized;

f. Upon authorization of a complete contract by the Dean or his assign, the student will be required to:

1. Register the independent study with the Registrar for the current or upcoming semester (depending on timing), or

2. File an “Add” form with the Registrar if the student is already registered for other courses in the semester of interest

g. The Registrar will advise the mentoring professor and student (via returned copies of the authorized learning contract) that the independent study may begin.
INDEPENDENT STUDY GRADE FORM

At the conclusion of the independent study, the instructor should complete this form and submit it to the academic office. Students will receive a F grade if this form is not received by the contract's end date unless they have filed a properly completed “Incomplete Mark Contract” with the Registrar's Office.

GRADE FOR:________________________ DATE:______
(Print student's full name)

STUDENT’S MJJ ID NUMBER:_______ ___ __________

COURSE NUMBER AND NAME:________________________________

SEMESTER:________
(e.g., Fall ‘13)

FINAL GRADE:_______

COMMENTS REGARDING THIS INDEPENDENT STUDY (optional):

INSTRUCTOR’S NAME:________________________
(Print your name)

INSTRUCTOR: SIGNATURE:________________________
GRADE CHANGE FORM

CHANGE OF GRADE FOR: __________________________ DATE: __________
(Print student’s name)

STUDENT’S MJI ID NUMBER: __________ __________ __________

COURSE NAME AND NUMBER: __________________

SEMESTER: __________
(e.g., Fall ’13)

CHANGE GRADE FROM: _______ TO: _______

FULLY STATE YOUR REASON FOR CHANGING THIS GRADE:

INSTRUCTOR’S NAME: __________________________
(Print your name)

INSTRUCTOR: SIGNATURE: __________________________

DEAN or ASSIGN’S SIGNATURE: __________________________ DATE: __________

This form will become a part of the student’s permanent record
Michigan Jewish Institute · 6890 W. Maple Rd. · West Bloomfield, MI 48322
Phone (248) 414-6900 (888) 463-6654 · Fax (248) 414-6907 · info@mji.edu

Fax/Mail Registration Record

PLEASE PRINT
Term (circle one): Fall Winter Spring/Summer Year 20________

Student’s Legal Name ________________________________
Last                   First                   Middle

Other Name Used at MJI (if any) ____________________________

Social Security Number ___________ Gender □ Male □ Female Date of Birth __________

Phone (1): ___________________________ (2) ___________________________
(Include Country Code if Applicable) □ CELLULAR □ BUSINESS

email: ___________________________

Degree Program: □ Associate □ Bachelor □ Certificate □ Guest Student – Home School: ___________________________

What is your Major? ___________________________ Track or focus: ___________________________

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
<th>LOCATION</th>
<th>DAY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

TOTAL CREDITS APPLIED FOR: ___________________________

I understand that by registering for courses I incur tuition charges on my account. I have read the appropriate sections of the MJI Academic Catalog and I understand MJI policies regarding maintaining satisfactory academic progress, late registration charges, and adding, dropping or withdrawing from classes. I am also aware that my registration is not considered complete if there is any outstanding past-due balance on my account or until a payment agreement is accepted for the current semester.

Student Signature ___________________________ Date ___________________

Office Use: (Approvals) Dean Registrar Bookkeeping Fin. Aid. (Initialed by all)
REQUEST TO ADD Independent Study

STUDENT: ___________________ SOC. SEC.
________________________________ PHONE: ________________

DATE OF CHANGE ________________ SEMESTER ________________
EMAIL: __________________________

Please accept my request to **ADD** the following independent study course(s)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>Number of Credits Requested</th>
<th>Office Use Only</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature __________________________________ Date ______________

Office Use: (Approvals) ______ Dean ______ Registrar ______ Bookkeeping ______ Fin. Aid.
(Initiated by all)
Confirmation of Attendance at Internship/Externship Orientation

Training  3/14/13

1) [Redacted]
2) [Redacted]
3) [Redacted]
4) [Redacted]

Matters Discussed:
- Introductory remarks and relevant ACICS citations.
- Discussion of Internship/Externship template requirements and processes.
- Roles of the Registrar to ensure proper information gathering and reporting.
- Discussion regarding independent study processes and policies.
- Discussion of examples, problem and solutions based on current student activities.
- Potential changes to a digital rather than a paper-based process.
All syllabi do not include all required elements (pages 26 and 30)

The above citation and related comments by the ACICS site visit team focus on course syllabi. The following MJI response addresses the citation and related comments.

**MJI Course Syllabi:**

During the exit meeting of the ACICS site visit, February 19-21, 2013 the evaluation team advised MJI that the procedures for developing the application of the U.S. Department of Education’s definition of a credit hour were inadequate. Namely, there are no statements on course syllabi that identify how the amount of work required lead to the award of credits and the grading scales do not include out-of-class work as a percentage of course grade.

In response to the deficiencies found in the syllabi, MJI has updated all syllabi for courses listed in the academic catalog description and published new policies in each regarding both homework as a significant component in the award of credit as well as how homework is calculated as a percentage of the final grade in each course.

Each syllabus now has a section for Homework Policy that reads:

**Homework Policy:**
MJI defines homework as 2 hrs. per week of homework per week of credit awarded. Therefore, a 3-credit class would anticipate 6 hrs. of work to be completed outside the classroom including reading, assignments, and/or other activities such as field trips.

Beyond the standard policy regarding homework, each syllabus has a course outline that details homework assignments for each unit/week of the course.

Additionally, each syllabus now includes a section in the Grading Policy that accounts for Homework in the final grade:

**Grading Policy:**
The semester grade is made up of the following components:
- 25% participation (as measured by weekly interactive class discussions)
- 25% coursework (homework)*
- 25% midterm
- 25% final

*Extra credit is based on the discretion of the instructor.

Grades are based on the following percentages:
- 100 - 90% = A – exemplary competence – GPA = 4.0 (A/A+), 3.7 (A-)
- 89 - 80% = B – accomplished competence – GPA = 3.3 (B+), 3.0 (B), 2.7 (B-)
- 79 - 70% = C – developing competence – GPA = 2.3 (C+), 2.0 (C), 1.7 (C-)
- 69 - 60% = D – beginning to meet competency – GPA = 1.3 (D+), 1.0 (D), 0.7 (D-)
- 59 - 0% = F – failure to meet competency – GPA = 0

(The actual percentage that homework counts in the final grade varies among courses.)
For ease of response review, we have also placed a copy of all of the updated and current syllabi in the attachments file associated with this citation.)
Citation 10
Section 3-1-703

Advertising materials do not meet Council standards (pages 20 and 21).

MJ1 Response to citation:

Responding to this citation, MJ1 will address each element as noted (numbers added) via Standard 3-1-703. Compliance with each of these elements has been corrected as indicated. Materials attached in Supporting Documents File (Exhibits 1 -7).

Brochures: All MJ1 brochures have been reviewed and language that was previously noted as unclear has been addressed. This includes the following phrases:

Universal Changes Across All Brochures

A. The phrase "financial aid is available" has been addressed in all materials. Specifically: (note highlighted text):
   1. Under the "How to Apply for Financial Aid" section: All financial aid eligibility is determined by completing the FAFSA form found at www.fafsa.ed.gov." This has been revised to: "For students who qualify for financial aid, eligibility is determined by completing the FAFSA form found at www.fafsa.ed.gov."
   2. Under the "Why MJ1" section: "Financial aid available" has been revised to: "Financial aid is available for those students who qualify".
   3. On the back panel (last paragraph), previous text read: "Students attending MJ1 may be eligible for financial aid at the federal and state level. Additional grants and scholarships may also be available through MJ1." This has been revised to "Students attending MJ1 if qualified may be eligible for financial aid at the federal and state level. Additional grants and scholarships may also be available to qualified students through MJ1."
   (Exhibits 1 – 6; On the website:
   http://www.mj1.edu/media/pdf/727/mTEC7276755.pdf - Brand
   http://www.mj1.edu/media/pdf/697/PCnX6979641.pdf - Judaic Studies
   http://www.mj1.edu/media/pdf/697/CRKr6979635.pdf - Business
   http://www.mj1.edu/media/pdf/697/CIVj6979637.pdf - Computers
   http://www.mj1.edu/media/pdf/727/mTEC7276755.pdf - Study Abroad
   http://www.mj1.edu/media/pdf/367/KelLD3676838.pdf - Dual Enrollment)

B. The phrase "which greatly accelerates program completion" under Frequently Asked Questions: Question 1: – Wording has been revised to "which saves time and money toward program completion." (Exhibits 1 – 4; On the website:
   http://www.mj1.edu/media/pdf/727/mTEC7276755.pdf - Brand
   http://www.mj1.edu/media/pdf/697/PCnX6979641.pdf - Judaic Studies
   http://www.mj1.edu/media/pdf/697/CRKr6979635.pdf - Business
   http://www.mj1.edu/media/pdf/697/CIVj6979637.pdf - Computers)

C. The word "choose" in the program grid (upper left-hand box), has been changed to "complete". (Exhibits 2 – 4; On the website:
   http://www.mj1.edu/media/pdf/697/PCnX6979641.pdf - Judaic Studies
   http://www.mj1.edu/media/pdf/697/CRKr6979635.pdf - Business
   http://www.mj1.edu/media/pdf/697/CIVj6979637.pdf - Computers)
Specific Changes to Individual Brochures

A. Dual Enrollment Brochure
Financial aid available language on the Dual Enrollment program brochure which is reserved for high school students was not clear. That aid is not related to Title IV but is rather private assistance opportunities.

Previous wording: "If the student receives a scholarship or dual enrollment funding, the cost will be reduced accordingly." This has been revised to: "If the student is qualified to receive a scholarship or dual enrollment funding, the cost will be reduced accordingly."

(Exhibit 6; On the website: http://www.mji.edu/media/pdf/367/keLD3676838.pdf)

B. Computer /CIS Brochure
Mention is made of the CIS/Education Track concentration in the Computer Information Systems brochure. This track is not approved and has been deleted from the catalog.

All references to this program have been deleted from brochure materials.

(Exhibit 4; On the website: http://www.mji.edu/media/pdf/697/CIVj6n76637.pdf)

C. Study Abroad Brochure
Three separate references to financial aid have been clarified in this brochure.

1. Under “Tuition”
Past text: "Students enrolled in MJI's Study Abroad program may apply for many, but not all, of the financial assistance programs offered to MJI students."
Changed to: "Students enrolled in MJI's Study Abroad program may apply if qualified for many, but not all, of the financial assistance programs offered to MJI students.

2. Under “Financial Aid”
Past text: "For proper processing and timely receipt of financial rewards, students applying for financial aid through MJI should complete and provide the following materials no later than June 1 proper to the academic year desired for the Study Abroad Program (March 1 if applying for financial aid from the State of Michigan)"
Changed: "For proper processing and timely receipt of financial rewards available to qualified students, those applying for financial aid through MJI should complete and provide the following materials no later than June 1 proper to the academic year desired for the Study Abroad Program (March 1 if applying for financial aid from the State of Michigan)"

3. Under “Financial Aid” (last paragraph)
Past text: "Incomplete or delayed applications can result in failure to receive some or even all of the aid to which student may be entitled"
Change: "Incomplete or delayed applications can result in failure to receive some or even all of the aid to which a qualified student may be entitled"

(Exhibit 5; On the website: http://www.mji.edu/media/pdf/727/mTEC7276755.pdf)

Direct Mail:
Dual Enrollment Postcard
Advertising contained the statement "Credits transferable to most other colleges and universities," this statement could not be documented.

Because there are over 3,000 post secondary institutions in the US alone, the use of "most" other colleges and universities was used to advise students transferability is not a guarantee.

Upon review, this line was deleted. (Exhibit 7)
The published performance information could not be verified for accuracy (placement – 100%; retention – 96.6%) since it is almost two years old. Additionally, given that the team had challenges verifying both retention and placement rates on the 2012 report, the accuracy of the 2011 numbers in is question.

The above citation and related comments by the ACICS site visit team focus on published performance information found the MJI website and the verification of said information via the Campus Accountability Report. The following MJI response addresses the citation and related comments.

MJI Published Performance Information:

During the exit meeting of the ACICS site visit, February 19-21, 2013 the evaluation team advised MJI that the performance information published on the MJI website could not be verified. The published information had not been updated based on the most recent CAR. An additional challenge, mentioned earlier in the report and addressed in the response of the institute, was errors in the most recent version of the CAR.

In response to the deficiencies found in the published performance information, MJI has corrected and updated the most recent CAR. The institute paid the fee to have the ACICS portal for CAR submission re-opened and submitted an accurate CAR. As a result of having final, accurate numbers for placement and retention, we were able to update the information published on the MJI website.

The following text is taken directly from the MJI website:

Rates reported to ACICS using ACICS definitions and formulas (1):

Retention Rate: 81.8%

Placement (2): 100%

(1) For academic year 2011-2012

(2) Percentage of MJI graduates employed three months after graduation if not continuing on to graduate or professional schools.

This information can be found on the MJI website by visiting the following page:

normalized completers:

- adjusted normalized completers (#1 x #2a)

normalized graduates:

- adjusted normalized graduates (#1 x #3a)

normalized completers and graduates (2a + 3a):

normalized withdrawals:

- adjusted normalized withdrawals (#1 x #5a)

Graduation Ratios:

a. For graduates only (Question #3a / #6)
b. For graduates and completers (Question #4 / #6)

Non-Programmatic Enrollment:

- non-programmatic enrollment in courses that are part of an approved program (not including a "Twin Program")?

Yes

* No

Name the beginning of this reporting period:
e) Withdrew to enroll in institution with common ownership? 0
f) Withdrew due to incarceration? 0
g) Withdrew due to death? 0
h) All other withdrawals? 590
i) Are still enrolled? 3106

9. Total Enrollment: 4312

10. Adjusted total unduplicated enrollment (Question #5 - #8e): 3250

11. Total graduates and completers (Question #8b + #8c): 616

12. Of the students listed in #11 above, how many enrolled without a high school diploma or equivalent? 0

13. Of the students in #8h above, how many withdrew for related employment? 0

14. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Placed in their field of study? 26</td>
</tr>
<tr>
<td>b) Placed in a related field? 0</td>
</tr>
<tr>
<td>c) Placed out of field? 0</td>
</tr>
<tr>
<td>d) Not available for placement due to pregnancy, death of other health-related situations? 0</td>
</tr>
<tr>
<td>e) Not available for placement due to continuing education? 590</td>
</tr>
<tr>
<td>f) Not available due to active military? 0</td>
</tr>
<tr>
<td>g) International students not available due to visa restrictions? 0</td>
</tr>
<tr>
<td>h) Completers and graduates from a stand-alone English as a Second Language Program? 0</td>
</tr>
<tr>
<td>i) Not available due to incarceration? 0</td>
</tr>
<tr>
<td>j) Not working? 0</td>
</tr>
</tbody>
</table>
Additions

a) New starts 2229
b) Re-entries 8

3. Total enrollment during the reporting period: 4312

4. How many students reported as part of the enrollment as of the beginning of this reporting period (Question 1) or as new starts (Question 2a) or re-entries (Question 2b) were reported a second time, either in the same program or a different program, as one of the following:
   a. Enrolled in a second program after completing the first 0
   b. Concurrently enrolled in two programs 1062

5. Total unduplicated enrollment during the reporting period (Question #3 – (#4a/#4b)): 3250

6. Of the total enrollment (#3 above), how many:

   a) Enrolled without a high school diploma or equivalent? 0
   b) Obtained a high school diploma or its equivalent while enrolled? 0
   c) Enrolled in one or more courses through distance learning delivery mode? 2768

7. Of the number of students enrolled in one or more courses through distance learning (#6c), how many:

   a) Were at least partially on-ground students but enrolled in one or more distance learning courses 2731
   b) Were classified as fully online or 100% distance learning students? 37

8. Of your institution’s total enrollment, how many:

   a) Were enrolled in less than a full program? 0
   b) Completed a program? 0
   c) Graduated from a program? 616
   d) Withdrew due to active military service? 0
2. Additions during the year:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts: 0</td>
</tr>
<tr>
<td>b) Re-entries: 0</td>
</tr>
</tbody>
</table>

3. Total enrollment during the reporting period:

| 0 |

4. Of the total enrollment (#3 above), how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent? 0</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled? 0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance learning delivery mode? 0</td>
</tr>
</tbody>
</table>

5. Of the number of students enrolled in one or more courses through distance learning (#4c), how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were at least partially on-ground students but enrolled in one or more distance learning courses 0</td>
</tr>
<tr>
<td>b) Were classified as fully online or 100% distance learning students? 0</td>
</tr>
</tbody>
</table>

2012 CAMPUS DATA

Link (URL) to web page with public disclosures:

www.mji.edu

Total number of 1-year programs:

1

Modified Total Enrollment in 1-year Programs:

1062

1. Enrollment as of the beginning of this reporting period, July 1, 2011:

2075

2. Additions during the year:
16. Total (should equal total graduates and completers reported in #11 above) 616
Retention (Question #10 - #8h) / #10 81.846 %
Placement (Question (#14a + #14b) / (#11 - (#14d + #14e + #14f + #14g + #14h + #14i))) 100 %

18. Indicate if your institution participated with a federal, state or local government entity (including GI Bill, IPFR, VOCREHAB, VEA or AEA), other company or organization whereby your institution was responsible for providing training to the contracted students, including students who were incarcerated at the time of training?

Yes
No

19. Did your institution participate in any third party contractual programs with another organization or educational institution whereby the other organization had the obligation to provide a portion of your students' training?

Yes
No

20. Does the institution participate in a consortium agreement with another entity?

Yes
No

21. Does the institution serve as a host institution under a consortium arrangement?

Yes
No

22. Is the consortium agreement among institutions operated by the owning corporation?
Select:

23. Have there been any suits/legal actions, judgments, or settlements concerning the institution?

Yes
No

24. Have there been any program reviews or I.G. audits during this period? (by the U.S. Department of Education)?

Yes, please explain below:
Campus Accountability Report (CAR) - 2012
Profile Details:

ACICS ID: 00023385
Michigan Jewish Institute - The Shul
West Bloomfield, MI 48322 USA
Email: AcadAdminACICS@mji.edu
Non-Program Enrollment Data

Do you have any non-programmatic enrollment in courses that are part of an approved program (not including "Non-Credit, Short-Term Program")?  (Select one)

X  Yes

1. Enrollment as of the beginning of this reporting period:

0

2. Additions during the year:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts:</td>
<td>23</td>
</tr>
<tr>
<td>b) Re-entries:</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Total enrollment during the reporting period:

23

4. Of the total enrollment (#3 above), how many

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent?</td>
<td>23</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled?</td>
<td>0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance learning delivery mode?</td>
<td>0</td>
</tr>
</tbody>
</table>

5. Of the number of students enrolled in one or more courses through distance learning (#4c), how many:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were at least partially on-ground students but enrolled in one or more distance learning courses?</td>
<td>0</td>
</tr>
<tr>
<td>b) Were classified as fully online or 100% distance learning students?</td>
<td>0</td>
</tr>
</tbody>
</table>
Campus Accountability Report (CAR) - 2012
Campus Enrollment Data

Link (URL) to web page with public disclosures:

www.mji.edu

Total number of 1-year programs:

1

Modified Total Enrollment in 1-year Programs:

1062

1. Enrollment as of the beginning of this reporting period, July 1, 2011:

2075

2. Additions during the year:

<table>
<thead>
<tr>
<th>Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts</td>
</tr>
<tr>
<td>b) Re-entries</td>
</tr>
</tbody>
</table>

3. Total enrollment during the reporting period:

4335

4. How many students reported as part of the enrollment as of the beginning of this reporting period (Question 1) or as new starts (Question 2a) or re-entries (Question 2b) were reported a second time, either in the same program or a different program, as one of the following:

<table>
<thead>
<tr>
<th>Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Enrolled in a second program after completing the first</td>
</tr>
<tr>
<td>b. Concurrently enrolled in two programs</td>
</tr>
</tbody>
</table>
5. Total unduplicated enrollment during the reporting period (Question #3 - (#4a+#4b)):

3273

6. Of the total enrollment (#3 above), how many:

<table>
<thead>
<tr>
<th>(a) Enrolled without a high school diploma or equivalent?</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
</tr>
<tr>
<td>(b) Obtained a high school diploma or its equivalent while enrolled?</td>
<td>0</td>
</tr>
<tr>
<td>(c) Enrolled in one or more courses through distance learning delivery mode?</td>
<td>2768</td>
</tr>
</tbody>
</table>

7. Of the number of students enrolled in one or more courses through distance learning (#6c), how many:

<table>
<thead>
<tr>
<th>(a) Were at least partially on-ground students but enrolled in one or more distance learning courses?</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2731</td>
</tr>
<tr>
<td>(b) Were classified as fully online or 100% distance learning students?</td>
<td>37</td>
</tr>
</tbody>
</table>

8. Of your institution's total enrollment, how many:

<table>
<thead>
<tr>
<th>(a) Were enrolled in less than a full program?</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
</tr>
<tr>
<td>(b) Completed a program?</td>
<td>0</td>
</tr>
<tr>
<td>(c) Graduated from a program?</td>
<td>616</td>
</tr>
<tr>
<td>(d) Withdrew due to active military service?</td>
<td>0</td>
</tr>
<tr>
<td>(e) Withdrew to enroll in institution with common ownership?</td>
<td>0</td>
</tr>
<tr>
<td>(f) Withdrew due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>(g) Withdrew due to death?</td>
<td>0</td>
</tr>
<tr>
<td>(h) All other withdrawals?</td>
<td>590</td>
</tr>
<tr>
<td>(i) Are still enrolled?</td>
<td>3106</td>
</tr>
</tbody>
</table>
9. Total Enrollment:

4335

10. Adjusted total unduplicated enrollment (Question #5 - #8c):

3273

11. Total graduates and completers (Question #8b + #8c):

616

12. Of the students listed in #11 above, how many enrolled without a high school diploma or equivalent?

0

13. Of the students in #8b above, how many withdrew for related employment?

0

14. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Placed in their field of study?</td>
<td>26</td>
</tr>
<tr>
<td>b) Placed in a related field?</td>
<td>0</td>
</tr>
<tr>
<td>c) Placed out of field?</td>
<td>0</td>
</tr>
<tr>
<td>d) Not available for placement due to pregnancy, death of other health-related situations?</td>
<td>0</td>
</tr>
<tr>
<td>e) Not available for placement due to continuing education?</td>
<td>590</td>
</tr>
<tr>
<td>f) Not available due to active military?</td>
<td>0</td>
</tr>
<tr>
<td>g) International students not available due to visa restrictions?</td>
<td>0</td>
</tr>
<tr>
<td>h) Completers and graduates from a stand-alone English as a Second Language Program?</td>
<td>0</td>
</tr>
<tr>
<td>i) Not available due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>Question</td>
<td>Count</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>11. Not working?</td>
<td>0</td>
</tr>
<tr>
<td>15. Total (should equal total graduates and completers reported in #11 above)</td>
<td>616</td>
</tr>
<tr>
<td>Retention (Question (#10 - #10h) / #10)</td>
<td>82%</td>
</tr>
<tr>
<td>Placement (Question (#14a + #14b) / (#11 - (#14d + #14e + #14f + #14g + #14h + #14i)))</td>
<td>100%</td>
</tr>
</tbody>
</table>
Campus Accountability Report (CAR) - 2012

Campus General Information

16. Indicate if your institution participated with a federal, state or local government entity (including GI Bill, JTPA, VOCREHAB, VEA or AEA), other company or organization whereby your institution was responsible for providing training to the contracted students, including students who were incarcerated at the time of training? (Select one)

X No

17. Did your institution participate in any third party contractual programs with another organization or educational institution whereby the other organization had the obligation to provide a portion of your students' training? (Select one)

X No

18. Does the institution participate in a consortium agreement with another entity? (Select one)

X No

21a. Have there been any suits/legal actions, judgments, or settlements concerning the institution? (Select one)

X No

21b. Have there been any program reviews or I.G. audits during this period? (by the U.S. Department of Education)? (Select one)

X No
Faculty General Information

22. Faculty Data

<table>
<thead>
<tr>
<th>Faculty as of the beginning of this reporting period.</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Additions during the reporting period.</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>b. Permanent terminations and resignations during this reporting period.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

23. Faculty at the end of this period:

44

24a. Average unweighted student-faculty ratio:

99:1

24b. What is the average weighted student-faculty ratio?

21:1
25. What was your institution's annual cohort default rate for:

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>0 %</td>
</tr>
<tr>
<td>2008</td>
<td>0 %</td>
</tr>
<tr>
<td>2009</td>
<td>0 %</td>
</tr>
</tbody>
</table>

a) Do you believe that these rates are accurate? (Select one)

X Yes

b) Have you filed an appeal with the Department of Education concerning your institution's default rate or loss of eligibility? (Select one)

X No

c) What percentage of the students enrolled on June 30, 2012, are participating in any of the Federal Student Loan Programs?

0 %

26. Demographic Area (Select one)

X Suburban

27. Breakdown of enrollment from question #5. Please enter number of:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Female Students</td>
<td>2032</td>
</tr>
<tr>
<td>b) Male Students</td>
<td>1242</td>
</tr>
</tbody>
</table>

28. Number of weighted normalized completers:

0

29. Number of weighted normalized graduates:

308
30. Total of weighted normalized completers and graduates (#28 + #29):

308

31. Number of weighted normalized withdrawals:

5

32. Total Weighted Leavers (#30 + #31):

313

33. Comprehensive Graduation Ratios:

<table>
<thead>
<tr>
<th></th>
<th>98.4 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. For graduates only</td>
<td></td>
</tr>
<tr>
<td>(#29/#32)</td>
<td></td>
</tr>
<tr>
<td>b. For graduates and</td>
<td></td>
</tr>
<tr>
<td>completers (#30/#32)</td>
<td></td>
</tr>
</tbody>
</table>
11.0201 - Computer Information Systems - Bachelor's Degree

Program Measurement

ACICS Program Name (Code): [Complete only if information above is incorrect]

Institutional Program Name: [Complete only if information above is incorrect]

Credential Awarded: [Complete only if information above is incorrect]

Length in Weeks:

<table>
<thead>
<tr>
<th>Length in Weeks</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

Unit of Measurement  (Select one)

X Semester

Credit Hours Awarded:

120

Minimum Number of Credit Hours of General Education Required for Program Completion:

45
Number of contact-clock hours:

1800

<table>
<thead>
<tr>
<th>Modes of Delivery</th>
<th>Distance Education</th>
<th>Residential Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt; 50%</td>
<td>&lt; 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program tuition:</th>
<th>Day</th>
<th>Night</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>42000</td>
<td>42000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program fees charged:</th>
<th>Day</th>
<th>Night</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

Does this program have separate programmatic accreditation from an accreditor recognized by CHEA or USDE? (Select one)

X No

1. Is certification, licensure, or registration based upon an industry-recognized examination required to become employed in your state in this curriculum area? (Select one)

X No
Campus Accountability Report (CAR) - 2012

11.0201 - Computer Information Systems - Bachelor’s Degree

Program Enrollment Data

1. Enrollment as of the beginning of this reporting period, July 1, 2011:

   150

2. Additions during the year:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts: 13</td>
</tr>
<tr>
<td>b) Re-entries: 2</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at your institution: 0</td>
</tr>
</tbody>
</table>

3a. Total enrollment during the reporting period:

   165

3b. Modified Total Enrollment (Question #3a - #6a)

   165

4. Of the total enrollment (#3a above), how many

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent: 0</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled: 0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance learning delivery mode: 91</td>
</tr>
</tbody>
</table>
5. Of the number of students enrolled in one or more courses through distance learning (4c), how many:

<table>
<thead>
<tr>
<th>Count</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were at least partially on-ground students but enrolled in one or more distance learning courses?</td>
<td>91</td>
</tr>
<tr>
<td>b) Were classified as fully online or 100% distance learning students?</td>
<td>0</td>
</tr>
</tbody>
</table>

6. Of the total enrollment, how many:

<table>
<thead>
<tr>
<th>Count</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Transferred out of the program to other programs?</td>
<td>0</td>
</tr>
<tr>
<td>b) Completed a program?</td>
<td>0</td>
</tr>
<tr>
<td>c) Graduated from a program?</td>
<td>0</td>
</tr>
<tr>
<td>d) Withdrew due to active military service?</td>
<td>0</td>
</tr>
<tr>
<td>e) Withdrew to enroll in institution with common ownership?</td>
<td>0</td>
</tr>
<tr>
<td>f) Withdrew due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>g) Withdrew due to death?</td>
<td>0</td>
</tr>
<tr>
<td>h) All other withdrawals?</td>
<td>74</td>
</tr>
<tr>
<td>i) Are still enrolled?</td>
<td>91</td>
</tr>
</tbody>
</table>

7a. Total Enrollment: 165

7b. Adjusted Total Enrollment (Question #3a - #6e): 165
8. Total Completers and Graduates (Question #6b + #6c):

()

9. Of the students listed in #8 above, how many enrolled without a high school diploma or equivalent?

()

10. Of the students in #6h above, how many withdrew for in-field or related field employment?

()

11. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Placed in their field of study?</td>
<td>0</td>
</tr>
<tr>
<td>b) Placed in a related-field?</td>
<td>0</td>
</tr>
<tr>
<td>c) Placed out of field?</td>
<td>0</td>
</tr>
<tr>
<td>d) Not available for placement due to pregnancy, death or other health-related situations?</td>
<td>0</td>
</tr>
<tr>
<td>e) Not available for placement due to continuing education?</td>
<td>0</td>
</tr>
<tr>
<td>f) Not available due to active military service?</td>
<td>0</td>
</tr>
<tr>
<td>g) International students not available due to Visa restrictions?</td>
<td>0</td>
</tr>
<tr>
<td>h) Enrolled in a stand-alone English as a Second Language (ESL) program?</td>
<td>0</td>
</tr>
<tr>
<td>i) Not available due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>j) Not working?</td>
<td>0</td>
</tr>
</tbody>
</table>

12. Total:
<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention (Question #7b - #7c/#7b)</td>
<td>55.15%</td>
</tr>
<tr>
<td>Placement (Question #11a + #11b)/(#8 - (#11d +#11e + #11f + #11g + #11h + #11i))</td>
<td>0%</td>
</tr>
</tbody>
</table>
11.0201 - Computer Information Systems - Bachelor's Degree

Program Graduation Information

Is this program equal to, or less than, one year in length? (Select one)

X  No
Campus Accountability Report (CAR) - 2012


Program Measurement

ACICS Program Name (Code): [Complete only if information above is incorrect]

Institutional Program Name: [Complete only if information above is incorrect]

Credential Awarded: [Complete only if information above is incorrect]

Length in Weeks:

<table>
<thead>
<tr>
<th>Length in Weeks</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Unit of Measurement (Select one)

X Semester

Credit Hours Awarded:

60

Minimum Number of Credit Hours of General Education Required for Program Completion:
Number of contact/clock hours:

1200

<table>
<thead>
<tr>
<th>Modes of Delivery</th>
<th>Distance Education</th>
<th>Residential Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>= 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program tuition:</th>
<th>Day</th>
<th>Night</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21000</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program fees charged:</th>
<th>Day</th>
<th>Night</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>250</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Does this program have separate programmatic accreditation from an accreditor recognized by CHEA or USDE? (Select one)

X No

Does certification, licensure, or registration based upon an industry-recognized examination required to become employed in your state in this curriculum area? (Select one)

X No
Number of contact/clock hours:

1800

<table>
<thead>
<tr>
<th>Modes of Delivery</th>
<th>Distance Education</th>
<th>Residential Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt; 50% and &lt; 100%</td>
<td>= 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program tuition:</th>
<th>Day</th>
<th>Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total program fees charged:</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td>0</td>
<td>42000</td>
<td>42000</td>
</tr>
</tbody>
</table>

Does this program have separate programmatic accreditation from an accreditor recognized by CHEA or USDE? (Select one)

X No

1. Is certification, licensure, or registration based upon an industry-recognized examination required to become employed in your state in this curriculum area? (Select one)

X No
Campus Accountability Report (CAR) - 2012

24.0102 - Judaic Studies - Bachelor’s Degree

Program Enrollment Data

1. Enrollment as of the beginning of this reporting period, July 1, 2011:

   1728

2. Additions during the year:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts: 1297</td>
</tr>
<tr>
<td>b) Re-entries: 6</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at your institution: 0</td>
</tr>
</tbody>
</table>

3a. Total enrollment during the reporting period:

   3031

3b. Modified Total Enrollment (Question #3a - #6a)

   3031

4. Of the total enrollment (#3a above), how many

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent: 0</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled: 0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance learning delivery mode: 1626</td>
</tr>
</tbody>
</table>
5. Of the number of students enrolled in one or more courses through distance learning (4c), how many:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were at least partially on-ground students but enrolled in one or more distance learning courses?</td>
<td>1589</td>
</tr>
<tr>
<td>b) Were classified as fully online or 100% distance learning students?</td>
<td>37</td>
</tr>
</tbody>
</table>

6. Of the total enrollment, how many:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Transferred out of the program to other programs?</td>
<td>0</td>
</tr>
<tr>
<td>b) Completed a program?</td>
<td>0</td>
</tr>
<tr>
<td>c) Graduated from a program?</td>
<td>5</td>
</tr>
<tr>
<td>d) Withdrew due to active military service?</td>
<td>0</td>
</tr>
<tr>
<td>e) Withdrew to enroll in institution with common ownership?</td>
<td>0</td>
</tr>
<tr>
<td>f) Withdrew due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>g) Withdrew due to death?</td>
<td>0</td>
</tr>
<tr>
<td>h) All other withdrawals?</td>
<td>490</td>
</tr>
<tr>
<td>i) Are still enrolled?</td>
<td>2536</td>
</tr>
</tbody>
</table>

7a. Total Enrollment:

3031

7b. Adjusted Total Enrollment (Question #3a - #6e):

3031
Campus Accountability Report (CAR) - 2012

8. Total Completers and Graduates (Question #6b + #6c):
   
   5

9. Of the students listed in #8 above, how many enrolled without a high school diploma or equivalent?
   
   0

10. Of the students in #6b above, how many withdrew for in-field or related field employment?
    
    0

11. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th>Count</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Placed in their field of study?</td>
<td>5</td>
</tr>
<tr>
<td>b) Placed in a related-field?</td>
<td>0</td>
</tr>
<tr>
<td>c) Placed out of field?</td>
<td>0</td>
</tr>
<tr>
<td>d) Not available for placement due to pregnancy, death or other health-related situations?</td>
<td>0</td>
</tr>
<tr>
<td>e) Not available for placement due to continuing education?</td>
<td>0</td>
</tr>
<tr>
<td>f) Not available due to active military service?</td>
<td>0</td>
</tr>
<tr>
<td>g) International students not available due to Visa restrictions?</td>
<td>0</td>
</tr>
<tr>
<td>h) Enrolled in a stand-alone English as a Second Language (ESL) program?</td>
<td>0</td>
</tr>
<tr>
<td>i) Not available due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>j) Not working?</td>
<td>0</td>
</tr>
</tbody>
</table>

12. Total:
<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention (Question (#7b - #6b) / #7b)</td>
<td>83.83%</td>
</tr>
<tr>
<td>Placement (Question (#11a + #11b) / (#8 - (#11d + #11e + #11f + #11g + #11h + #11i)))</td>
<td>100%</td>
</tr>
</tbody>
</table>
24.0102 - Judaic Studies - Bachelor's Degree

Program Graduation Information

Is this program equal to, or less than, one year in length? (Select one)

X No
52.0407 - Business Information Systems - Academic Associate’s Degree

Program Measurement

ACICS Program Name (Code): [Complete only if information above is incorrect]

Institutional Program Name: [Complete only if information above is incorrect]

Credential Awarded: [Complete only if information above is incorrect]

Length in Weeks:

<table>
<thead>
<tr>
<th>Length in Weeks</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Unit of Measurement (Select one)

X Semester

Credit Hours Awarded:

62

Minimum Number of Credit Hours of General Education Required for Program Completion:
Number of contact/clock hours: 930

<table>
<thead>
<tr>
<th>Modes of Delivery</th>
<th>Distance Education</th>
<th>Residential Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;50%</td>
<td>= 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program tuition:</th>
<th>Day</th>
<th>Night</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>21700</td>
<td>21700</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program fees charged:</th>
<th>Day</th>
<th>Night</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>250</td>
<td>250</td>
</tr>
</tbody>
</table>

Does this program have separate programmatic accreditation from an accreditor recognized by CHEA or USDE? (Select one)

X No

1. Is certification, licensure, or registration based upon an industry-recognized examination required to become employed in your state in this curriculum area? (Select one)

X No
5. Of the number of students enrolled in one or more courses through distance learning (4c), how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

6. Of the total enrollment, how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

7a. Total Enrollment:

24

7b. Adjusted Total Enrollment (Question #3a - #6c):
8. Total Completers and Graduates (Question #6b + #6c):

0

9. Of the students listed in #8 above, how many enrolled without a high school diploma or equivalent?

0

10. Of the students in #6h above, how many withdrew for in-field or related field employment?

0

11. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Placed in their field of study?</td>
</tr>
<tr>
<td>b) Placed in a related-field?</td>
</tr>
<tr>
<td>c) Placed out of field?</td>
</tr>
<tr>
<td>d) Not available for placement due to pregnancy, death or other health-related situations?</td>
</tr>
<tr>
<td>e) Not available for placement due to continuing education?</td>
</tr>
<tr>
<td>f) Not available due to active military service?</td>
</tr>
<tr>
<td>g) International students not available due to Visa restrictions?</td>
</tr>
<tr>
<td>h) Enrolled in a stand-alone English as a Second Language (ESL) program?</td>
</tr>
<tr>
<td>i) Not available due to incarceration?</td>
</tr>
<tr>
<td>j) Not working?</td>
</tr>
</tbody>
</table>
12. Total:

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention (Question (#7b - #6b) / #7b)</td>
<td>50%</td>
</tr>
<tr>
<td>Placement (Question (#11a + #11b) / (#8 - (#11d + #11e + #11f + #11g + #11h + #11i)))</td>
<td>0%</td>
</tr>
</tbody>
</table>

Program Graduation Information

Is this program equal to, or less than, one year in length? (Select one)

X No
24.0102 - Judaic Studies - Bachelor's Degree

Program Measurement

ACICS Program Name (Code): [Complete only if information above is incorrect]

Institutional Program Name: [Complete only if information above is incorrect]

Credential Awarded: [Complete only if information above is incorrect]

Length in Weeks:

<table>
<thead>
<tr>
<th>Length in Weeks</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Unit of Measurement (Select one):

X Semester

Credit Hours Awarded:

120

Minimum Number of Credit Hours of General Education Required for Program Completion:

45
Campus Accountability Report (CAR) - 2012


Program Enrollment Data

1. Enrollment as of the beginning of this reporting period, July 1, 2011:

24

2. Additions during the year:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts:</td>
<td>0</td>
</tr>
<tr>
<td>b) Re-entries:</td>
<td>0</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at your institution</td>
<td>0</td>
</tr>
</tbody>
</table>

3a. Total enrollment during the reporting period:

24

3b. Modified Total Enrollment (Question #3a - #6a)

24

4. Of the total enrollment (#3a above), how many

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent?</td>
<td>0</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled?</td>
<td>0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance</td>
<td>0</td>
</tr>
</tbody>
</table>
Campus Accountability Report (CAR) - 2012

52.0407 - Business Information Systems - Academic Associate's Degree

Program Enrollment Data

1. Enrollment as of the beginning of this reporting period, July 1, 2011:

17

2. Additions during the year:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts</td>
<td>13</td>
</tr>
<tr>
<td>b) Re-entries</td>
<td>0</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at your institution</td>
<td>0</td>
</tr>
</tbody>
</table>

3a. Total enrollment during the reporting period:

30

3b. Modified Total Enrollment (Question #3a - #6a)

30

4. Of the total enrollment (#3a above), how many

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent?</td>
<td>0</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled?</td>
<td>0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance</td>
<td>5</td>
</tr>
</tbody>
</table>
5. Of the number of students enrolled in one or more courses through distance learning (4c), how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were at least partially on-ground students but enrolled in one or more distance learning courses?</td>
</tr>
<tr>
<td>b) Were classified as fully online or 100% distance learning students?</td>
</tr>
</tbody>
</table>

6. Of the total enrollment, how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Transferred out of the program to other programs?</td>
</tr>
<tr>
<td>b) Completed a program?</td>
</tr>
<tr>
<td>c) Graduated from a program?</td>
</tr>
<tr>
<td>d) Withdrew due to active military service?</td>
</tr>
<tr>
<td>e) Withdrew to enroll in institution with common ownership?</td>
</tr>
<tr>
<td>f) Withdrew due to incarceration?</td>
</tr>
<tr>
<td>g) Withdrew due to death?</td>
</tr>
<tr>
<td>h) All other withdrawals?</td>
</tr>
<tr>
<td>i) Are still enrolled?</td>
</tr>
</tbody>
</table>

7a. Total Enrollment: 30

7b. Adjusted Total Enrollment (Question #3a - #6e):
8. Total Completers and Graduates (Question #6b + #6c):

0

9. Of the students listed in #8 above, how many enrolled without a high school diploma or equivalent?

0

10. Of the students in #6h above, how many withdrew for in-field or related field employment?

0

11. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th>Count</th>
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<tbody>
<tr>
<td>0</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

- a) Placed in their field of study?
- b) Placed in a related-field?
- c) Placed out of field?
- d) Not available for placement due to pregnancy, death or other health-related situations?
- e) Not available for placement due to continuing education?
- f) Not available due to active military service?
- g) International students not available due to Visa restrictions?
- h) Enrolled in a stand-alone English as a Second Language (ESL) program?
- i) Not available due to incarceration?
- j) Not working?
12. Total:

<table>
<thead>
<tr>
<th>Description</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention (Question (#7b - #6h) / #7b)</td>
<td>66.67%</td>
</tr>
<tr>
<td>Placement (Question (#11a + #11b) / (#9 - (#11d + #11e + #11f + #11g + #11h + #11j)))</td>
<td>0%</td>
</tr>
</tbody>
</table>
52.0407 - Business Information Systems - Academic Associate's Degree

Program Graduation Information

Is this program equal to, or less than, one year in length? (Select one)

X No
24.0102 - Judaic Studies - Certificate/Diploma

Program Measurement

ACICS Program Name (Code): [Complete only if information above is incorrect]

Institutional Program Name: [Complete only if information above is incorrect]

Credential Awarded: [Complete only if information above is incorrect]

Length in Weeks:

<table>
<thead>
<tr>
<th>Length in Weeks</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>60</td>
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</tbody>
</table>

Unit of Measurement  (Select one)

X Semester

Credit Hours Awarded:

24

Minimum Number of Credit Hours of General Education Required for Program Completion:

0
Number of contact/clock hours:

360

<table>
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<tr>
<th>Modes of Delivery</th>
<th>Distance Education</th>
<th>Residential Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt; 50% and &lt; 100%</td>
<td>= 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total program tuition:</th>
<th>Day</th>
<th>Night</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>8400</td>
<td>8400</td>
</tr>
<tr>
<td>Total program fees charged:</td>
<td>0</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

Does this program have separate programmatic accreditation from an accreditor recognized by CHEA or USDE? (Select one)

X No

1. Is certification, licensure, or registration based upon an industry-recognized examination required to become employed in your state in this curriculum area? (Select one)

X No
24.0102 - Judaic Studies - Certificate/Diploma

Program Enrollment Data

1. Enrollment as of the beginning of this reporting period, July 1, 2011:
   156

2. Additions during the year:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>a) New starts:</td>
<td>906</td>
</tr>
<tr>
<td>b) Re-entries:</td>
<td>0</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at your institution:</td>
<td>0</td>
</tr>
</tbody>
</table>

3a. Total enrollment during the reporting period:
   1062

3b. Modified Total Enrollment (Question #3a - #6a)
   1062

4. Of the total enrollment (#3a above), how many

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent?</td>
<td>0</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled?</td>
<td>0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance learning delivery mode?</td>
<td>1046</td>
</tr>
</tbody>
</table>
Campus Accountability Report (CAR) - 2012

5. Of the number of students enrolled in one or more courses through distance learning (4c), how many:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were at least partially on-ground students but enrolled in one or more distance learning courses?</td>
<td>1046</td>
</tr>
<tr>
<td>b) Were classified as fully online or 100% distance learning students?</td>
<td>0</td>
</tr>
</tbody>
</table>

6. Of the total enrollment, how many:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Transferred out of the program to other programs?</td>
<td>0</td>
</tr>
<tr>
<td>b) Completed a program?</td>
<td>0</td>
</tr>
<tr>
<td>c) Graduated from a program?</td>
<td>611</td>
</tr>
<tr>
<td>d) Withdrew due to active military service?</td>
<td>0</td>
</tr>
<tr>
<td>e) Withdrew to enroll in institution with common ownership?</td>
<td>0</td>
</tr>
<tr>
<td>f) Withdrew due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>g) Withdrew due to death?</td>
<td>0</td>
</tr>
<tr>
<td>h) All other withdrawals?</td>
<td>4</td>
</tr>
<tr>
<td>i) Are still enrolled?</td>
<td>447</td>
</tr>
</tbody>
</table>

7a. Total Enrollment:

1062

7b. Adjusted Total Enrollment (Question #3a - #6e):

1062
Campus Accountability Report (CAR) - 2012

8. Total Completers and Graduates (Question #6b + #6c):

   611

9. Of the students listed in #8 above, how many enrolled without a high school diploma or equivalent?

   0

10. Of the students in #6b above, how many withdrew for in-field or related field employment?

   0

11. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Placed in their field of study?</td>
<td>21</td>
</tr>
<tr>
<td>b) Placed in a related-field?</td>
<td>0</td>
</tr>
<tr>
<td>c) Placed out of field?</td>
<td>0</td>
</tr>
<tr>
<td>d) Not available for placement due to pregnancy, death or other health-related situations?</td>
<td>0</td>
</tr>
<tr>
<td>e) Not available for placement due to continuing education?</td>
<td>590</td>
</tr>
<tr>
<td>f) Not available due to active military service?</td>
<td>0</td>
</tr>
<tr>
<td>g) International students not available due to Visa restrictions?</td>
<td>0</td>
</tr>
<tr>
<td>h) Enrolled in a stand-alone English as a Second Language (ESL) program?</td>
<td>0</td>
</tr>
<tr>
<td>i) Not available due to incarceration?</td>
<td>0</td>
</tr>
<tr>
<td>j) Not working?</td>
<td>0</td>
</tr>
</tbody>
</table>

12. Total:
<table>
<thead>
<tr>
<th>Description</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention (Question (#7b - #6b) / #7b)</td>
<td>99.62 %</td>
</tr>
<tr>
<td>Placement (Question (#11a + #11b) / (#8 - (#11d + #11e + #11f + #11g + #11h + #11j)))</td>
<td>100 %</td>
</tr>
</tbody>
</table>
24.0102 - Judaic Studies - Certificate/Diploma

Program Graduation Information

Is this program equal to, or less than, one year in length? (Select one)

X Yes

1. Program Weight (Program #3b / Campus Modified Total Enrollment in 1-yr Programs) x Total Number of 1-yr Programs

   1

2a. Number of normalized completers:

   0

2b. Number of weighted normalized completers (#1 x #2a)

   0

3a. Number of normalized graduates:

   308

3b. Number of weighted normalized graduates (#1 x #3a)

   308

4. Total of normalized completers and graduates (2a + 3a):

   308
Campus Accountability Report (CAR) - 2012

5a. Number of normalized withdrawals:

5

5b. Number of weighted normalized withdrawals (#1 x #5a)

5

6. Total Leavers:

313

7. Comprehensive Graduation Ratios:

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. For graduates only (Question #5a / #6)</td>
<td>98.4 %</td>
</tr>
<tr>
<td>b. For graduates and completers (Question #4 / #6)</td>
<td>98.4 %</td>
</tr>
</tbody>
</table>
Re: MJI CAR 11-12 Revision

Tue, Mar 19, 2013 at 2:59 PM

Peters, Rebecca @mji.edu>
To: Lyne Graham @mji.edu>

Here is the receipt email from ACICS.
Becky

On Thu, Mar 14, 2013 at 3:20 PM, Emily Jacobs <ejacobs@acics.org> wrote:

Ms. Peters:

I am in receipt of your revision. You can pay by check made out to ACICS, and mailed to our office. Please let me know if you have any additional questions.

Best Regards,

Emily Jacobs
Research Coordinator
Accrediting Council for Independent Colleges and Schools
750 First Street, NE Suite 980
Washington DC 20002
Tel: 202.336.6852
Fax: 202.842.2593
ejacobs@acics.org

From: Peters, Rebecca [mailto:mpeters@mji.edu]
Sent: Wednesday, March 13, 2013 1:24 PM
To: Emily Jacobs
Subject: MJI CAR 11-12 Revision

Can you confirm you have received the revision and also how I am to pay the $250.00 revision fee?

Thank you
Withheld pursuant to exemption
(b)(4)
of the Freedom of Information and Privacy Act

ED00007366
There is not sufficient documentation to evidence that some general education faculty members are qualified to teach the courses they are assigned.

The above citation and related comments by the ACICS site visit team focus on course instructors. The following MJJI response addresses the citation and related comments.

**MJJI Course Syllabi:**

During the exit meeting of the ACICS site visit, February 19-21, 2013 the evaluation team advised MJJI that some instructors assigned to teach general education courses do not have the minimum requirements as stated in the Accreditation Criteria. Namely, not all the instructors teaching the HIS 201 *The Ancient World* course have a master’s degree on file or evidence of the required 18 credits earned in the area teaching. The following faculty members were assigned to HIS 201 without evidence of minimum qualifications:

Moshe Jacobowitz  
Binyamin Miller  
Tzippora Price  
Hillel Rudolph  
Sharon Spira

Moshe Jacobowitz is also teaching HIS 140 *Encountering Jewish Civilization I*.

Lindagwenn Tolwin is teaching ENG 101 *Introduction to English Composition* with a master’s degree, but without the required 18 credits earned in the area of instruction.

In response to the citation, MJJI has removed all the instructors found to be teaching general education courses without documentation of proper qualifications from the course and replaced them with other instructors who do meet the requirements. In the case of HIS 201, there are currently 16 other instructors teaching that course in the Winter 2013 semester at MJJI. The instructors have agreed to take over for their colleagues for the remainder of the semester. For the HIS 140 course, Rabbi Marvin Gopin, MS (Modern Jewish History) has agreed to take over the course this semester for Rabbi Moshe Jacobowitz. For the ENG 101 course, Mr. Alan Pearlstein, BA, English Education has agreed to take over the course this semester from Mrs. Tolwin.

The five instructors listed above that are teaching HIS 201 without adequate qualifications, all five are listed in the Academic Catalog as Judaic Studies instructors. None of the five are listed as History instructors. The cause of this error is that HIS 201 was listed in the catalog as meeting a general education requirement and a History requirement in the Judaic Studies (JS) program. It was the view of the administration
that the instructors’ qualifications for the JS were sufficient to teach the course. Pursuant to this citation, we have removed the HIS 201 course from the JS History department in order to avoid this confusion in the future.

In the case of Mrs. Tolwin, she was listed in the Academic Catalog as qualified to teach in the English and Communications department. In the review of this matter her BA was found to be in Sociology and her master’s (MSW) is in Social Work. As such, her listing in the catalog has been updated.
# CLASS ENROLLMENT

<table>
<thead>
<tr>
<th>Instructor Names</th>
<th>Leeb, Adam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time &amp; Location</td>
<td>Monday, Wednesday 10:30-12:00pm Main Campus, Room 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Computer Science</td>
<td>CIS 110</td>
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</table>

<table>
<thead>
<tr>
<th>STUDENT COUNT</th>
<th>NOTES:</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td></td>
</tr>
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# Class Enrollment

<table>
<thead>
<tr>
<th>Instructor Names</th>
<th>Robinson, Earl</th>
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<tbody>
<tr>
<td>Time &amp; Location</td>
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<tr>
<td>COURSE NAME</td>
<td>COURSE #</td>
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<tr>
<td>Introduction to HTML, Web Development and e-</td>
<td>CIS 122</td>
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<td>COURSE NAME</td>
<td>COURSE #</td>
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<tr>
<td>Presentation Technology</td>
<td>CIS 232</td>
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<td>COURSE NAME</td>
<td>COURSE #</td>
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<tr>
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<tr>
<td>Introduction to Early Childhood Education</td>
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<td>COURSE NAME</td>
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<tr>
<td>Introduction to English Composition</td>
<td>ENG 101</td>
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<td>Effective Communication</td>
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<tr>
<td>Encountering Jewish Civilization I</td>
<td>HIS 140</td>
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<th>NOTES:</th>
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<td><strong>COURSE #</strong></td>
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<tr>
<td>---------------------</td>
<td>--------------</td>
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<tr>
<td>The Ancient World</td>
<td>HIS 201</td>
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<tr>
<td><strong>STUDENT COUNT</strong></td>
<td><strong>NOTES:</strong></td>
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<tr>
<td>1537</td>
<td></td>
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<tr>
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<td>COURSE #</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
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<tr>
<td>Exploring the Holocaust I</td>
<td>HIS 261</td>
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<table>
<thead>
<tr>
<th>INSTRUCTOR NAMES</th>
<th>Hurwitz, Aaron</th>
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</thead>
<tbody>
<tr>
<td>TIME &amp; LOCATION</td>
<td>Online</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT COUNT</th>
<th>NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>COURSE #</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Elementary Modern Hebrew I</td>
<td>HUM 110</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT COUNT</th>
<th>NOTES:</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td></td>
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</table>
# CLASS ENROLLMENT

<table>
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<tr>
<th>Instructor Names</th>
<th>Stein, Alisa</th>
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6:30-8:30 
Main Campus, Room 4 |
| COURSE NAME      | COURSE #    |
| Elementary Moden Hebrew II | HUM 120 |

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**Instructor Names**
Stein, Alisa

**Time & Location**
Wednesday  
6:00-8:00  
Main Campus, Room 3

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**Student Count**
7

**Notes:**

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**Confidential**

ED99997381  
3/20/2013

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**Instructor Names**: Hirschberg, Esther

**Time & Location**: Wednesday 6:00-8:00, Main Campus, Room 1

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<tr>
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Oak Park Campus, Social Hall |

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<td>Esther, Aaron, Mark, Olivia, Rachel, Jeffrey, Ruth, Sarah, Rachel, Gabriel, Mark, Ron, Misha, Karen, Ilene, Beth, Sherry</td>
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<td>Essential Concepts of Jewish Prayer</td>
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EDUCATIONAL LOAN PROGRAMS

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Business and Information Systems

Judaic Studies, Judaic Leadership and Judaic Education

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**NOTICE:** Although every attempt has been made to ensure that this catalog is complete and accurate, MJJ recognizes human fallibility and reserves the right to make changes to any portion of this document, as it deems fit or necessary. Students and others are also reminded that any informal oral representations of school policies made by anyone may not be accurate and therefore such oral representations will not prevail over school policies available in writing and provided to all those who request them.

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

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

HISTORY OF THE INSTITUTE

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

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

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

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

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

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

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

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

INSTITUTE MISSION

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

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

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

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

Supporting Objectives of the Degree Programs

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

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

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

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

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

Supporting Objectives of the Certificate in Talmudic Law and Jurisprudence

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

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

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

4. To graduate students who have acquired moral values and integrity and are cognizant of the great ethical and moral tradition of Judaism. This is achieved by providing mandatory courses in the underlying philosophy of Talmudic law as expounded by the Chabad school of Hassidic thought.
Supporting Objectives of the Judaic Studies Certificate Programs

1. To provide a broadly based survey of the voluminous foundation of Judaism, its people, history, texts and ethics. This is achieved by a carefully chosen and balanced curriculum in these disciplines.

2. To introduce students to the relevant theoretical and practical aspects so that upon completion they can leverage these studies toward the more advanced BAS in Judaic Studies or apply them vocationally to relevant employment opportunities in Jewish educational and social institutions.

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

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

LOCATION AND FACILITIES

The Michigan Jewish Institute’s degree programs are physically located at our main campus - 6890 West Maple, West Bloomfield, Michigan 48322 (ACICS code M01108); 25401 Coolidge Highway, Oak Park, Michigan 48327(L01278); 14000 West Nine Mile Road, Oak Park, MI (L01087) and campus additions. The West Bloomfield location is a modern facility containing classrooms with state-of-the-art resource technologies and learning tools. A technology infrastructure contains both wired and wireless network support for faculty, students and administrative staff. Complete audio/visual equipment is also available to support all educational goals. The location is conveniently located near major suburban Detroit freeways and main roads.

Located on a unique, forty-acre setting amongst the rolling hills and lush greenery of suburban West Bloomfield, the main campus, when totally completed, will be comprised of academic and administrative buildings, a library, museum, student and faculty housing, dining facilities, a synagogue and other facilities. Several buildings have already been erected, groundbreaking for additional buildings has already taken place and the initial site infrastructure is completed. Most on-site courses are already provided on this developing campus. Please see course registration forms for details.

The recently and totally remodeled two-story redbrick building in Oak Park provides classrooms, cafeteria space and wireless access to the internet similar to that provided at the West Bloomfield site. Located right off the I-696 freeway, there is easy access to MJJ from all parts of the greater metropolitan Detroit area.

1 MJJ’s main campus continues to undergo major new development. In order to maintain a degree of constancy during these campus upgrades, the conduct of much routine administrative business is temporarily located at the offices of the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Suites 200 & 210, Southfield, MI 48075-3953. All mail may be sent to the main campus address but for quickest delivery to MJJ administration, the temporary Southfield address is recommended. All MJJ telephone numbers and extensions remain unchanged.
The Institute’s Talmudic Law and Jurisprudence program is housed within the Lubavitch Center of Oak Park, 14000 Nine Mile Road, Oak Park, Michigan. This school building, which also houses a synagogue, provides an appropriate setting for most of the credit-bearing courses of the Talmudic Law program offered by the institution. MJI also currently maintains campus additions in Berkley and Bloomfield Hills, MI. These MJI sites are located at Berkley High School (at 2325 Catalpa, Berkley, Michigan – L01230) and Andover High School (at 4200 Andover Road, Bloomfield Hills, Michigan – L01143) respectively.

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

**Computer Laboratory**
The Institute’s computer access sites are located at both campuses and are equipped with high-speed, modern PC computers, LANs, wired docking stations, wireless “hotspots” and appropriate peripherals. Laboratories are available to students enrolled in computer-related courses during specified and posted times. Other members of the MJI community are invited to use the laboratories at any time they are not specifically scheduled for use as classrooms.

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

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

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

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2 As this catalog was going to press, the final construction touches were being completed at the totally new, multi-million dollar structure intended as the new and much larger home of the Talmudic Law and Jurisprudence program. It is anticipated that the move to this new facility will take place early in academic year 2012-13. This new facility is located on 10 Mile Road, also in Oak Park, Michigan.
In addition to traditional library resources, Michigan Jewish Institute libraries link students to state-of-the-art online resources. These include the World Catalog, internet search engines, First Search and other Michigan library listings. Students may access these resources from computer work stations logged onto the MJJ network. MJJ also continuously upgrades its digital library resources for remote worldwide access through MJJ’s dedicated website. The MJJ website freely available to the entire MJJ community already contains links to hundreds of thousands of texts spanning Jewish references, texts and literature written over a period of more than 3500 years.

The Oak Park campus library was initially renovated through a grant from The Library of Michigan and continues to be the recipient of additional collections donated by area scholars.

**Americans with Disabilities Act (ADA) Compliance**

Under the ADA, anyone who has a physical or mental impairment substantially limiting one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is considered a person with a disability. In accordance with the provisions of the ADA and Section 504 of the Rehabilitation Act of 1973, disabilities may include, but are not necessarily limited to, visual impairment, mobility and orthopedic impairments, hearing impairments, chronic medical conditions, learning disabilities, and psychological disorders.

MJJ is committed to providing facility and other resources access and reasonable accommodations to students, faculty and staff with disabilities in compliance with the American with Disabilities Act of 1990 (ADA) and corresponding state and federal laws. All facilities owned or otherwise routinely used by MJJ meet current ADA guidelines.

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

**Onsite:** Ms. Rebecca Peters at 248-414-6900, ext. 107 or rpeters@mji.edu.

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

**MJJ website/online:** Technical support at 248-414-6900, ext. 119 or helpdesk@mji.edu.

**Community Resources**

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

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

Non-Discrimination Educational Policy

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

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

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

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

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

Policy on Sexual Harassment

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

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

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

ADMISSIONS PROCEDURE

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

The Admissions Decision

After all data have been reviewed, the Admissions Committee will act in one of several ways:

1. Admit a student with active student status
2. Delay an admissions decision in order to obtain further information. The Admissions Committee might request results of high school tests, or personal references, or a personal interview with the student. (Applicants will be notified immediately if such a delay occurs and will be asked to submit the additional information.)
3. Temporarily admit a student pending receipt of minimally missing application information. Students admitted with temporary status have only one semester to complete their application files or they will not be permitted to continue. Upon subsequent completion of application files, the admissions committee will again review the application to determine admissibility as an active student.
4. Admit a student on provisional status. Provisionally admitted students are only permitted to register for a maximum of 12 credits per semester and are given only two semesters to demonstrate their ability to maintain satisfactory academic progress. Students maintaining an overall GPA of 2.0 or better will have their provisional status removed. Students failing to maintain an overall GPA of 2.0 for the two provisional semesters will be dismissed from MJI. They may reapply for admission to MJI anytime thereafter, once there is new evidence indicating that successful academic performance is possible. Readmission is not guaranteed.
5. Deny admission.

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

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3 MJI’s main campus continues to undergo major new development. In order to maintain a degree of constancy during these campus upgrades, the conduct of much routine administrative business is temporarily located at the offices of the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Suites 200 & 210, Southfield, MI 48075-3953. All mail may be sent to the main campus address but for quickest delivery to MJI administration, the temporary Southfield address is recommended. All MJI telephone numbers and extensions remain unchanged.
APPLICATION

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

WHEN AND HOW TO APPLY FOR ADMISSION

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

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

1. Completed application;
2. Evidence of graduation from High School or equivalent (GED) or other proof of high school completion. Students providing complete high school transcripts will be given preference in the admissions process over those submitting other proofs. (NOTE: Special Status may be offered to a student for up to six months prior to submitting proof of high school completion or equivalent. This status will be offered to students who seek admissions to the bachelor's degree program and who demonstrate both potential for success and the ability to concurrently complete high school requirements during the prescribed time period. Students admitted under Special Status are considered matriculated at MJI but cannot receive Federal financial aid until they achieve regular status and otherwise qualify for assistance.) See other requirements for students transferring from other postsecondary programs, below.
3. Non-refundable application fee.

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

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

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

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

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

Application forms may be also completed online at: www.MJI.edu.

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

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

If submitting applications digitally remember to include credit card information (type, number, security code and expiration date) for payment of the non-refundable $50.00 application fee.

Incomplete application forms or those submitted without the application fee will be returned to sender.
ADMISSION QUALIFICATIONS FOR THE BACHELOR IN APPLIED SCIENCE DEGREE

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

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

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

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

Recommended High School Preparation

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

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

Home Schooled Students

National standards continue to evolve regarding home schooled students and equivalency with high school graduation or GED completion. Until such time as there is a nationally accepted policy for evaluating home schooled students, the following is MJII policy regarding home schooled applicants:

Applicants who complete “high school” via a home schooling program must exhibit preparedness for college work by providing MJII with original documentation for at least one of the following:
1. State issued secondary school completion credential for homeschoolers;
2. Completion of the GED examinations with a score of 55 or better;
3. Completion of 30 credits of post-secondary course work elsewhere (minimum 2.0 GPA); or,

For students who are beyond the compulsory age of school attendance:

4. A Combined SAT score of 1500 or better on the Critical Reading, Mathematics and Writing sections of the exam; or,
5. A composite ACT score of at least 21.

Home schooled applicants meeting at least one of the above criteria and admitted to MJI should contact the MJI Financial Aid office to determine if they are also eligible for Federal Financial Aid or other aid programs. Home schooled high school graduates may or may not be eligible for some aid programs.

**Transfer Students**

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

Transfer Students may also qualify for admission in other ways:

1. Students who have completed at least thirty (30) transferable hours of college work at an accredited institution (6 credits must be from a college/university within the United) with a GPA of at least 2.00 ('C') will be considered for admission on the basis of that work;
2. The high school academic record of transfer students who have completed less than a post secondary academic year of credit with at least a 2.00 ('C') average at an accredited institution will be used as an additional factor in determining admissibility;
3. Transfer of credits from unaccredited institutions is determined on an individual basis. Please consult with a MJI admissions representative or student counselor to determine admissibility; and,
4. Only courses with an earned grade of C- or better and have equivalency to MJI courses or are otherwise shown to be of an academic nature will be considered for transfer;
5. Transfer credits are only considered when provided on original transcripts sent directly by the issuing institution to MJI.

**Junior or Community College**

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

**Transfer of Previously Earned College Credits: Grade Points**

A student transferring to the Michigan Jewish Institute transfers the credits earned, but not the grade points. Further, transfer credits are not considered when determining a student’s Satisfactory Academic Progress at MJI (Ctrl Click on SAP or go to later section in this catalog for more details).
All undergraduate courses taken at institutions other than the Michigan Jewish Institute and used for transfer credits must meet equivalency and accreditation standards as determined by the Michigan Jewish Institute. Only courses with an earned grade of C- (1.7 grade point value) or better and have equivalency to MJI courses or are otherwise shown to be of an academic nature will be considered for transfer and only if original transcripts provided directly to MJI from the issuing institution are received. Please consult with a MJI admissions representative to ascertain transferability of credits earned elsewhere.

Because of the rapid changes occurring in technological and business fields today, it is important for MJI students to maintain up-to-date knowledge in their field. Therefore, it may be also necessary for new MJI students to demonstrate “currency” in order to transfer credits to MJI that are over 7 years old at the time of application. You may demonstrate currency for aged courses by completing an examination (oral or otherwise) with a faculty member covering contemporary developments in the subject matter. You must be enrolled to complete this procedure.

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

**Residency Requirements**

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

**Non-Traditional Students**

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

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

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

**Audit Students**

Audit students must document successful high school completion or equivalent with an official high school transcript or GED certificate or other proof of high school completion or signed statement by student affirming high school completion.
Guest students who wish to audit one or more courses at the Michigan Jewish Institute may be permitted to audit selected courses with the permission of the instructor and the Office of Academic Administration. Credit from these courses may not be used for academic purposes should the student subsequently enroll at the Institute. Tuition rates for audited courses are the same as those for regular students.

**Readmission**

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

1. The student’s prior record at MJI
2. Any additional college courses completed at other institutions
3. The student’s reason(s) for wanting to return to MJI
4. Other factors deemed relevant to the decision

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

**Foreign Students**

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

1. Completed application

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

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

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

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

NOTICE: Although every attempt has been made to insure that the following information is complete and accurate, it contains street addresses, telephone numbers, URLs and email addresses for information created and maintained by other organizations. This information is provided for the convenience of MJI students. MJI is not responsible for controlling or guaranteeing the accuracy, relevancy, currency, continued availability and completeness of the following information.

Option 1 TOEFL

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

Option 2 MJI-MTELPE

Prior to admission, foreign students who have not taken the TOEFL or one of the other options listed below will be evaluated by means of three assessment methods, in concert:

1. The Michigan Test of English Language Proficiency (information about this test may be found at, www.michigan-proficiency-exams.com/mtelp.html)

2. A Michigan Jewish Institute representative will ask the student to write a short essay

3. An interview conducted in English and supervised by a professor of ESL

Option 3 MJI-Assessment

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

Other Options:

The U.S. Department of Education provides the following list of approved English proficiency tests for students required to prove such proficiency. A brief listing follows. More information about these tests may be obtained from the sources indicated or via consultation with a MJI counselor.

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

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

4. Combined English Language Skills Assessment (CELSA), Forms 1 and 2. Inquiries about the test should be addressed to: Association of Classroom Teacher Testers (ACTT), 1187 Coast Village Road, Suite 1 378, Montecito, California 93108-2794. Telephone: (805) 965-5704, Fax: (805) 965-5807. www.cappassoc.com/acct/acct.htm

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

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

For a downloadable pdf based guide, www.ccc.commnet.edu/faculty/~testing/cptstud.pdf

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

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

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

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

9. WorkKeys Program--Reading for Information Forms A01AA, A02AA, C01AA & D10AA; Applied Mathematics Forms A01BB, A02BB, C01BB, & D01BB. Inquiries about the test should be addressed to: ACT, Inc., WorkKeys Development, Professional Development Services, 101 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168. Telephone: (319) 337-1296, Fax: (319) 337-1229. www.act.org
Test Results
Because tests such as the TOEFL undergo routine and/or significant changes from time to time, (e.g., adding new testing modes such as Internet Based examinations and changes in scoring methods) it is not possible to publish passing scores here. Students who are required to prove English proficiency as indicated above are advised to seek out the most current information about the listed tests and their standardized passing scores. This information is available at the indicated testing websites. Students should also seek counseling from a MJI academic counselor regarding the most appropriate tests for them and required passing scores.

Based upon the results achieved on any of the above mentioned tests students will:
1. Be allowed to enter their selected MJI academic program; or
2. Be required to take a reduced load of regular classes and be required to attend ESL classes; or
3. Be denied admission and directed to apply to another institution in order to develop adequate English language skills (e.g., TOEFL score less than 250, MJI-MTELP score less than 25)

ADMISSION QUALIFICATIONS FOR THE ASSOCIATE IN APPLIED SCIENCE DEGREE – BUSINESS AND INFORMATION SYSTEMS

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

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

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

Residency Requirements for AAS-BIS Degree

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

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

The Certificate of Talmudic Law and Jurisprudence program is only open to men.

To be considered for admission the following items must be submitted:
1. Completed application;
2. Non-refundable application fee;
3. Evidence of graduation from a Talmudic high school or equivalent (GED) with other proof of high school completion or signed statement of student affirming completion of a Talmudic high school program.

ADMISSION REQUIREMENTS

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

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

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

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

Courses Offered in the Certificate of Talmudic Law and Jurisprudence Program

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

Please see Courses of Instruction section at the back of this catalog for course titles and descriptions or for hyperlinked versions of this catalog. CTRL-Left Click here.
ADMISSION QUALIFICATIONS FOR THE CERTIFICATES IN JUDAIC STUDIES PROGRAM (JS-C)

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

Admission requirements for the MJJ Certificates in Judaic Studies Program are the same as those for the Bachelor Degree (BAS) and active BAS students adding the certificate curricula to their academic programs may do so without any additional cost. JS BAS seeking students who successfully earn their JS-C certificates may do so without the loss of any credits earned in the certificate programs.

Please see admission requirements for the Bachelor in Applied Science degree above and the alternate MJJ residency requirements for the JS-C certificates described next.

Residency Requirements for JS-C Certificates

Transfer students also seeking the JS-C 1-Year certificate from the Michigan Jewish Institute must complete at least 18 of 24 semester credits of their JS-C program in residency at the Institute. When continuing on to the 2-Year JS-C certificate students must complete 30 of 48 semester credits in residency at the Institute (i.e. JS-C students may transfer in up to 6 credits while earning their 1-year certificate. As they continue on to a 2-year certificate students may transfer in an additional 12 credits while completing their second year JS-C program.\(^4\) As students continue their studies at MJJ subsequent to earning JS certificates they must complete at least forty-five semester credits (inclusive of those earned toward their JS-C certificates) in residency at the Institute in order to earn a Bachelor degree. (Note: active-duty members of the U.S. military are only required to complete 2/3s of the credits in residency required by other MJJ students in MJJ’s various academic programs.)

Dual Enrollment Program – High School Students

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

\(^4\) Students simultaneously enrolled in MJJ’s JS-C and Study abroad programs may earn up to 12 of 24 JS-C year-1 credits from their Study Abroad host school and an additional 12 of 24 Study Abroad host school credits while earning their JS-C year-2 credits.
MJI also extends the opportunity for dually enrolled students to register for Modern Hebrew Language courses as early as their sophomore year of high school as deemed an appropriate curricular choice for the student by an assessment of their high school guidance counselor. High school students wishing to avail themselves of dual enrollment and/or guest student opportunities are directed to contact the counseling office of their high school and the MJI office at 1-888-INFO-MJI (463-6654) extension 106 or info@mji.edu.

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

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

Other Visiting Students

Guest Students Seeking College Credits:
Students currently enrolled in other post-secondary educational programs and other adults wishing to enroll in MJI courses as guest students are required to complete a MJI guest student admissions application form. Upon admission, guest students will be responsible for all tuition and other fees related to their course work. At the conclusion of the guest attendance and if all financial accounts are current, MJI will send one free copy of the guest student’s MJI transcript to whatever entity (e.g., home college, employer, etc.) the guest student indicates on an official MJI transcript request form.

Guest students are strongly urged to first check with their home college counselors or employers to insure that the course work taken at MJI will satisfy particular requirements of those entities, before applying as a guest to MJI.

Guest students are generally not permitted to take independent studies or internship/externship courses at MJI. For more details please contact the MJI office at 1-888-INFO-MJI (463-6654) extension 106 or info@mji.edu.

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

Advanced High School Students Seeking College Credits:
MJI extends a unique opportunity to advanced high school (AHS) students seeking college level coursework but not as part of a dual enrollment program offered by their local high school systems. Generally, these students seek advanced placement or specialized type course work not offered by their high schools and for which they may earn transferable college credit, depending on the policies of the colleges and universities to which they may later apply. MJI will admit AHS students only under the following conditions:

1. Interested high school students must complete the MJI AHS student application and registration form;
2. MJI must receive a formal letter signed by an academic official (e.g., principal, department chair, academic advisor) from the student's current high school indicating that the student is capable of performing college level academic work;
3. By enrolling at MJI as an "advanced high school student", AHS students acknowledge they understand that not all other colleges or universities will accept credits so earned for transfer;
4. AHS students may only register for MJI courses in which MJI college students or other adult learners have registered for as well;
5. AHS students are not eligible for financial aid but may enjoy discounted tuition rates similarly charged to all students in the Advanced High School Students program (see Tuition and Fees section for details);
6. Credits earned while an Advanced High School Student at MJI will count towards MJI residency requirements, should the guest later apply for and be admitted to MJI as a fully matriculated student.

At the conclusion of course attendance and if all financial accounts are current, MJI will send one free copy of the AHS student’s MJI transcript to whatever entity (e.g., home high school, college admission offices, employer, etc.) the student indicates on an official MJI transcript request form.

High school students wishing to avail themselves of the AHS program are directed to contact the counseling office of their high school and the MJI counseling office at 1-888-INFO-MJI (463-6654) extension 106 or info@mji.edu to discuss the applicability of this program to their circumstances, before attempting to apply/register for this program.

**Continuing Education (CE) Students (those not seeking college credits):**

As a community resource, MJI recognizes that there are many people who seek college level coursework for personal enrichment or professional growth (CE students). However, since they have no need for grades, transfer credits or transcripts they expect that tuition will be discounted. MJI accommodates this by opening its scheduled college courses to interested parties agreeing to the following conditions:

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

6. Scheduled courses not meeting matriculated student registration number requirements may be cancelled.

Tuition for CE students is 1/3 the tuition charged for matriculated students. For more details please contact the MJJ Registrar's Office at 248-414-6900, extension 105 or registrar@mjj.edu. See also the section on tuition fees later in this catalog.

**Study Abroad Collegiate Program**

It is well accepted by many academic and business leaders that students from the U.S. who have an opportunity to study abroad gain a deeper understanding of cultures and languages not their own. Perspectives mature and intellectual horizons expand. MJJ permits and encourages its bachelor degree seeking students to participate in intensive, postsecondary study abroad as an integral part of their MJJ academic program. Enrolled MJJ students may complete approved courses abroad that can be applied to core BAS degree program requirements and/or elective credit.

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

A brochure fully describing the MJJ Study Abroad program is available from the MJJ Office of Academic Administration and on-line at [www.mjj.edu](http://www.mjj.edu). However, all MJJ students considering enrolling for the Study Abroad Program should keep in mind that certain restrictions apply. A few major limitations are listed here:

1. Only students admitted to a MJJ Bachelor or Associate of Applied Sciences degree program may apply for the Study Abroad Collegiate program;
2. In general, MJJ students may take no more than 12 credits from a Study Abroad host school each semester, while abroad;
3. Students enrolled in MJJ certificate programs simultaneously with BAS or AAS programs are strongly encouraged to take courses directly from MJJ while abroad via one of MJJ's distant learning course modalities. Students should meet with their MJJ counselor to arrange for this;
4. Students receiving any financial assistance should consult with the MJJ Financial Aid Office to assess which of their financial assistance programs will or will not apply to their proposed study abroad programs and courses;
5. Only courses with an earned grade of C- or better and have equivalency to MJJ courses or are otherwise shown to be of an academic nature will be considered for transfer; and,
6. Students should consult with their academic advisors to ensure that proposed coursework taken at a host school will apply toward their MJJ academic program of study.

Please note: Study abroad is **not required** for any MJJ degree or certificate and is a completely voluntary option for MJJ students.

**STUDENT SERVICES**

Support for online Students - Services and Resources

From its online program onset in 2008, MJJ has made every effort to ensure that students taking MJJ online courses have superior support for this new and evolving educational delivery modality. This support includes:

- proper orientation to the delivery systems;
- provision of course content that in addition to being informative is stimulating and exciting (i.e., no limitation to “talking head” instruction);
- access to state-of-the-art technologies supporting the online courses; and of course,
- exposure to faculty that are course content experts, supported by a variety of human resources to assist with online classroom management.

Orientation:

Newly admitted students to MJJ who begin registering for online courses receive comprehensive orientation and instruction on how to access MJJ’s various online learning platforms (e.g., Sakai, e-college and others) before they actually begin their course of studies. This orientation includes not only internet based “webinars” and other online website-based instruction but for most students, real-time face-to-face meetings with MJJ orientation staff and faculty.

The vast majority of MJJ students including those registering for online courses are located in urban areas where MJJ provides live, onsite orientation meetings. At these meetings and in addition to general orientation to MJJ and college studies, students receive instruction on MJJ’s online delivery systems. During these face-to-face meetings, students can ask questions and receive answers in real-time, in person. Often, students who bring their own laptop computers to the orientation meetings can sign into MJJ’s online delivery systems under the watchful eyes of the orientation facilitators and experiment with sample course work. Thus, by the time the orientation meetings have been completed, these students are already comfortable using the course technology.

Stimulating Course Content:

MJJ online courses are not limited to “talking head” instruction followed by written papers and examinations. Rather, content experts are retained to create and update MJJ courses so that they include graphical exhibits, video snippets, demonstrations of course subject matter; real life and/or simulations of content; in addition to the a/v lectures provided by the instructor. These content experts are often supported by MJJ retained graphic artists to enhance the auditory and visual appearance of course content so that it duplicates the stimulating digitally based experiences today’s “connected” students are exposed to outside the walls of academe via social networking, gaming and others.
Additionally, all MJJ courses require weekly participation in content based discussions. These can be engaged in synchronous (real-time) conversations between students and instructors and between the students themselves or asynchronously via “discussion threads”. In virtually all cases, these discussions are stimulated by thought-provoking questions proffered by course instructors but are then enhanced by the “give and take” discussions that follow. As an added benefit, all discussions (and real-time instructor lectures) are recorded for review and study by students at later dates and times.

Support Technologies:
Through the use of modern and ever evolving online platforms for academic delivery of course work, MJJ students and faculty enjoy comprehensive and immediate access to the entire gamut of course information. At any time, students can review previous instruction, current lessons, complete their assignments and determine their academic standing vis-à-vis course objectives and learning outcomes. A brief listing of just some of the supporting online technologies at MJJ includes:

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

**Supported online Faculty:**
MJJ faculty not only also enjoy the support already described above for students, but have access to other faculty-focused resources as well (also directly benefitting students).

MJJ uses teaching assistants” (TAs) to support the efforts of its online faculty. Although faculty members continue to be responsible for the delivery of course content to students, classroom management and logistics are supported by the MJJ team of TAs.

MJJ TA’s assist instructors by engaging in chat room and threaded discussions for subgroups of students in each larger online course. They help instructors grade exams and papers and they field many of the emails and other inquiries submitted by students about their course work. TAs also assist instructors throughout the semester with any technical difficulties some students may have with their online course delivery systems.

MJJ is proud to state that its TAs generally are required to have the same academic and experiential qualifications as the faculty members teaching online courses. In fact, in many instances, specific course TAs are often other MJJ faculty members who have lighter or no current teaching loads of their own. Thus, not only do MJJ online faculty support each other but online students benefit from exposure to multiple points of expert instruction with respect to their course subject matter.
In summary and graphically, all the additional support MJI provides for its online students and faculty may be graphically exhibited by the following simple Venn diagram:

Intersect of MJI provided student, faculty and technology resources yielding maximum benefit for the entire MJI online community.

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**Self-Service FAQ Webpage**

MJI maintains a very rich and informative website at [www.MJI.edu](http://www.MJI.edu). One of the pages on the site contains access to most documents students will need during their tenure at MJI. This page also contains a listing of Frequently Asked Questions (FAQ). We strongly urge all students to **first** visit this webpage whenever questions arise or particular forms or documents are needed. This is absolutely the quickest way to get answers to most questions or obtain needed material. You will also find the current MJI Directory near the top of the FAQ page. When you do need to contact someone at MJI, you will find this directory invaluable in determining who you must contact. Using this directory will save you time and assist you in reaching the right person, on your first attempt.

**Academic Advising**

Every student enrolled in a degree program at the Michigan Jewish Institute is assigned an academic counselor who assists in program advising and course selection. Faculty members and administrators from within the institution participate in this process.

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5 For a detailed description of MJI’s Online Programs and Courses Available at MJI, see the full, similarly titled section on this topic later in this catalog.

6 If you are viewing a hyperlinked digital version of this catalog and have access to the internet, you can go directly to the FAQ page by Ctrl-clicking this link. Or, you may copy/paste the following web address into your browser: [http://www.mji.edu/templates/mji/article_cdo/aid/847810/jewish/MJI-FAQ-Page.htm](http://www.mji.edu/templates/mji/article_cdo/aid/847810/jewish/MJI-FAQ-Page.htm)

If you are unable to easily copy/paste the link to your browser, you can simply go to [www.MJI.edu](http://www.MJI.edu) and click on the FAQ tab near the top right side of the home page.
The purpose of academic counseling is to assist students in completing their selected degree or certificate programs. Counselors work with students to help them understand the Institute’s academic standards and requirements. The counselors work with students to set academic goals, discuss opportunities within the students’ chosen disciplines, and help students select and sequence individual courses via program planning. All counseling activities are coordinated through the Counseling Office at: 1-888-INFO-MJI (463-6654) ext.103 or wfrankford@mji.edu.

Faculty Counseling
The faculty of the Michigan Jewish Institute maintain regular office hours that are announced at the beginning of each semester to each class they teach. It is recognized that there may be conflicts with the specified times. Therefore students wishing to meet with faculty at times other than those scheduled must make arrangements with the individual faculty member. Faculty members can be reached by leaving an appropriate message with MJI at 1-888-INFO-MJI (463-6654) ext. 110 or via email at info@mji.edu.

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

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

If a student wants his or her name changed during their tenure at MJI (for example, changing to or from a Hebrew name or because of a new married name) this fact should be communicated to MJI via a signed and notarized MJI name change request form. The form is available on the MJI Website: www.mji.edu. (The MJI Office of Financial Aid can provide notary services upon request during regular office hours. Call 1-888-INFO-MJI (463-6654) ext.102 to make an appointment for this service.) Upon graduation, students will be contacted by MJI for confirmation of name form and spelling to be used on final transcripts and diplomas.

Transcript Requests
MJI issues transcripts only upon the written and signed request of the student. Official (sealed) transcripts intended for other educational institutions or employers must be mailed by MJI directly to them. Transcripts mailed directly to students or their families are not considered official by MJI nor by many other typical recipients of these student copies.
The transcript request must include the student’s name, social security number, home address, student’s signature and the complete address of the recipient. Transcript request forms are also available from the MJI Registrar’s Office at 1-888-INFO-MJI (463-6654) ext.117 or registrar@mji.edu. Transcript request forms are also available in downloadable form on our website at www.mji.edu although any request letter containing all the required information will be accepted. Unsigned transcript requests cannot be honored.

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

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

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

**An Important Note About Transferring Credits**

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

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

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

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

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

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

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

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

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

MJJ can make no guarantee that all credits appearing on a student’s MJJ transcript will be acceptable to a new school. The only way any school can assure their students that all authorized credits
earned by them will be counted towards a degree or certificate is for students to complete the program at the school where the credits were earned.

Career Services

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

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

To further assist students in all their career planning activities, MJ maintains a subscription with Career Cruising, a web based service that provides assistance with many of the tasks career planning entails. Career Cruising provides basic job seeking skills lessons, resume building services, employment aptitude and interest testing, personalized journaling of activities to date, employment opportunities by type and much more.

You should have received your Career Cruising account information as part of your MJ admissions package. If not, please contact the MJ Counseling Office at 1-888-INFO-MJI (463-6654) ext.103 or info@mji.edu. You can also visit the Career Cruising website for more information at CareerCrusing.com

Campus Security and Statistics

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

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

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

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

- How to report a security incident
- What to do during a security incident
- Where MJJI reports security incidents
- What MJJI programs exist for maintaining campus security and safety
- Where to seek follow-up assistance and treatment
- How MJJI will respond to offenses alleged to have been committed by MJJI employees or members of the student body, and
- Other security and safety matters

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

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

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*As of latest catalog publication date

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

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

**Voter Registration**

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

Students who are resident in other states of the USA should contact their own local or state governments to learn how to register to vote at their location. Or,

You may use the following link to get more information about your own state's voter registration requirements and its voter registration forms: www.canivote.org

MJII students who are studying out of the USA as part of the MJII Study Abroad Program, or otherwise can also register to vote, and even vote from their foreign locations! To do so, go to the following link and follow the instructions for your particular circumstances: www.overseasvotefoundation.org

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

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

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


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

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

**SUCCEEDING AS A STUDENT AT MJI**

**What to Expect at MJI**

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

**Personal Responsibility:**

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

**Critical Thinking:**

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

**Great Emphasis on Independent Study:**

While at MJI you will be expected to do most of your learning on your own. For every hour of class time, you should plan on spending at least two hours out of class reading, studying and completing assignments. Indeed, all MJI faculty members are expected to assign a minimum of two hours "homework" for each hour of class time, on-site or on-line. This is true for all MJI academic programs and for all categories of students.

The nature of courses you take, your own study habits and other factors will generally determine the actual amount of time you will have to spend out of class learning course material. However, as a "rule of thumb" you should expect that each 3 credit course you take will require a minimum of 9 hours per week (3 in class and 6 in independent homework and study). Remember, being a full-time student is a full-time job. Adjust your daily schedule accordingly.

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

**Emphasis on Testing and Written Assignments:**

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

**Serious Consequences for Low Grades:**

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

### Attendance requirements and consequences for missing classes

Class lists are distributed to faculty members after final registration. Official class lists are published by MJI prior to the first day of classes. To accommodate late registrants, additional class lists are published after the first week of classes, and then again at mid-semester to account for withdrawals and other drops. A student whose name does not appear on the class list or who cannot present a registration slip or receipt will not be permitted to attend classes. Further, students who are granted permission to enter an ongoing class up to one week late must complete all course assignments and the class as scheduled. No requests for extensions or incomplete marks will be accepted solely on the basis of having started the class late.

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

### Ten Steps to Good Grades and Success

*(All references to "classroom" or "class" refer to both on-site and on-line versions)*

1. **Attend Every Class**

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

2. Stay Organized

MJII provides all students with a comprehensive calendar every year (a copy of which is also included at the end of this catalog) and a schedule of classes every semester. Pay attention to these valuable materials. They will keep you on track regarding being where you are supposed to be, when you are supposed to be there and what you are to be doing. You should pay very close attention to registration dates and when classes begin. You will pay penalties for late registrations and you will not be permitted to enter classes after their first week of sessions. Further, students who are granted permission to enter an ongoing class up to one week late must complete all course assignments and the class as scheduled. No requests for extensions or incomplete marks will be accepted solely on the basis of having started the class late.

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

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

1. Backup;
2. Backup;

Keep copies of all the work you submit. You are solely responsible for your records and work. As careful as instructors are, with the amount of work flowing to them from students, occasionally something can get misplaced. In these rare instances, your backup copy of your work will assist in documenting that it was completed on-time and submitted.

Get to know your classmates. Exchange telephone numbers or email addresses with them. These may be helpful to you if you miss a class or otherwise need some help. For the very same reasons, find out how to contact your instructors. This information is found on your course syllabi.

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

3. Manage Time

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

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

4. Succeed in the Classroom

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

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

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

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

5. Take Good Notes

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

Taking notes in class turns you from a passive to an active listener. When you just listen to what is being said it is easy for you to become distracted and for your mind to wander. However, when you are thinking about what you are hearing in order to take notes, you are forced to concentrate on the message. Simply, taking notes helps you pay attention and reinforces what you are hearing. Studies show that with multiple inputs (e.g., listening and writing and then later reading what you wrote) much incoming information easily moves from short to long term memory.

Pay attention to the instructor for cues about what s/he considers very important. Instructors may change their tone of voice or pace when discussing something of specific importance. They may use words like “the most significant finding”, “an important reason” or “the main point is”. These are your indicators that what is being said should be written in your notes. If your instructor takes the time to write something on the board, it too is probably deemed very important by her/him. (Caution: Don’t try to write absolutely everything down or you will likely miss some important information while you are writing non-essential notes. Use your critical thinking skills and any shorthand methods to jot down your notes quickly and efficiently.)

Review your notes as soon as possible after the class, while the information is still fresh. You may find that your notes are a little skimpy on some points that you still remember. Add to your notes at this time. Because you listened carefully, wrote notes and then reviewed and improved them, you are reinforcing what you learned and moving the information from short term memory into long term memory.

Finally, make sure you can read your handwritten notes!
6. Read All Assigned Textbooks

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

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

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

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

7. Study Smart (not hard)

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

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

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

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

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

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

8. Effective Test Taking Strategies

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

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

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

- Make sure you are well rested;
- Get to the test on time and make sure you have everything you need to take the test (pens, paper, notebook computer, calculator – whatever you were instructed to bring);
- Once you have received your exam, scan it quickly and make a few notes of things you want to be sure to remember while taking the test. These could include such facts as dates, equations, acronyms and other mnemonic devises you have create. By making such notes at the beginning of the testing period, you will insure remembering these items when you come to the related questions;
- After quickly scanning the test and making your notes, develop a test response plan. If you have one hour to answer four essay questions you may want to limit your initial responses to
ten minutes each. This will provide you with time to review your answers and make any improvements to them;

- On multiple choice exams, move quickly through them responding to questions to which you immediately know the correct answer. Skip harder questions but be sure to mark them in some fashion so that you do not forget to get back to all of them. There are other strategies you can use to increase success with multiple choice tests:
  1. Try to answer the question on your own before looking at the choices available;
  2. Read all the alternatives very carefully before making your choice – don’t mark the first one that looks right before reading all the choices;
  3. If you are not sure of the correct answer, cross out those you know are incorrect. This may help you better determine the correct answer from the remaining choices;
  4. Statements that use such words as *always, never, every, all and none* are typically wrong. Those that contain the words *usually, often, sometimes, most and many* are often true;
  5. If two choices are very similar or there are two opposites, one of them is likely correct;

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

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

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

9. Control Your Anxiety

When they first enter college some students experience anxiety about their studies, exams and how they will ultimately perform during their tenure. While this is not particularly unusual, if left uncontrolled, too much anxiety can actually inhibit good performance. Even though you have meticulously studied course materials, anxiety can produce “mental noise” that interferes with recall of this material. If you experience significant anxiety about your MJ1 studies, there are some things you can do about it.

First, you must study your course work and complete assignments on time. As we have already indicated above, this is your best approach to success while at MJ1. As you work your way through course syllabi in a timely and effective manner, your confidence will grow and replace most of your anxiety with a positive attitude.
Get enough sleep. Sleep deprivation not only makes you feel ill at ease, it also reduces your capacity to engage in error free activity and responses. Tired people feel justifiably anxious as their ability to concentrate and complete work diminishes. Staying up all night before an exam and cramming for it may work on rare occasions but for the most part it is a plan that will reduce your effectiveness in the long run. Your grades will suffer and your overall feeling of anxiety about college will increase.

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

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

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

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

10. Use Available MJJ Services When Needed

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

Top Ten No Sympathy Lines (Plus a Few Extra)

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

This Course Covered Too Much Material...

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

The Expected Grade Just for Coming to Class is a B

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

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

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

The time to deal with this issue is when it comes up in class. I have no respect for anyone who complains on the course questionnaires.
But the professor might put me down, or the students might laugh at me.

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

Some Topics in Class Weren't on the Exams

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

Do You Give Out a Study Guide?

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

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

I Studied for Hours

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

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

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

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

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

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

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

I Don't Have Time For All This

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

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

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

But you don't understand. I have a job

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

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

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

Students Are Customers

True. Students are customers, and they have every right to complain about poor service, unprofessional behavior, and out-of-date material. They also have a right to complain about low standards that water down their credentials.
Students are also \textit{products}, and employers outside the University are also our customers. These customers have a right to complain if our graduates are lacking in skills, knowledge, and motivation. They have a right to complain if we certify someone as being a potentially good employee and that person turns out to be unqualified.

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

\textbf{Do I Need to Know This?}

You can survive without the things you learn in college. People \textit{survive} scrounging out of dumpsters and sleeping in doorways. If you want to talk about quality of life, we need to be a bit more demanding.

\textbf{There Was Too Much Memorization}

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

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

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

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

\textbf{This Course Wasn't Relevant}

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

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

**Exams Don't Reflect Real Life**

Some critics of education have said that examinations are unrealistic; that nobody on the job would 
ever be evaluated without knowing when the evaluation would be conducted and what would be on the 
evaluation.

Sure. When Rudy Giuliani took office as mayor of New York, someone told him "On September 11, 2001, terrorists will fly airplanes into the World Trade Center, and you will be judged on how 
effectively you cope."

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

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

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

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

Right on! And ---

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

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

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

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

Almost everything you pay for in life is an entry fee. What happens next is up to you. Buy a Lexus and 
ever change the oil and see what happens. Get a triple bypass and keep on smoking and snorking 
down the cholesterol - you'll be back.

**All I Want is the Diploma**
The work force is full of people who do the minimum necessary to get by. Give me one reason why I, as a citizen or consumer, should help create more of them.

Call me elitist, but there are a lot more people who want good jobs than there are good jobs to go around. I think society has a perfect right to reserve those positions for people who demonstrate a commitment to excellence.

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

SO, YOU ARE SEEKING AN ADVANCED DEGREE AFTER MJJI?

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

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

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

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

Unfortunately, not all students are so informed or prepared. Some have heard and accepted the hearsay that previous graduates were not admitted into certain programs solely on the basis of the source of their undergraduate degree. Others have applied for admissions to graduate study without proper preparation and therefore have not been admitted. And finally, some were just evaluated as not having the appropriate educational successes and skills required by a particular advanced program and were therefore rejected.
Although it is beyond the scope of a brief catalog section to fully describe what is necessary for successful admissions to a graduate program, the following are some basics that all students should be aware of if they plan on continuing on to advanced educational programs after graduating from MJI.

1. **Completion of an undergraduate degree program:** While there are some exceptions, the vast majority of advanced educational programs require that all applicants have achieved an undergraduate degree. However, at the risk of being redundant, earning a BA, BS or BAS degree is not an automatic guarantee of acceptance into graduate or professional programs. Virtually every advanced academic or professional program has a number of additional acceptance criteria.

   It is up to you, the potential applicant to become completely familiar with all the acceptance criteria of the graduate schools in which you are interested. We discuss some of the more common ones, next.

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

3. **Prerequisite Courses:** Depending on the advanced program you are considering, you may be required to have taken certain undergraduate courses. Some graduate schools call these “foundational” courses. You must find out early on during your undergraduate years just what these courses are and you must take them and perform at very high levels while at MJI or other undergraduate school.

   For example, if you are interested in earning a MBA degree from the “ABC University”, find out what they require of undergraduates. Many MBA programs expect to see that their applicants have already taken certain undergraduate business courses (such as Accounting, Business Statistics and Marketing). If you plan on attending ABC U. in the future, take your foundational courses while at MJI! Otherwise, your application may not be considered for acceptance. You may have to come back to MJI or another undergraduate school and take the required prerequisites.

4. **Entrance Examinations:** Very many graduate schools require that you achieve a certain score or better on specific entrance exams. Even though you have a bachelor degree with a high GPA and with appropriate prerequisites, again if you do not take the required entrance exams and achieve the minimum scores necessary on these exams, your application to the graduate school will not be reviewed.

   It is incumbent upon you to find out what your intended advanced program requires by way of examinations and to take these examinations prior to applying to the program. Some of the more common examinations required by advanced programs include: GREs (for many graduate programs in the arts and sciences), GMATs (for many business schools), MCATs (for medical schools), and LSATs (for law schools).

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5. **Exhibited strong interest in your chosen field:** A very powerful factor in successfully gaining admission into an advanced program is documented previous interest and experience in your proposed field of study. If a graduate school of Clinical Psychology has to choose between two students who are similarly prepared academically the one with voluntary work in, for example, a special ed program as an undergraduate will likely get the “nod”. Applicants to law schools with undergraduate internships at law firms will score more admissions points than those who have never exhibited any interest in the law. Most importantly, these preparatory efforts during your undergraduate years will help you with the next criterion as well.
6. **Letters of Recommendation**: All good students can get boiler-plate letters of recommendation from professors who gave them A grades. These are nice but generally pretty weak in terms of influencing an acceptance decision. All undergraduates with 3.5+ GPAs can get a handful of them.

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

7. **Proper completion of ALL application documents and requirements**: It is surprising just how many students get this simple concept wrong! Applicants who do not complete all the application forms and requirements of any advanced program will not be considered. (Gee. How capable can you really be if you cannot correctly and completely fill out some forms???)

If you are required to provide a biographical statement, do so, and do it well! (More on this in a moment) If you are asked to provide three (3) letters of recommendation send in three and not two or one. If you must take a particular entrance examination before being considered, properly prepare for it and take it. Enough said.

7a. Regarding preparing your biographical statement or essay (sometimes called a “personal statement): You should choose your topic wisely and be concise, “real” and clear. Avoid being trite and cliché. Anyone can tell a story about overcoming adversity and winning or brag about their community service. If you are going to write about one of these extremely common themes, you have to make it very personal and uncommon. You want to reviewer to see you as an individual and not just another person who spends vacations helping at the local soup kitchen. Or better yet, try something very different to tell about yourself.

Above all, take your time. Even if you are limited to 500 words or fewer, write your essay and then put it away for a week or two. Then, carefully reread it. Does it really reflect how you want to appear to admissions officers? If not, rework it and again put it away for a time. Look at it again. Polish it. Remember, there will be many more applicants that have all the right stuff than there are slots for admissions. An excellent essay will help you stand out. (Indeed, many admissions officers are now saying that these essays are becoming more and more important in helping them decide who to admit.)

8. **The “Interview”**: If you are one of the lucky few applicants to be invited for an interview, prepare for it. Try to find out about the person who will be interviewing you and the types of questions they ask. If you are applying to a business school, you may want to wear business
attire. If you are applying to a computer school, more casual clothing may be a better selection for you.

The point is, do not assume anything. Learn what is appropriate and follow through. By all means, be clean and on time! This is your final opportunity to score those essential additional points in your bid to be accepted for one of those limited number of seats in the advanced program. Don’t mess it up by being late, unkempt or worse, a “no-show”.

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

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

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

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

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

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

ALL URGENT OR EMERGENCY EVENTS SHOULD BE IMMEDIATELY REPORTED TO THE LOCAL AREA SERVICING POLICE DEPARTMENT BY DIALING 911 FROM ANY TELEPHONE ON CAMPUS.

All such events should be also reported as soon as possible to available MJI staff and the designated MJI Campus Security Officer at the MJI Administrative Office: 1-888-INFO-MJI (463-6654) ext. 107.

(Note: Crime statistics are published annually in this MJI Academic Catalog & Student Handbook, on the MJI website and posted on campus bulletin boards.)

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

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

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

In instances where a student may be required to use **MIJ owned or licensed software** on a personal computer (most typically, in the course of an independent study), MIJ will authorize the temporary installation of one legal and licensed copy of said software (if available) on the student’s personal computer. Prior to receiving a copy of the software, the student will be required to sign a witnessed agreement that expressly prohibits the copying or sharing of the installed software and provides for the deletion of the software files at the conclusion of their officially sanctioned use.
MIJ also prohibits: the access or use of any MIJ computer facility (virtual or campus based) without authorization; any willful activities to intercept, access, disclose, disrupt, damage, or destroy any MIJ electronic communication, data, software or hardware; and, any activities that would in any way:

1) Violate, breach or attempt to breach the security of any MIJ computing facility (including the unauthorized or intentionally deceptive use of network privileges, accounts, access codes, identities, other identifiers, addresses or passwords)
2) Intentionally disrupt or interfere with others’ authorized use of any MIJ software or computing equipment through malicious alteration of MIJ owned or licensed software.
3) Send or store confidential information without authorization.
4) Infringe upon copyrights or violate other intellectual property rights and laws.
5) Threaten, intimidate, harass, or defame others in any manner and/or in violation of MIJ policies or state and federal laws.
6) Violate any other College policies or state and federal laws now or hereafter adopted.
7) Access, view, or store obscene or other offensive materials.
MISBEHAVIOR
Students, faculty and staff are expected to abide by appropriate standards of conduct, and should always demonstrate the following attributes:

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

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

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

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

APPEALS/GRIEVANCES/ARBITRATION
To assure that the rights of all students are protected, students have the right to due process and may appeal any decision according to the terms described elsewhere in this MJJ Academic Catalog & Student Handbook. (CTRL-Left Click here in hyperlinked enabled versions of this catalog or go to Grievances section later in this catalog.)
TUITION AND FEES

Listed below is the schedule of tuition and fees in effect at the time of publication of this catalog. Tuition must be paid in full at the start of each new semester, unless alternate arrangements have been made, in writing. Tuition and fees for subsequent semesters are subject to change without notice by action of the Board of Trustees of the Michigan Jewish Institute.

Generally, MJI charges a $50.00 Registration fee plus $350.00 per credit for the degree programs, up to fifteen credits per semester. There is no charge for an additional 1-3 credits up to 18 credits per semester. Thereafter, students permitted by their Academic Counselor to take more than 18 credits per semester are charged all fees and tuition for those excess credits. There are no additional fees specifically for online courses. The following table provides specific rates for each of MJI’s various programs:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CAMPUS BASED</th>
<th>AUDIT</th>
<th>GUESTS</th>
<th>CONTINUING EDUCATION (CE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS, CIS &amp; JS Bachelor of Applied Sciences</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>1/3 of full course fees*</td>
</tr>
<tr>
<td>Associates of Applied Sciences</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>1/3 of full course fees*</td>
</tr>
<tr>
<td>Talmudic Law Certificate</td>
<td>$10,500/year</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>JS 1 and 2 Year Certificates</td>
<td>$350 per credit. However, there are no additional charges for these certificates when taken in conjunction with a MJI BAS program.*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment &amp; Advanced High School (AHP) Students</td>
<td>$575/course</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>FC Lab Courses</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>NA</td>
</tr>
<tr>
<td>All Study Abroad programs**:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA Resident citizens</td>
<td>$1,325/Full time semester</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Non-resident USA citizens</td>
<td>$1,386/Full time semester</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Corporate Groups</td>
<td></td>
<td></td>
<td></td>
<td>Negotiated</td>
</tr>
</tbody>
</table>

* Additional restrictions apply. See Academic Catalog section regarding continuing education

** Additional administrative fees such as application; registration; lab; etc. may apply

Includes on-site and on-line courses

Students should carefully read the Catalog Section describing all requirements and policies about these JS certificates

Including MJI/Study Abroad collateral semesters
Payment of Tuition and Fees
Checks or money orders must be made payable to the Michigan Jewish Institute. MJI also accepts Master Card, VISA and American Express credit cards. Tuition must be paid in full at the start of each new semester, unless alternate arrangements have been made, in writing.

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

First semester of enrollment at MJI:

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

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

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

After the initial semester of attendance, the following applies:

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

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

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

NOTE: Tuition is charged by the semester.

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

Refunds to programs will be distributed as follows:
Federal Family Education Loans
  Plus
  unsubsidized
  subsidized
Federal Pell Grant
Federal SEOG
Michigan Tuition Grant and Michigan Competitive School Scholarship
Michigan Adult Part-time Grant
Other Grants and Scholarships

**An Important Note about the Full Cost of Higher Education**

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

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

If you are an “out-of-area” student, you may expect to pay about $450.00 - $550.00 per month to rent a room in a nearby private home. If you require board as well, expect to pay about $5.00 to $8.00 per day for three meals (with kosher meals at the higher end of the scale). Rent for an efficiency apartment in the area will cost about $650.00 per month while a full one-bedroom apartment will cost $800.00
and up. (All listed fees are estimates available at the time this catalog was published. They are subject to change at any time and are beyond the control of MJJ.)

Students with spouses should expect total living expenses to be about 30% higher than indicated above. Those with children should add about 15% per child (Ref: International Graduate, Vol. G, No. 7). (MJJ will attempt to assist those students who seek rooms, apartments and/or roommates with whom to share these costs but can make no guarantees as to the success of finding domiciles and/or roommates. MJJ does not provide dormitory facilities.)

Students should also consider the cost of books and supplies, which can vary greatly according to the nature of your program. MJJ students spend about $35 to $50 per credit hour on paper based books and supplies. MJJ faculty are very sensitive to the cost of text books and other supplies and thus these costs at MJJ are generally a little lower than at similar other area colleges and universities. Additionally, many MJJ textbooks are now available in digital format (e.g., via Amazon Kindle (tm) and others. Some older reference materials may no longer be copyright protected and may therefore be freely available for viewing and/or downloading from the internet.) We recommend that students avail themselves of these less expensive options whenever legally available to mitigate their textbook costs.

The cost of transportation to on-site classrooms varies, too. Although some students may live close to MJJ facilities and can easily walk to the campus, campus additions or learning sites, because of employment, health and safety concerns or other personal needs, some students choose to drive rather than walk to school. According to the U.S. Internal Revenue Service you should expect your automobile costs to be about 50-55 cents per mile (depending on shifts in the price of gasoline and other variables) should you choose to own an automobile while at school.

Your other miscellaneous expenses will depend largely on your personal spending habits. A good rule of thumb is to allow about $750 to $1,500 per academic year for miscellaneous expenses not otherwise outlined here (e.g., clothing, laundry, entertainment, and recreation).

Ownership of Personal Computers

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

The rationale for personal and unfettered access to computers includes:

Proper completion of most course assignments requires access to computer facilities; computers have become as necessary as pen and paper in the world of education and work; and, when students exit MJJ they do so with the fundamental knowledge and ability to use these tools and resources in their everyday life and their future occupations with complete confidence.
Although MJJ maintains several computer facilities, these computer labs are not available to all
students at all times and the number of wired workstations at each is limited. Therefore, students
wishing to have maximum flexibility in scheduling their time on computers will find personal access to
wireless enabled, portable equipment indispensable during their tenure at MJJ and beyond.

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

Technical Specifications of Required Personal Computer:

- Processor: 3.0 GHz equivalent Celeron, AMD or Pentium (Minimum) with dual core processor
  recommended.
- RAM: 2 GB (1 GB currently acceptable to MJJ but expect significant performance penalties).
- Hard Drive: 250 GB (Minimum).
- Optical Read/Write Drive: CDRW and/or DVD-RW
- Video Resolution: XGA (1024x768 or better).
- Network: 100BaseT NIC and/or wireless 802.11n/g network connectivity
- OS: Windows XP, Vista or the preferred Windows 7 (with at least one Hebrew font installed
  for students taking Judaic Studies courses). MJJ maintains limited support for MAC (tm) based
  machines and their operating systems. Make sure your MAC is Windows compatible.

MJJ requires that all MJJ students use their MJJ provided email address for all school related
communications. If you did not receive your MJJ email address when you were admitted to the college
you should immediately contact the MJJ IT department at helpdesk@mji.edu or 248-414-6900 ext.
119.

Failure to check your MJJ email could result in your missing vital information such as your log-
in information for any new on-line course you have registered for.

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

Please call MJJ administrative offices during business hours if you need further clarification or
information regarding MJJ technical specifications, at 1-888-INFO-MJJ (463-6654) ext. 119 or leave
messages at info@mji.edu.
FINANCIAL ASSISTANCE SERVICES

Business Services
The Business office handles all questions regarding tuition and fees, tuition reimbursement or refunds, and special payment arrangements.
The office is open 10:00 a.m. - 6:00 p.m., Sunday through Thursday and is located at the MJI West Bloomfield Campus, 6890 West Maple Road.11

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

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

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

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

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

11 MJI’s main campus is undergoing major new development. In order to maintain a degree of constancy during these campus upgrades, the conduct of much routine administrative business is temporarily located at the offices of the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Suites 200 & 210, Southfield, MI 48075-3953 (Northeast corner of 9 Mile and Evergreen). All mail may be sent to the main campus address but for quickest delivery to MJI administration, the temporary Southfield address is recommended. All MJI telephone numbers and extensions remain unchanged.
Students who are in default on any student loan or owe repayment on any Title IV aid or who are not making satisfactory academic progress (see section on Satisfactory Academic Progress later in this catalog or CTRL-Left Click here if hyperlinked enabled) may not receive financial aid.

To receive government aid, a student must qualify, enroll for a minimum of 3 credit hours and maintain satisfactory academic progress. Financial aid is based on the number of credit hours for which a student is enrolled at the close of the refund period.

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

**Procedures for Applying**

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

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

**Phone:** 1-877-4ED-PUBS, **TTY/TDD:** 1-877-576-7724, **Fax:** 1-301-470-1244

**Mail:** ED Pubs

- P.O. Box 1398
- Jessup, MD 20794-1398

The FAFSA must be used for many types of financial assistance - federal, state, and college aid, including scholarships. Apply as soon as possible after January 1 for maximum consideration. Allow 6-8 weeks for processing if the paper form is used.

Michigan Jewish Institute may require applicants to complete a Verification Worksheet and provide completed and signed tax returns (student and parents, or student and spouse) for students selected for verification. This information may be required by the U.S. Department of Education in requests for verification of data submitted on the FAFSA. Fax (248-414-6907) or mail your completed verification worksheet directly to Michigan Jewish Institute, 6890 West Maple Road, West Bloomfield, Michigan 48322. The U.S. Department of Education randomly requests and requires this information for students selected for verification. Beginning with the 2012-2013 academic year parents filing a US tax return must either complete an IRS Data Match during the FAFSA application process or provide a tax transcript from the IRS. Instructions can be found on our website or contact the financial aid office for additional instructions.

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12 MJI’s main campus is undergoing major new development. In order to maintain a degree of constancy during these campus upgrades, the conduct of much routine administrative business is temporarily located at the offices of the Specs Howard School of Broadcast Arts, 19900 West Nine Mile Road, Suites 200 & 210, Southfield, MI 48075-3953 (Northeast corner of 9 Mile and Evergreen). All mail may be sent to the main campus address but for quickest delivery to MJI administration, the temporary Southfield address is recommended. All MJI telephone numbers and extensions remain unchanged.
Families filing only a foreign tax return must provide a signed copy of the return and if necessary a translation performed or verified by an official with a seal.

*Your financial aid will not be available until you complete any requests for verification.*

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

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

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

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

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

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

William D. Ford Federal Direct Loan recipients must authorize the school in writing to pay directly to the lender any part of a refund the school determines to be allocable to the loan.

If a financial aid recipient withdraws, portions of any refund may have to be paid back to the government program from which the student received aid.
Grants (need based programs)
For the purposes of this catalog, “Grant” is defined as: funds awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with the published standards of any particular grant program.

Federal Pell Grant
This federal program requires that the student be a U.S. citizen or permanent resident and be enrolled for a minimum of 3 credit hours. The grant is available to eligible students based on national guidelines for determining financial need. Each eligible student is entitled to a scheduled amount each year, as determined by congress. At the time this catalog was published maximum grants were approximately $5,550 per year (this amount subject to legislative change) for those students attending full-time (12 or more credit hours) and having maximum need. You must complete a FAFSA application to be eligible for this award.

Recent legislative activity returned the maximum lifetime to 12 semesters beginning with academic year 2012-13. Please contact the MJJ office of Financial Aid for more information.

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

Michigan Tuition Grant
Tuition Grants may be available for students attending private colleges in the State of Michigan. The funds may be used for tuition and fees only. To be eligible, the student and parents must meet and verify Michigan residency requirements, demonstrate financial need, be enrolled for a minimum of 6 credit hours in an eligible program, and maintain satisfactory academic progress. The award for 2011-2012 was $1,512 annually for a full time student. (At the time this Catalog was printed, the Michigan Legislature was still debating the actual budget for this program. It is possible that funding levels will be subject to legislative change and may not be funded at all. Please contact the MJJ offices for the most current information.) You must complete a FAFSA application to be eligible for this award.

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

Description

The Tuition Incentive Program (TIP) is an incentive program that encourages eligible students to complete high school by providing tuition assistance for the first two years of college and beyond. To meet the financial eligibility requirement, a student must have (or have had) Medicaid coverage for 24 months within a 36-consecutive-month period as identified by the Michigan Department of Human Services (DHS). TIP provides assistance in two phases. Phase I covers tuition and mandatory fee charges for eligible students enrolled in a credit-based associate degree or certificate program at a participating Michigan community college, public university, degree-granting independent college, federal tribally-controlled college, or Focus: HOPE. Phase II provides a maximum of $2,000 total tuition assistance for credits earned in a four-year program at an in-state, degree-granting college or university. Award parameters are subject to legislative changes.

Application

Students are identified by DHS as having met the Medicaid eligibility requirement. Students may be identified as TIP eligible as early as sixth grade, using the 36-month period immediately preceding enrollment in the sixth grade. After being identified, the Office of Scholarships and Grants (OSG) will send the student an acceptance form. The student must then complete the acceptance form and return it to OSG before graduation from high school or GED completion and before their 20th birthday to activate financial eligibility for the program. The student will then receive an “eligibility letter” from OSG. The student is responsible for notifying OSG of a change in their college choice.

Program Limits, Phase I:

Students must begin using TIP by enrolling at a participating college within four years of high school graduation. Eligibility ends within ten years of high school graduation or GED completion. Future awards are subject to available and approved funding.

Phase I covers the cost of tuition at the current in-district rate at participating Michigan community colleges. The amount to be awarded per credit hour had not been determined at the time this catalog was printed.

Program Limits, Phase II:

Phase II provides tuition and mandatory fee assistance not to exceed $500 per semester or $400 per term up to a maximum of $2,000 for credits earned in a four-year program at a Michigan degree-granting college or university. Phase II must be completed within 30 months of completion of Phase I requirements. Students can receive Phase II benefits without having received Phase I benefits. To receive Phase II benefits, the student must demonstrate the eligibility criteria for Phase I and have one of the following:

- 56 transferable semester or 84 transferable term credits
- An associate degree or certificate
Eligibility for both Phase I and Phase II:

- Provide evidence of eligibility, i.e., submit a copy of the “eligibility letter” to the financial aid office of the college
- Obtain a high school diploma, certificate of completion or GED certificate prior to age 20
- Be enrolled at least half time in a program earning less than 80 semester or 120 term credits
- Be a Michigan resident as determined by institutional criteria
- Be a U.S. citizen or permanent resident
- Meet the institution’s satisfactory academic progress (SAP) policy
- Must not be incarcerated

For Further Information:

If MJI’s Financial Aid Office cannot determine your eligibility for this program. Please contact the Tuition Incentive Program, Office of Scholarships and Grants, at the toll-free number 1-888-4-GRANTS (1-888-447-2687) or e-mail osg@michigan.gov for further information.

Michigan Competitive Scholarship

Description

The Michigan Competitive Scholarship program is available to undergraduate students pursuing their first degrees at an approved Michigan postsecondary institution. Students must demonstrate both financial need and merit and eligible applicants must achieve a qualifying ACT score prior to entering college.

Program Limits

Awards are restricted to tuition and mandatory fees. At the time of catalog printing, the amount awarded for Michigan Competitive Scholarship had not yet been determined for the 2012-2013 academic year.

Eligibility *Failure to meet these requirements could affect eligibility for an award.*

- Provide your social security number to OSG by phone by fall of senior year in high school.
- Achieve a qualifying score on the ACT prior to entering college.
- Possess a high school diploma or general educational development (GED) certificate
- Demonstrate financial need.
- Enroll at least half time at an approved Michigan College or University.
• Be a Michigan resident since July 1 of the previous calendar year.

• Be a U.S. citizen, permanent resident or approved refugee.

• Not be incarcerated.

• For renewal, maintain a minimum cumulative grade point average (GPA) of 2.0.

• For renewal, meet institution’s satisfactory academic progress (SAP) policy.

• Not be in default on a federal student loan.

Please note Students cannot concurrently receive the Michigan Competitive Scholarship and the Michigan Tuition Grant.

**MJI Study Abroad Rebate Program**

A one-time MJI Study Abroad Rebate is available to all MJI students that choose to enroll in the MJI optional Study Abroad program. The amount offered is $1,050.00 and can only be applied toward courses delivered directly by MJI. The rebate is issued as a credit on the student’s account upon registering for MJI delivered courses.

**Educational Loan Programs**

**William D. Ford Federal Direct Loans (formerly Federal Stafford Loans)**

William D. Ford Federal Direct Loans are available through and can be processed by the MJI Financial Aid office. These loans are insured by a Guarantee Agency and reinsured by the Federal Government.

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

**Who can get a Direct Loan?**

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

**How much can a student borrow?**

A *dependent undergraduate* student can borrow up to:

1. $5,500, for a first-year student enrolled in a program of study that is comprised of a full academic year (contact the Financial Aid Office for details on the definition of “academic year”). Of this amount, $2,000 must be unsubsidized;
2. $6,500 a year, for a student who has completed the first year of study, with the remainder of the student’s program comprised of a full academic year. Of this amount, $2,000 must be unsubsidized;
3. $7,500 a year, for a student who has completed two years of study, with the remainder of the student’s program comprised of at least one academic year. Of this amount, $2,000 must be unsubsidized;
4. Dependent students may borrow a maximum of $31,000 through this program. No more than $23,000 may be subsidized.

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

An independent undergraduate student can borrow up to:
5. $9,500, for a first-year student enrolled in a program of study that is a full academic year. (At least $6,000 of this amount may be in unsubsidized Direct Loans.)
6. $10,500 a year, for a student who has completed the first year of study, with the remainder of the student’s program comprised of at least a full academic year. (At least $6,000 of this amount may be in unsubsidized Direct Loans.)
7. $12,500 a year, for a student who has completed two years of study, with the remainder of the student’s program comprised of at least one academic year. (At least $7,000 of this amount may be in unsubsidized Direct Loans.)
8. Independent students may borrow an maximum of $57,500 through this program. No more than $23,000 may be subsidized.

In order to obtain a William D. Ford Federal Direct Loan students must complete entrance counseling at www.studentloans.gov and complete the Master promissory note (MPN) at www.studentloans.gov. Students must also complete a request for funds form.

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

**Parent Direct Plus Loan (Parental Loans for Undergraduate Students)**

Parent Direct Plus Loans are for parent borrowers with good credit ratings. The student must be a U.S. citizen or permanent resident and be enrolled for a minimum of 6 credit hours. Similar to the Federal Direct Loan, parents can apply online at the Direct Loans e-MPN website. If you are borrowing Direct PLUS Loans for more than one student, you will need to complete a separate MPN for each one. To complete a MPN online, you will be required to use your Department of Education-issued PIN (not your child’s). If you do not have a PIN, you may request one from the official PIN site. To be eligible for a PLUS Loan, the parent must not have an adverse credit history.
Parents may borrow up to the cost of education minus any financial aid otherwise received. The interest rate for Direct PLUS Loans is a fixed rate of 7.9%

**FEDERAL “RED FLAG RULE”**

In late 2007 the Federal Trade Commission (FTC) issued a regulation known as the Red Flag Rule under sections 114 and 315 of the Fair and Accurate Credit Transactions Act (FACTA) of 2003. The regulation is intended to reduce the growing risk of identity theft by requiring stronger fraud prevention to protect consumers’ personal data.

Identity theft is defined as a “fraud committed or attempted using the identifying information of another person without authority”. An identity can be stolen with a few pieces of personal identifying information, obtained from a variety of sources, including misplaced documentation, stolen mail, computer hacking, fraudulent address changes and other nefarious schemes.

The Red Flag Rule applies to any organization that offers credit or manages a “covered account”, and requires the organization to establish, document, and maintain an identity theft prevention program that will identify potential Red Flags, detect the occurrence of Red Flags, and appropriately respond to Red Flags.

**Implications for MJI**

A “Red Flag” is defined as a pattern, practice or specific activity that indicates the possible existence of identity theft. Examples of “Red Flag” incidents include presentation of suspicious identity documents or frequent address changes.

“Covered accounts” are described as an account that a creditor holds that is designed to allow multiple payments or transactions after services have been delivered.

“Creditor” means any person who regularly extends, renews, or continues credit.

MJII is subject to Red Flag rules because we act as “creditors” holding covered accounts by participating in or offering:

- Student tuition and fee payment plans
- Federal Loan programs

MJII has developed and adopted an Identity Theft Prevention Program which will help the college identify, detect and respond to red flags, and to continuously upgrade its environment to ensure best practices in this regard.

The MJII program contains reasonable policies and procedures to:

1. Identify relevant Red Flags for new and existing covered accounts and incorporate those Red Flags into the Program;
2. Detect Red Flags that have been incorporated into the Program;
3. Respond appropriately to any Red Flags that are detected to prevent and mitigate identity theft; and 4. Ensure the Program is updated periodically to reflect changes in risks to students or to the safety and soundness of the student from identity theft.

If you would like more information about MJII’s Red Flag Rule policy you may download it from the FAQ page on MJII’s website, www.MJIi.edu. You may also contact the MJII Registrar’s Office to obtain a copy of the policy (248-414-6900, ext. 105).

SCHOLARSHIPS (merit based programs)

For the purposes of this catalog, “Scholarship” is defined as: funds awarded by MJII or a third-party to provide financial assistance to students who demonstrate academic achievement in accordance with the published standards of any particular scholarship program.

Lubavitch Foundation Scholarships

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

EMPLOYMENT (Work-Study)

Work-Study

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

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

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

REGISTRATION

Registration Procedures

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

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

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

Courses added by students after timely initial registration will be charged at standard tuition rates. No additional registration fees will be charged. Students will not be permitted to add courses after the first week they are in session without special permission from their Academic Counselor. Further, singular students who are granted extraordinary permission to enter an ongoing class must complete all course assignments and the class as scheduled. No requests for extensions or incomplete marks will be accepted solely on the basis of having started the class late.

For a discussion regarding **total withdrawal** from enrollment, refer to the refund policy in the **TUITION AND FEES/Refund Policy** section earlier in this catalog.

**ACADEMIC PROGRAMS AND POLICIES**

The Michigan Jewish Institute offers **Bachelor of Applied Science (BAS)**, **Associate of Applied Science (AAS)** degrees and certificates in programs that combine a foundation in the arts and sciences with a concentration for career development in business and community related disciplines. The Bachelor of Applied Science degrees can be earned with the following choice of concentrations: a) general Computer Information Systems (CIS); b) CIS/Cooperative Computing (CC) c) Business and Information Systems (BIS); d) Judaic Studies (JS); e) Judaic Leadership (JL); and f) Judaic Education (JE). MJI also offers 1 and 2-year certificates in Judaic Studies (JS-C) and Talmudic Law and Jurisprudence (2-year certificate, only).

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

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

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

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

MJJ also offers 1 and 2-year certificates in Judaic Studies and a 2-year certificte program in Talmudic Law and Jurisprudence. All courses in the certificate programs are credit bearing and may be taken by students in either the Associate or Bachelor of Applied Science sequences to meet certain core requirements or as electives. Students who wish to transfer from the certificate programs to non-related degree programs (such as CIS) must satisfy all the requirements of the latter. Conversely, students enrolled in a degree-granting sequence who wish to register for courses in the certificate programs must satisfy the requirements of the certificate tracks as they may exist differently from the BAS or AAS requirements. Admission requirements for the certificate programs are listed in the “Admissions Qualifications for the Certificates in Judaic Studies” and “Admission Qualifications for the Certificate in Talmudic Law and Jurisprudence” sections earlier in this catalog (CTRL-Left Click to jump to those sections in hyperlinked enabled versions of this catalog).

Degree Requirements (All MJJ degrees and certificates)

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

Bachelor Degree: All CIS, BIS and JS Concentrations

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

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

MJJ Certificate Programs: All

- See sections of this catalog describing specific certificates for minimum total required credits and minimum residency requirements.
- Students admitted to MJI having completed related post-secondary academic work elsewhere should consult with an advisor of the college for preadmission program planning.
- A grade-point average (GPA) of at least 2.00 (out of a possible 4.00) in MJI course work
- A program of study approved by an academic counselor

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

MJII students taking courses elsewhere without approval from the Office of Academic Administration may find that those courses cannot be transferred back to MJI for credit.

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

\[
\begin{align*}
15 \text{ classroom hours} & = 1 \text{ semester credit-hour} \\
30 \text{ laboratory hours} & = 1 \text{ semester credit-hour} \\
30 \text{ independent study hours} & = 1 \text{ semester credit-hour}
\end{align*}
\]

(Each hour of classroom instruction requires a minimum of 2 hours additional homework\(^{13}\). For example, a three (3) credit course, such as ENG 101 Introduction to English Composition, during a 15 week semester will include 3 hours of direct class instruction and at least 6 hours of additional homework each week during the 15 week semester. These numbers are doubled for an 8 week semester.)

\(^{13}\) Homework can include but is not limited to: textbook and other reading assignments; writing assignments such as essays and term papers; group projects; field trips; attendance at communal based events; and others.
45 hours of internship / externship = 1 semester credit-hour
45 hours of Student Teaching = 1 semester credit-hour
45 hours of other related Practicum’s = 1 semester credit-hour

Online Programs and Courses Available at MJI:

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

Students who are regularly admitted to MJI may take any course offered through our online mode of course delivery.

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

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

Currently¹⁴, MJI online courses are supported by the Sakai course learning management system (LMS, also known as Content Management Systems or CMS). This platform enables students to be in contact with the course instructors and fellow students; access all course materials; submit all course assignments; and, much more. Sakai uses a variety of synchronous and asynchronous electronic media tools to enhance and support communications between our instructors and our online student.

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

¹⁴ Because of the dynamic and fluid state of technology, it is possible that new online delivery systems may be added during the course of the current academic year. Students will be advised of such additions and related tutorials in their use will be made available as needed. Currently, MJI also uses Open-Class and E-College to deliver some online courses.
Some of the instructional tools used in this online learning management system include:

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

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

- Processor: 3.0 GHz equivalent Celeron, AMD or Pentium (Minimum) with dual core processor recommended.
  - RAM: 4 GB (2 GB currently acceptable to MJI but expect significant performance penalties).
- Hard Drive: 250 GB (Minimum).
- Optical Read/Write Drive: CDRW and/or DVD-RW
  - Video Resolution: XGA (1024x768 or better).
  - Network: 100BaseT NIC and/or wireless 802.11n/g network connectivity
- OS: Windows XP, Vista or the preferred Windows 7 (with at least one Hebrew font installed for students taking Judaic Studies courses). MJI maintains limited support for MAC (tm) based machines and their operating systems. Make sure your MAC is Windows compatible.

**An ISP**
An Internet Service Provider (ISP) is a company that gives you access to the Internet by providing you with the software necessary for going online. It should not be necessary to state but: **IF YOU DO NOT HAVE ACCESS TO THE INTERNET, YOU CANNOT BE AN ONLINE STUDENT.**

**An Email Account**
MJI requires that all MJI students use their MJI provided email address to send and receive all school related communication. If you did not receive your MJI email address when you were admitted to the college you should immediately contact the MJI IT Department at [helpdesk@mji.edu](mailto:helpdesk@mji.edu). Failure to check your MJI email could result in your missing vital information, such as log-in information for any new on-line courses in which you have registered.

**A Web Browser**
To access and view any of the online course material on the World Wide Web you need to have a Web Browser. However, you may encounter some problems if you are running an older version of some browsers. Therefore, we **highly recommend** that you use the **most recent version** of your browser for best compatibility with most Internet applications. You may want to update your Internet Browser, or add a new browser to see which one you like best. There are several Internet browsers that are compatible with the SAKAI system. These include:
• Firefox
• Internet Explorer
• Google Chrome
• Safari

**Real Player Software**
You also may need to download some software in order to play the *video* and *audio* components of your online MJI courses. *Real Player* is one software package that will allow you to do this. There are many other similar free and for sale software packages. If you need assistance viewing any online course contact the course instructor or the MJI IT Department at helpdesk@mji.edu.

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

• Adobe Acrobat Reader
• Adobe Flash Player
• Adobe Shockwave Player

Please contact MJI’s IT Department during business hours if you need further clarification regarding these technical requirements at helpdesk@mji.edu.

As stated elsewhere in this catalog and at the beginning of each course presented every semester, MJI takes academic honesty very seriously. Authentication of who specifically is accessing coursework during the delivery of MJI online courses is an ongoing process. For security reasons, presented next are only some of the procedures used by MJI to verify and test that only registered students are completing online course work. Other methods are used and MJI is committed to remaining current with all developments in this area of online course delivery.

All students must submit 2 forms of identification with at least one U.S. government issued photo id during the application for admission. Once a student is admitted to MJI they are issued a student identification number, an official MJI email address and a user profile is created for them on all MJI Learning Management Systems (LMS). Unique login information, user id and password, are shared with each student via their MJI email address. These methods are used in part to verify student identity for all their LMS activities. The MJI email platform is a secured environment using industry standard SSL encryption.

Course tests that are delivered via MJI’s LMS are designed to prevent cheating. Test questions are drawn from course based question pools that are much larger than the number of questions on a test. Each student receives their own unique version of a test with different test questions than those given to other students in the class. Even the answers are randomly ordered, so that if two students do get the same question, the multiple choice answers will not be ordered in the same way. The first test question on LMS delivered tests asks each student to pledge that they will not cheat. Students must respond to these questions before they are able to continue any test.
CREDIT DISTRIBUTIONS FOR ALL CURRICULA

Credits required for graduation are distributed in the following manner:

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

Bachelor Degree: JS, JL and JE Concentrations
1. General education core 33 credit-hours
2. Disciplinary concentration 60 credit-hours
   - JS: core = 39 credits, JS electives = 21 credits
   - JL: core = 54 credits, JL electives = 6 credits
   - JE: core = 54 credits, JE electives = 6 credits
3. Elective Studies 27 credit-hours
   Total 120 credit–hours

Associate Degree: BIS concentration
1. General education core 24 credit-hours
2. Disciplinary concentration 37 credit-hours
   Total 61 credit–hours

Judaic Studies Certificates: JS-C
1. One-year Certificate 24 credit-hours
2. Two-year Certificate 48 credit-hours

Certificate programs: See associated sections in this catalog for credit requirements of the various available certificates.

Grade Level Classification System

Freshman 0 – 30 credits
Sophomore 31 – 60 credits
Junior 61 – 90 credits
Senior 91 + credits
COURSE DISTRIBUTIONS FOR ALL CURRICULA

The General Education Core

The objectives of the general education core are:

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

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication (3 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 100</td>
<td>Introduction to the University (elective credit only and does not satisfy ENG 101 &amp; 102 requirements)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Introduction to English Composition (required)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Math/Science: (Select one Math and two Sciences, one of which must be CIS 110) (9 or 10 Credits)</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
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<tr>
<td>MAS 105</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAS 110</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
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<tr>
<td>MAS 201</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
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<td>MAS 202</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAS 250</td>
<td>Data Analysis and Elementary Statistics (May count here or in concentration but not both)</td>
<td>3</td>
</tr>
<tr>
<td>MAS 263</td>
<td>Business Math and Statistics (May count here or in concentration but not both)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>(With permission, students may transfer other science courses taken elsewhere)</td>
<td></td>
</tr>
<tr>
<td>CIS 101</td>
<td>Introduction to Computer Information Systems (May only be taken for elective credit &amp; prior to CIS 110)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Science (Required for all BAS students, CC students must take 4 credit version)</td>
<td>3/4</td>
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<tr>
<td>MAS 151</td>
<td>Science and Technology Survey</td>
<td>3</td>
</tr>
<tr>
<td>MAS 252</td>
<td>Physics I</td>
<td>4</td>
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<tr>
<td>MAS 253</td>
<td>Physics II</td>
<td>4</td>
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<tr>
<td>MAS 271</td>
<td>Bioscience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences and Studies: (9 Credits)</strong></td>
<td></td>
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<td>Introduction to Psychology</td>
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<td>3</td>
</tr>
<tr>
<td>EDU 121</td>
<td>Exploring Exceptional Children</td>
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</tr>
<tr>
<td><strong>Area 2</strong></td>
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<tr>
<td>SOS 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOS 190</td>
<td>Introduction to Social Work</td>
<td>3</td>
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<tr>
<td><strong>Area 3</strong></td>
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<tr>
<td>POL 101</td>
<td>American Politics</td>
<td>3</td>
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<tr>
<td>POL 201</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td><strong>Area 4</strong></td>
<td></td>
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<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>3</td>
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<td>HIS 255</td>
<td>The American Jewish Experience</td>
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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HIS 260</td>
<td>Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>United States to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
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<td>HIS 280</td>
<td>Jewish History - Second Commonwealth (Mishnaic Period)</td>
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<td>HIS 290</td>
<td>Jewish History - Middle Ages</td>
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<tr>
<td>HIS 300</td>
<td>Jews of Eastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Israel</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 201</td>
<td>The Ancient Medieval World (Used here or Aesthetics, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 202</td>
<td>The Renaissance and the Modern World (Used here or Aesthetics, but not both)</td>
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</tr>
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</table>

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

- ECO 112  Principles of Microeconomics  3
- ECO 202  Principles of Micro & Macro Economics  3
- ECO 212  Principles of Macroeconomics  3

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

- CIS 300  Ethical Environment of Computing (Unless taken as part of the requirements for Concentration)  3
- EPH 105  Ethical Tradition of Judaism I  3
- EPH 160  Ethics and Society  3
- EPH 310  Ethical Tradition of Judaism II  3
- EPH 320  Ethical Environment of Business  3
- EPH 330  Bioethics  3
- EPH 421  Topics in the Philosophy of Judaism  3
- EPH 432  Maimonides - The Man and His Thought  3
- JST 101  The narrative of the Chumash  3
- JST 102  The passion of the Prophets  3
- JST 103  Wisdom Literature  3
- JST 104  Introduction to Jewish Liturgy and Written Hebrew  3
- JST 121  Early Prophets  3
- JST 122  Mishna  3
- JST 123  Megillot  3
- JST 131  Guard Your Tongue  3
- JST 132  Introduction to Halachik Concepts  3
- JST 141  Maimonides Introduction to the Mishna  3
- JST 171  Introduction to Jewish Philosophy  3
- JST 181  Classical Mussar  3
- JST 182  Contemporary Mussar  3
- JST 201  Medieval Biblical Exegeses  3
- JST 202  Post-Medieval Biblical Exegesis  3
- JST 211  Seminar/Independent Study in Rabbinical Literature  1-6
- JST 212  Seminar/Independent Study in Rabbinical Literature  1-6
- JST 213  Seminar/Independent Study in Rabbinical Literature  1-6
- JST 231  Structure and Development of Liturgy  3
- JST 232  Foundations of the Halachah  3
- JST 251  Sanctifying Time: The Lifecycle and the Calendar in Halacha  3
- JST 310  From Sinai to Cyberspace  3
- JST 313/353/383  Topics in Halachah  3
- JST 331  Essential Concepts of Jewish Prayer  3
- JST 441/442/443  Philosophy of Chassidut I/II/III  3
- JST 450/460/470  Seminar/Independent Study in Judaic Studies  3
- JST 500  Talmud I  3
- JST 550  Talmud II  3
- JST 400  Talmud III  3

**HUMANITIES (9 Credits)**

**Language & Literature (6 credits)**

- ENG 351  Exploration of Creative Writing I (poetry, drama, short story)  3
- ENG 352  Exploration of Creative Writing II (poetry, drama, short story)  3

*or any foreign language and literature equivalent as such as*
HUM 250  Advanced Topics in Modern Hebrew I  3
HUM 260  Advanced Topics in Modern Hebrew II  3

Aesthetics (3 credits)

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

Total General Core Credits: CIS and BIS Concentrations  36
Elective Credits  24

GENERAL EDUCATION CORE: Judaic Studies BAS Concentrations

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<td>ENG 102</td>
<td>Effective Communication (required)</td>
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</table>

Math/Science: (Select one Math and two Sciences, one of which must be CIS 110) (9 Credits)

Math
- MAS 105 College Algebra  3
- MAS 110 Pre-Calculus Mathematics  3
- MAS 201 Finite Mathematics  3
- MAS 202 Calculus I  3
- MAS 250 Data Analysis and Elementary Statistics (May count here or in concentration but not both)  3
- MAS 263 Business Math and Statistics (May count here or in concentration but not both)  3

Science (With permission, students may transfer other science courses taken elsewhere)
- CIS 110 Introduction to Computer Science (Required for all BAS students. CC students must take 4 credit version)  3/4
- MAS 151 Science and Technology Survey  3
- MAS 252 Physics I  4
- MAS 253 Physics II  4
- MAS 271 Biotechnology  3

Social Sciences and Studies: (9 Credits)
(A maximum of two courses from any one area. The student may transfer courses in Geography, History, or another valid social study group such as Anthropology, taken elsewhere.)

Area 1
- PSY 101 Introduction to Psychology  3
- PSY 202 Developmental Psychology  3
- EDU 121 Exploring Exceptional Children  3

Area 2
- SOS 101 Introduction to Sociology  3
- SOS 190 Introduction to Social Work  3
### Area 3

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<td>HIS/HUM 202</td>
<td>The Renaissance and the Modern World (Used here or Aesthetics, but not both)</td>
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</table>

### Area 5

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

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<td>ECO 202</td>
<td>Principles of Micro &amp; Macro Economics</td>
<td>3</td>
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<tr>
<td>ECO 212</td>
<td>Principles of Macroeconomics</td>
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### HUMANITIES: (9 CREDITS)

#### Language & Literature (6 credits)

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<tr>
<td>ENG 351</td>
<td>Exploration of Creative Writing I (poetry, drama, short story)</td>
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<tr>
<td>ENG 352</td>
<td>Exploration of Creative Writing II (poetry, drama, short story)</td>
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*or any foreign language and literature equivalent such as*

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<tbody>
<tr>
<td>HUM 250</td>
<td>Advanced Topics in Modern Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 260</td>
<td>Advanced Topics in Modern Hebrew II</td>
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</table>

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

### Aesthetics (3 credits)

*Any three credits from:*

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<td>HUM 200</td>
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### Total General Core Credits: Judaic BAS Studies Concentrations

<table>
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</thead>
<tbody>
<tr>
<td>33</td>
</tr>
</tbody>
</table>

**Elective Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
</tr>
</tbody>
</table>
BACHELOR DEGREE CONCENTRATIONS

Computer Information Systems and Business and Information Systems

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 202</td>
<td>Advanced Applications/Excel and VBA</td>
<td>3</td>
</tr>
<tr>
<td>CIS 232</td>
<td>Presentation Technology</td>
<td>3</td>
</tr>
<tr>
<td>CIS 300</td>
<td>Ethical Environment of Computing</td>
<td>3</td>
</tr>
<tr>
<td>CIS 333</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 351</td>
<td>Visual Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 362</td>
<td>Client/Server Based Database III</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 380</td>
<td>Web Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 400</td>
<td>CIS Special Topic (up to 9 credits, 3 per semester)</td>
<td>1-9</td>
</tr>
<tr>
<td>CIS 410</td>
<td>Independent Study in CIS</td>
<td>1-3</td>
</tr>
<tr>
<td>CIS 430</td>
<td>Methods of Teaching CIS</td>
<td>3</td>
</tr>
<tr>
<td>CIS 441</td>
<td>Advanced Object Oriented Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 450</td>
<td>Internship/Externship (max of 6 for CIS concentration) 1-6 credits per semester (max of 12)</td>
<td>1-6</td>
</tr>
<tr>
<td>CIS 472</td>
<td>Computer-Aided Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CIS 500</td>
<td>Advanced Web Applications Development (e-commerce)</td>
<td>3</td>
</tr>
<tr>
<td>CC 321</td>
<td>Intermediate XML *</td>
<td>3</td>
</tr>
<tr>
<td>CC 323</td>
<td>System Administration II</td>
<td>3</td>
</tr>
<tr>
<td>CC 413</td>
<td>An Introduction to Software Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CC 432</td>
<td>Advanced XML</td>
<td>3</td>
</tr>
<tr>
<td>CC 462</td>
<td>Intermediate Grid Computing</td>
<td>3</td>
</tr>
<tr>
<td>CC 493</td>
<td>An Introduction to Project Planning and Management *</td>
<td>3</td>
</tr>
<tr>
<td>CC 543</td>
<td>Java 2 Enterprise Edition II *</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101</td>
<td>Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Computerized Accounting and Bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Negotiations and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>BUS 203</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 342</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 343</td>
<td>Corporate Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS/CIS 460</td>
<td>Job Search Strategies</td>
<td>1</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Micro and Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 251</td>
<td>Principles of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>FIN 101</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAS 250</td>
<td>Data Analysis and Elementary Statistics (Used here or Gen Studies, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>MAS 263</td>
<td>Business Math and Statistics (Used here or Gen Studies, but not both)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

## REQUIRED CORE (36 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 203</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 342</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to HTML, Web Development &amp; e-commerce</td>
<td>3</td>
</tr>
<tr>
<td>CIS 161</td>
<td>Introduction to Database I /Access</td>
<td>3</td>
</tr>
<tr>
<td>CIS 202</td>
<td>Advanced Applications/Excel and VBA</td>
<td>3</td>
</tr>
<tr>
<td>CIS 232</td>
<td>Presentation Technology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Microeconomics OR</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Micro and Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>FIN 101</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202</td>
<td>Accounting and Bookkeeping with Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACC 300</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Negotiations and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>BUS 313</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 343</td>
<td>Corporate Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 351</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Tort Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 400</td>
<td>BIS Special Topic (1-9, max 3 per semester)</td>
<td>1-9</td>
</tr>
<tr>
<td>BUS 410</td>
<td>Independent study in BIS</td>
<td>1-3</td>
</tr>
<tr>
<td>BUS 450</td>
<td>Internship/Externship (max of 6 for BIS concentration)</td>
<td>1-6</td>
</tr>
<tr>
<td>BUS/CIS 460</td>
<td>Job Search Strategies</td>
<td>1 credit</td>
</tr>
<tr>
<td>BUS/ENG 452</td>
<td>Fundamentals of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>CIS 141</td>
<td>Introduction to Procedural Programming (C++)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 222</td>
<td>Advanced Procedural Programming (C++)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 261</td>
<td>Client/Server Based Database II (Oracle)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 300</td>
<td>Ethical Environment of Computing (Unless taken as part of Gen. Ed.)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 343</td>
<td>Visual Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 351</td>
<td>Visual Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 362</td>
<td>Client/Server Based Database III</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Information Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 380</td>
<td>Web Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 421</td>
<td>Web Applications Development (includes Linux)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 471</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 472</td>
<td>Computer-Aided Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CIS 500</td>
<td>Advanced Web Applications Development (e-commerce)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Microeconomics (But not if taken as core)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Principles of Macro-Economics</td>
<td>3</td>
</tr>
</tbody>
</table>
CIS Education Track
The CIS education track prepares those students interested in pursuing a career combining information technology and education. A student that wishes to have “Education Track” noted on his/her diploma should choose the following electives from the CIS concentration: CIS 232, CIS 430, and EDU 251. The student should also take PSY 202 and EDU 261.

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

Students are strongly urged to obtain and carefully read a current copy of the selected College of Education’s Graduate Catalog for specific requirements and meet with a MJJ academic advisor before embarking on this program. This will allow the advisor and the student to carefully evaluate the appropriateness of the student’s MJJ academic plan with the destination school’s requirements.
Judaic Studies (JS), Judaic Leadership (JL) and Judaic Education (JE)

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

After an initial thorough study of general trends in employment in the MJII geographic service area and beyond (and continuing review of trends) we observed the following:

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

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

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

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

The distributions of the core and elective requirements for these concentrations are listed on the following pages. Students may complete these core requirements and electives fully onsite, online or via a combination of both course delivery systems.
**JUDAIC STUDIES - 60 TOTAL CREDITS**

**CLASSICAL JUDAIC STUDIES, ALL CONCENTRATIONS**

**STUDENTS MUST COMPLETE AT LEAST SIX CREDITS OF THE FOLLOWING BIBLE COURSES**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JST 101</td>
<td>The Narrative of the Chumash</td>
<td>3</td>
</tr>
<tr>
<td>JST 102</td>
<td>The Passion of the Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 103</td>
<td>Wisdom Literature</td>
<td>3</td>
</tr>
<tr>
<td>JST 121</td>
<td>Early Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 123</td>
<td>Megillot</td>
<td>3</td>
</tr>
<tr>
<td>JST 201</td>
<td>Medieval Biblical Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>JST 202</td>
<td>Post-Medieval Biblical Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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

**STUDENTS MUST COMPLETE AT LEAST NINE CREDITS OF RABBINIC LITERATURE/TALMUD COURSES**

(INCLUDING A MINIMUM OF THREE CREDITS IN JEWISH MESORAH (CHAIN OF JEWISH TRADITION))

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPH 432</td>
<td>Maimonides - The Man and His Thought</td>
<td>3</td>
</tr>
<tr>
<td>JST 131</td>
<td>Guard Your Tongue</td>
<td>3</td>
</tr>
<tr>
<td>JST 141</td>
<td>Maimonides Introduction to the Mishna</td>
<td>3</td>
</tr>
<tr>
<td>JST 211</td>
<td>Seminar/ Independent Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 212</td>
<td>Seminar/ Independent Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 213</td>
<td>Seminar/ Independent Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 301</td>
<td>From Sinai to Cyberspace (Meets Masora requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 300</td>
<td>Talmud I</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 350</td>
<td>Talmud II</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 400</td>
<td>Talmud III</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>YJST 2250</td>
<td>Rambam, I</td>
<td>4</td>
</tr>
<tr>
<td>YJST 2260</td>
<td>Rambam, II</td>
<td>4</td>
</tr>
<tr>
<td>YJST 1211</td>
<td>First- Level Talmud - In Depth (Eeyun) ) I -</td>
<td>5</td>
</tr>
<tr>
<td>YJST 1212</td>
<td>First- Level Talmud - Overview (Bekius) I -</td>
<td>2</td>
</tr>
<tr>
<td>YJST 1221</td>
<td>First- Level Talmud - In Depth (Eeyun) II -</td>
<td>5</td>
</tr>
<tr>
<td>YJST 1222</td>
<td>First -Level Talmud - Overview (Bekius) II -</td>
<td>2</td>
</tr>
<tr>
<td>YJST 1231</td>
<td>Intermediate Talmud (Eeyun) I -</td>
<td>5</td>
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<tr>
<td>YJST 1232</td>
<td>Intermediate Talmud (Bekius) I</td>
<td>2</td>
</tr>
<tr>
<td>YJST 1241</td>
<td>Intermediate Talmud (Eeyun) II -</td>
<td>5</td>
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<tr>
<td>YJST 1242</td>
<td>Intermediate Talmud (Bekius) II -</td>
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<tr>
<td>YJST 1251</td>
<td>Applied Talmud (Eeyun) I</td>
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<tr>
<td>YJST 1261</td>
<td>Applied Talmud (Eeyun) II</td>
<td>5</td>
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<tr>
<td>MAS 400</td>
<td>Mathematical Applications to Rabbinics</td>
<td>3</td>
</tr>
</tbody>
</table>

*These seminars may be taken as Rabbinic Literature/Talmud Courses, dependent on subject matter provided
Students must complete at least **six credits** of the following Jewish Philosophy and Thought courses (including a minimum of 3 credits in Jewish Liturgy):

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPH 105</td>
<td>Ethical Tradition of Judaism I</td>
<td>3</td>
</tr>
<tr>
<td>EPH 160</td>
<td>Ethics and Society</td>
<td>3</td>
</tr>
<tr>
<td>EPH 300</td>
<td>The Ethical Environment of Computing</td>
<td>3</td>
</tr>
<tr>
<td>EPH 310</td>
<td>Ethical Tradition of Judaism II</td>
<td>3</td>
</tr>
<tr>
<td>EPH 320</td>
<td>Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>EPH 330</td>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>EPH 421</td>
<td>Topics in the Philosophy of Judaism</td>
<td>3</td>
</tr>
<tr>
<td>JST 104</td>
<td>Intro. to Jewish Liturgy &amp; Written Hebrew (meets liturgy requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 171</td>
<td>Introduction to Jewish Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>JST 181</td>
<td>Classical Mussar</td>
<td>3</td>
</tr>
<tr>
<td>JST 182</td>
<td>Contemporary Mussar</td>
<td>3</td>
</tr>
<tr>
<td>JST 231</td>
<td>Structure and Development of Liturgy (meets liturgy requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 331</td>
<td>Essential Concepts of Jewish Prayer (meets liturgy requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 441</td>
<td>Philosophy of Chassidut I</td>
<td>3</td>
</tr>
<tr>
<td>JST 442</td>
<td>Philosophy of Chassidut II</td>
<td>3</td>
</tr>
<tr>
<td>JST 443</td>
<td>Philosophy of Chassidut III</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>YJST 5211</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun) I</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5221</td>
<td>Mamorim- Philosophical/Ethical Discourses (Eeyun) II</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5231</td>
<td>Mamorim- Philosophical/Ethical Discourses (Eeyun ) III</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5241</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eeyun ) IV</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5251</td>
<td>Mamorim- Philosophical/Ethical Discourses of the RaShAB I</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5261</td>
<td>Mamorim- Philosophical/Ethical Discourses of the RaShAB II</td>
<td>3</td>
</tr>
<tr>
<td>YJST 5212</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekiys) I</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5222</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekiys) II</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5232</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekiys) III</td>
<td>2</td>
</tr>
<tr>
<td>YJST 5242</td>
<td>Mamorim- Philosophical/Ethical Discourses (Bekiys) IV</td>
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</table>

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

Students must complete at least **six credits** of the following Jewish Law and Life Cycles courses (including a minimum of 3 credits in Jewish Life Cycles):

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JST 132</td>
<td>Introduction to Halachik Concepts</td>
<td>3</td>
</tr>
<tr>
<td>JST 232</td>
<td>Foundations of the Halachah</td>
<td>3</td>
</tr>
<tr>
<td>JST 251</td>
<td>Sanctifying Time: The Lifecycle and the Calendar in Halacha (meets life cycle requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 313</td>
<td>Topics in Halachah-Sabbath and the Festivals (meets life cycle requirement)</td>
<td>3</td>
</tr>
<tr>
<td>JST 353</td>
<td>Topics in Halachah-The Family</td>
<td>3</td>
</tr>
<tr>
<td>JST 383</td>
<td>Topics in Halachah-Contemporary Problems*</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
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<tr>
<td>YJST 2210</td>
<td>The Codes I</td>
<td>2</td>
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<tr>
<td>YJST 2220</td>
<td>The Codes II</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2230</td>
<td>The Codes III</td>
<td>2</td>
</tr>
<tr>
<td>YJST 2240</td>
<td>The Codes IV</td>
<td>2</td>
</tr>
</tbody>
</table>

*These seminars may be taken as Jewish Law and Life Cycle Courses, dependent on subject matter provided.

Students must complete at least **six credits** of the following Jewish History courses (including a minimum of 3 credits each in ancient Jewish History and Modern Jewish History, including...
### Holocaust Studies

(English History Courses May Count Here or in Gen Ed, But Not Both)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Encountering Jewish Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150</td>
<td>History of the Jews</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>Overview of Jewish History Until the Modern Era</td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>Overview of Modern Jewish History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 212</td>
<td>History and Geography of Israel</td>
<td>3</td>
</tr>
<tr>
<td>HIS 251</td>
<td>Pre-Holocaust Modern Jewish History 1840-1938</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>The American Jewish Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 261</td>
<td>Exploring the Holocaust I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 262</td>
<td>Exploring the Holocaust II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 263</td>
<td>Independent Study in Holocaust Research</td>
<td>1-3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>Jewish History - Second Commonwealth (Mishnaic Period)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 290</td>
<td>Jewish History - Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Jews of Eastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Israel</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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

### Students Must Complete at Least Six Credits of the Following Hebrew Language and Literature Courses (May Not Use Same Course Credits Here and for General Studies) A Minimum Competency Level of HUM 242 Is Required for Graduation With A JS Degree.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 110</td>
<td>Elementary Modern Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 120</td>
<td>Elementary Modern Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 241</td>
<td>Intermediate Modern Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 242</td>
<td>Intermediate Modern Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 250</td>
<td>Advanced Topics in Modern Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 260</td>
<td>Advanced Topics in Modern Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 300</td>
<td>Seminar in Advanced Hebrew Language</td>
<td>3</td>
</tr>
<tr>
<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
<tr>
<td>JST 470</td>
<td>Seminar/ Independent Study in Judaic Studies*</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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

**Students will be placed in appropriate level language courses based on completed course prerequisites and demonstrated entering proficiency.**

JS Students Must Complete 21 Credits of Additional Courses From Any of the Above As Judaic Electives. Students May Also Elect to Take an Externship Elective, As Indicated Next:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Judaica</td>
<td>Judaic Studies – Elective courses</td>
<td>As indicated</td>
</tr>
<tr>
<td>JS 450</td>
<td>Internship/Externship (max of 6 for JS concentration) 1-6 credits per semester (max of 12)</td>
<td>1-12</td>
</tr>
</tbody>
</table>
JUDAIC LEADERSHIP (JL)  
AND JUDAIC EDUCATION (JE)  
CONCENTRATIONS - Specialty Core Requirements

**APPLIED JUDAIC LEADERSHIP REQUIRED CORE**

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

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

**APPLIED JUDAIC EDUCATION REQUIRED CORE**

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

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

JL AND JE Students must complete **6 CREDITS** of additional classical Judaic courses as Judaic electives (additional Judaic, leadership and education courses may be taken using General Education free electives)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Judaica</td>
<td>Classical Judaic Studies – Elective courses</td>
<td>As indicated</td>
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</tbody>
</table>

JS Elective available only to JE students:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 121</td>
<td>Exploring Exceptional Children (here or General Ed but not both)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 131</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>
DISTRIBUTION OF THE ASSOCIATE OF APPLIED SCIENCE DEGREE –
BUSINESS AND INFORMATION SYSTEMS CORE CURRICULUM

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

GENERAL EDUCATION CORE- AAS-BIS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
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</tr>
<tr>
<td>ENG 101</td>
<td>Introduction to English Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences and Studies</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(Any two of the following courses)</td>
<td></td>
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<tr>
<td><strong>Area 1</strong></td>
<td></td>
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<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td><strong>Area 2</strong></td>
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</tr>
<tr>
<td>SOS 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOS 190</td>
<td>Introduction to Social Work</td>
<td>3</td>
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<tr>
<td><strong>Area 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL 101</td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 201</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td><strong>Area 4</strong></td>
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</tr>
<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Encountering Jewish Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150</td>
<td>History of the Jews</td>
<td>3</td>
</tr>
<tr>
<td>HIS 212</td>
<td>History and Geography of Israel</td>
<td>3</td>
</tr>
<tr>
<td>HIS 252</td>
<td>American Thought And History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>The American Jewish Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>United States to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>Jewish History - Second Commonwealth (Mishnaic Period)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 290</td>
<td>Jewish History - Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Jews of Eastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Israel</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 201</td>
<td>The Ancient Medieval World (Used here or Aesthetics, but not both)</td>
<td>3</td>
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<tr>
<td>HIS/HUM 202</td>
<td>The Renaissance and the Modern World (Used here or Aesthetics, but not both)</td>
<td>3</td>
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<tr>
<td><strong>Area 5</strong></td>
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<tr>
<td>ECO 112</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Ethics/Philosophy /Religion</strong></td>
<td>9</td>
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</tr>
<tr>
<td>(Any three of the following courses:)</td>
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<td></td>
</tr>
<tr>
<td>(With permission, students may transfer other Ethics/ Philosophy/ Religion classes taken elsewhere)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 300</td>
<td>Ethical Environment of Computing (Unless taken as part of the requirements for Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>EPH 105</td>
<td>Ethical Tradition of Judaism I</td>
<td>3</td>
</tr>
<tr>
<td>EPH 160</td>
<td>Ethics and Society</td>
<td>3</td>
</tr>
<tr>
<td>EPH 310</td>
<td>Ethical Tradition of Judaism II</td>
<td>3</td>
</tr>
<tr>
<td>EPH 320</td>
<td>Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>EPH 330</td>
<td>Bioethics</td>
<td>3</td>
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<td>Credits</td>
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<tr>
<td>EPH 421</td>
<td>Topics in the Philosophy of Judaism</td>
<td>3</td>
</tr>
<tr>
<td>EPH 432</td>
<td>Maimonides - The Man and His Thought</td>
<td>3</td>
</tr>
<tr>
<td>JST 101</td>
<td>The narrative of the Chumash</td>
<td>3</td>
</tr>
<tr>
<td>JST 102</td>
<td>The passion of the Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 103</td>
<td>Wisdom Literature</td>
<td>3</td>
</tr>
<tr>
<td>JST 104</td>
<td>Introduction to Jewish Liturgy and Written Hebrew</td>
<td>3</td>
</tr>
<tr>
<td>JST 121</td>
<td>Early Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 122</td>
<td>Mishna</td>
<td>3</td>
</tr>
<tr>
<td>JST 123</td>
<td>Megillot</td>
<td>3</td>
</tr>
<tr>
<td>JST 131</td>
<td>Guard Your Tongue</td>
<td>3</td>
</tr>
<tr>
<td>JST 132</td>
<td>Introduction to Halachik Concepts</td>
<td>3</td>
</tr>
<tr>
<td>JST 141</td>
<td>Maimonides Introduction to the Mishna</td>
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<tr>
<td>JST 171</td>
<td>Introduction to Jewish Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>JST 181</td>
<td>Classical Mussar</td>
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<tr>
<td>JST 182</td>
<td>Contemporary Mussar</td>
<td>3</td>
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<tr>
<td>JST 201</td>
<td>Medieval Biblical Exegeses</td>
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<tr>
<td>JST 202</td>
<td>Post-Medieval Biblical Exegesis</td>
<td>3</td>
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<tr>
<td>JST 211</td>
<td>Seminar/Independent Study in Rabbinical Literature</td>
<td>1-6</td>
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<tr>
<td>JST 212</td>
<td>Seminar/Independent Study in Rabbinical Literature</td>
<td>1-6</td>
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<tr>
<td>JST 213</td>
<td>Seminar/Independent Study in Rabbinical Literature</td>
<td>1-6</td>
</tr>
<tr>
<td>JST 231</td>
<td>Structure and Development of Liturgy</td>
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<td>JST 232</td>
<td>Foundations of the Halachah</td>
<td>3</td>
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<tr>
<td>JST 251</td>
<td>Sanctifying Time: The Lifecycle and the Calendar in Halacha</td>
<td>3</td>
</tr>
<tr>
<td>JST 310</td>
<td>From Sinai to Cyberspace</td>
<td>3</td>
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<tr>
<td>JST 313/353/383</td>
<td>Topics in Halachah</td>
<td>3</td>
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<tr>
<td>JST 331</td>
<td>Essential Concepts of Jewish Prayer</td>
<td>3</td>
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<tr>
<td>JST 441/442/443</td>
<td>Philosophy of Chassidus VI/II/III</td>
<td>3</td>
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<tr>
<td>JST 450/460/470</td>
<td>Seminar/Independent Study in Judaic Studies</td>
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<tr>
<td>JST 300</td>
<td>Talmud I</td>
<td>3</td>
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<tr>
<td>JST 350</td>
<td>Talmud II</td>
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<tr>
<td>JST 400</td>
<td>Talmud III</td>
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**HUMANITIES**

(Any two of the following courses)

**Language & Literature**

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<thead>
<tr>
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<tbody>
<tr>
<td>ENG 351</td>
<td>Exploration of Creative Writing I (poetry, drama, short story)</td>
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<tr>
<td>ENG 352</td>
<td>Exploration of Creative Writing II (poetry, drama, short story)</td>
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**Aesthetics**

<table>
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<tbody>
<tr>
<td>HIS/HUM 201</td>
<td>The Ancient Medieval World (Used here or History, but not both)</td>
<td>3</td>
</tr>
<tr>
<td>HIS/HUM 202</td>
<td>The Renaissance and the Modern World (Used here or History, but not both)</td>
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</tr>
<tr>
<td>HUM 200</td>
<td>Independent study in the Humanities. (Art, Music, and Drama)</td>
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*or any foreign language and literature equivalent such as*

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tr>
<td>HUM 250</td>
<td>Advanced Topics in Modern Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 260</td>
<td>Advanced Topics in Modern Hebrew II</td>
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</table>

(Any level sequence of Hebrew Language courses may be taken. See Judaic Studies for complete course listing)

**Total General Core Credits required:**

24

**BUSINESS AND INFORMATION SYSTEMS – 37 TOTAL CREDITS**

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 101</td>
<td>Fundamentals of Accounting</td>
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<tr>
<td>ACC 202</td>
<td>Accounting and Bookkeeping with Computers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 203</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>Course</td>
<td>Code</td>
<td>Title</td>
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<tr>
<td>-------</td>
<td>------</td>
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</tr>
<tr>
<td>CIS</td>
<td>110</td>
<td>Introduction to Computer Science (CIS 101 taken elsewhere)</td>
</tr>
<tr>
<td>CIS</td>
<td>122</td>
<td>Introduction to HTML, Web Development &amp; e-commerce</td>
</tr>
<tr>
<td>CIS</td>
<td>161</td>
<td>Introduction to Database I/Access</td>
</tr>
<tr>
<td>CIS</td>
<td>203</td>
<td>Advanced Applications/Word and Excel</td>
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<tr>
<td>CIS</td>
<td>232</td>
<td>Presentation Technology</td>
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<tr>
<td>ECO</td>
<td>202</td>
<td>Principles of Micro and Macro Economics</td>
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<tr>
<td>ENG</td>
<td>102</td>
<td>Effective Communication</td>
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<tr>
<td>MAS</td>
<td>263</td>
<td>Business Math and Statistics</td>
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</table>
DISTRIBUTION OF THE CERTIFICATES IN JUDAIC STUDIES PROGRAM

Judaic Studies Certificate Program (JS-C)

The MJI Judaic Studies One-Year Certificate Program (JS-C) is intended to serve the needs of students enrolled in BAS JS academic programs at MJI who find quite attractive the ability to demonstrate academic milestone achievement by earning certificate(s) along the way to completing their bachelor degree requirements. This program may also help BAS seeking students find related employment during the remainder of their undergraduate years, once they have earned this certificate.

As with the one-year certificate, just another two-semester commitment is necessary to demonstrate more advanced educational achievement via the Two-Year certificate program. These two year certificate completers will also have the option to begin seeking employment if they so choose. Those so opting will be entering the job market in possession of a two-year certificate indicating advanced competency in Judaica and exhibiting ongoing commitments to enhance their advanced competencies even further by their continued efforts to earn a BAS degree.

As is fully described elsewhere in this catalog, all students dually enrolled in JS certificate and JS BAS degree programs will continue in one of three separate Judaic Studies BAS concentrations: General Judaic Studies, Judaic Leadership or Judaic Education. They will also be able to demonstrate general competencies by completing their required general education, college level work if they have not yet begun to do so by taking more than the required 12 credits in any semester.

The next several pages provide a complete overview of the 1 and 2 year Judaic Studies Certificate program along with all course requirements and options. Students may complete these requirements and options full onsite, online or via a combination of both course delivery systems.

One-year Certificate, Introduction to Judaic Studies (minimum of 24 credits required) (JS-C)

Each semester, full-time certificate students will complete at least one course in any three of the five departmental courses (i.e. Bible, Rabbinic Literature, Jewish Philosophy and Thought, Jewish Law and Life Cycle, and Jewish History). A fourth course may be selected from any departmental course or the exchange courses.

Students wishing to enhance their Judaic knowledge or General Education coursework even further may take additional courses and credits. Credit for additional courses taken will be counted toward their BAS Judaic Studies program or other BAS programs they are enrolled in. (Note well: Students who dually enroll in a JS certificate program while seeking non-JS BAS degrees should speak to a MJI counselor to ensure that all the coursework they register for will count for the certificates and degrees they seek.)

15 Students who elect to transfer from the Judaic Studies BAS program to another MJI BAS program after successfully completing both JS certificates could lose some usable credits as a function of having too many electives. It is very important that you speak to a MJI student counselor before making any changes to your BAS academic program.
Courses or Seminar numbers may not be repeated for additional credits and wherever indicated, prerequisites must be met. Students without previous academic or experiential backgrounds in Judaica will not be permitted to take higher numbered courses during their first two semesters of the certificate programs.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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<tr>
<td></td>
<td><strong>FIRST SEMESTER</strong></td>
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<tr>
<td>JST 101</td>
<td>The Narrative of the Chumash</td>
<td>3</td>
</tr>
<tr>
<td>JST 102</td>
<td>The Passion of the Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 103</td>
<td>Wisdom Literature</td>
<td>3</td>
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<tr>
<td>JST 121</td>
<td>Early Prophets</td>
<td>3</td>
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<tr>
<td>JST 123</td>
<td>Megillot</td>
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<tr>
<td>JST 201</td>
<td>Medieval Biblical Exegeses</td>
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<td>JST 202</td>
<td>Post-Medieval Biblical Exegesis</td>
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<tr>
<td>JST 450</td>
<td>Seminar/Independent Study in Judaic Studies**</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>RABBINIC LITERATURE:</strong></td>
<td></td>
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<tr>
<td>EPH 432</td>
<td>Maimonides - The Man and His Thought</td>
<td>3</td>
</tr>
<tr>
<td>JST 122</td>
<td>Mishna</td>
<td>3</td>
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<tr>
<td>JST 131</td>
<td>Guard Your Tongue</td>
<td>3</td>
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<tr>
<td>JST 141</td>
<td>Maimonides Introduction to the Mishna</td>
<td>3</td>
</tr>
<tr>
<td>JST 211</td>
<td>Seminar/Independent Study in Rabbinical Literature</td>
<td>3</td>
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<tr>
<td>JST 301</td>
<td>From Sinai to Cyberspace</td>
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<tr>
<td>JST 450</td>
<td>Seminar/Independent Study in Judaic Studies**</td>
<td>3</td>
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<tr>
<td>JST 300</td>
<td>Talmud I</td>
<td>3</td>
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<tr>
<td>YJST 1211</td>
<td>First- Level Talmud - In Depth (Eeyun) I</td>
<td>5</td>
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<td>YJST 1212</td>
<td>First- Level Talmud - Overview (Bekius) I</td>
<td>2</td>
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<tr>
<td>YJST 2250</td>
<td>Rambam I, (Here or in Jewish Law but not both)</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>JEWISH PHILOSOPHY AND THOUGHT:</strong></td>
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<tr>
<td>EPH 105</td>
<td>Ethical Tradition of Judaism I</td>
<td>3</td>
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<tr>
<td>EPH 160</td>
<td>Ethics and Society</td>
<td>3</td>
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<tr>
<td>EPH 300</td>
<td>The Ethical Environment of Computing</td>
<td>3</td>
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<td>EPH 320</td>
<td>Ethical Environment of Business</td>
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<tr>
<td>EPH 330</td>
<td>Bioethics</td>
<td>3</td>
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<tr>
<td>EPH 421</td>
<td>Topics in the Philosophy of Judaism</td>
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</tr>
<tr>
<td>JST 104</td>
<td>Intro. to Jewish Liturgy &amp; Written Hebrew</td>
<td>3</td>
</tr>
<tr>
<td>JST 171</td>
<td>Introduction to Jewish Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>JST 181</td>
<td>Classical Mussar</td>
<td>3</td>
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<td>JST 182</td>
<td>Contemporary Mussar</td>
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<td>Course Code</td>
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<tr>
<td>JST 231</td>
<td>Structure and Development of Liturgy</td>
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<td>JST 331</td>
<td>Essential Concepts of Jewish Prayer</td>
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<tr>
<td>JST 441</td>
<td>History &amp; Philosophy of Chassidut</td>
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<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies**</td>
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<tr>
<td>YJST 5211</td>
<td>Mamorim - Philosophical/Ethical Discourses (Eyun) I</td>
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<td>YJST 5212</td>
<td>Mamorim - Philosophical/Ethical Discourses (Bekius) I</td>
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<td>YJST 5251</td>
<td>Mamorim - Philosophical/Ethical Discourses of the RaShaB I</td>
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**JEWISH LAW AND LIFE CYCLE:**

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<tr>
<td>JST 132</td>
<td>Introduction to Halachik Concepts</td>
<td>3</td>
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<tr>
<td>JST 232</td>
<td>Foundations of the Halachah</td>
<td>3</td>
</tr>
<tr>
<td>JST 251</td>
<td>Sanctifying Time: The Lifecycle and the Calendar in Halacha</td>
<td>3</td>
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<tr>
<td>JST 313</td>
<td>Topics in Halachah-Sabbath and the Festivals</td>
<td>3</td>
</tr>
<tr>
<td>JST 353</td>
<td>Topics in Halachah-The Family</td>
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<tr>
<td>JST 383</td>
<td>Topics in Halachah-Contemporary Problems</td>
<td>3</td>
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<tr>
<td>JST 450</td>
<td>Seminar/ Independent Study in Judaic Studies**</td>
<td>3</td>
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<tr>
<td>YJST 2210</td>
<td>The Codes I</td>
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<tr>
<td>YJST 2250</td>
<td>Rambam I, (Here or in Rabbinic Literature but not both)</td>
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**JEWISH HISTORY:**

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<tr>
<td>HIS 140</td>
<td>Encountering Jewish Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150</td>
<td>History of the Jews</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>Overview of Jewish History Until the Modern Era</td>
<td>3</td>
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<td>HIS 152</td>
<td>Overview of Modern Jewish History</td>
<td>3</td>
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<td>HIS 212</td>
<td>History and Geography of Israel</td>
<td>3</td>
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<td>HIS 251</td>
<td>Pre-Holocaust Modern Jewish History 1840-1938</td>
<td>3</td>
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<tr>
<td>HIS 255</td>
<td>The American Jewish Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 261</td>
<td>Exploring the Holocaust I</td>
<td>3</td>
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<tr>
<td>HIS 263</td>
<td>Independent study in Holocaust Research</td>
<td>3</td>
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<tr>
<td>HIS 275</td>
<td>Jewish History – Biblical Period</td>
<td>3</td>
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<td>HIS 280</td>
<td>Jewish History - Second Commonwealth (Mishnaic Period)</td>
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<td>HIS 290</td>
<td>Jewish History - Middle Ages</td>
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<td>HIS 300</td>
<td>Jews of Eastern Europe</td>
<td>3</td>
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<td>HIS 340</td>
<td>Modern Israel</td>
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<td>JST 450</td>
<td>Seminar/Independent Study in Judaic Studies**</td>
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<tr>
<td>JLD 101</td>
<td>Introduction to Communal Leadership</td>
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**Exchange courses:**

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<tr>
<td>FIN 202</td>
<td>Principles of Fundraising/Grants</td>
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<tr>
<td>BUS 202</td>
<td>The Jewish Organization</td>
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<tr>
<td>EDU 121</td>
<td>Exploring Exceptional Children</td>
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<tr>
<td>EDU 131</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 151</td>
<td>Teaching Theory and Practice</td>
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</tr>
<tr>
<td>EDU 261</td>
<td>Educational Psychology</td>
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<tr>
<td>EDU 272</td>
<td>Educational Values in Judaism</td>
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The following course may be used to fulfill requirements for Bible, Rabbinic Literature, Jewish Philosophy and Thought or Jewish Law.

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>YJST 5213</td>
<td>Sichos of the Lubavitcher Rebbe, R.M.M. Schneerson I</td>
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**SECOND SEMESTER**

**BIBLE courses:**

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<td>JST 101</td>
<td>The Narrative of the Chumash</td>
<td>3</td>
</tr>
<tr>
<td>JST 102</td>
<td>The Passion of the Prophets</td>
<td>3</td>
</tr>
<tr>
<td>JST 103</td>
<td>Wisdom Literature</td>
<td>3</td>
</tr>
<tr>
<td>JST 121</td>
<td>Early Prophets</td>
<td>3</td>
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<tr>
<td>JST 123</td>
<td>Megillot</td>
<td>3</td>
</tr>
<tr>
<td>JST 201</td>
<td>Medieval Biblical Exegeses</td>
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</tr>
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<td>JST 202</td>
<td>Post-Medieval Biblical Exegesis</td>
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<tr>
<td>JST 450</td>
<td>Seminar/Independent Study in Judaic Studies**</td>
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<tr>
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**RABBINIC LITERATURE:**

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<th>Course Title</th>
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<tr>
<td>EPH 432</td>
<td>Maimonides - The Man and His Thought</td>
<td>3</td>
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<td>JST 122</td>
<td>Mishna</td>
<td>3</td>
</tr>
<tr>
<td>JST 131</td>
<td>Guard Your Tongue</td>
<td>3</td>
</tr>
<tr>
<td>JST 141</td>
<td>Maimonides Introduction to the Mishna</td>
<td>3</td>
</tr>
<tr>
<td>JST 211</td>
<td>Seminar/Independent Study in Rabbinical Literature, OR</td>
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<td>JST 212</td>
<td>Seminar/Independent Study in Rabbinical Literature</td>
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</tr>
<tr>
<td>JST 301</td>
<td>From Sinai to Cyberspace</td>
<td>3</td>
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<tr>
<td>JST 450</td>
<td>Seminar/Independent Study in Judaic Studies**</td>
<td>3</td>
</tr>
<tr>
<td>JST 460</td>
<td>Seminar/Independent Study in Judaic Studies**</td>
<td>3</td>
</tr>
<tr>
<td>JST 300</td>
<td>Talmud I, OR</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>JST 350</td>
<td>Talmud II</td>
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<tr>
<td>YJST 1211</td>
<td>First-Level Talmud - In Depth (Eeyun) I, OR</td>
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<td>YJST 1221</td>
<td>First-Level Talmud - In Depth (Eeyun) II</td>
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<tr>
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**JEWISH PHILOSOPHY AND THOUGHT:**

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**Exchange courses:*

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<td>EDU 121</td>
<td>Exploring Exceptional Children</td>
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<td>EDU 131</td>
<td>Introduction to Early Childhood Education</td>
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<td>Teaching Theory and Practice</td>
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*The following courses may be used to fulfill requirements for Bible, Rabbinic Literature, Jewish Philosophy and Thought or Jewish Law.*

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**TOTAL CREDITS FOR ONE-YEAR CERTIFICATE** 24

** Depending on subject matter
Course Requirements:

Two-year Certificate, Intermediate Judaic Studies (minimum of 48 credits required)

Each semester, full-time certificate students will complete at least one course in any three of the five departmental courses (i.e. Bible, Rabbinic Literature, Jewish Philosophy and Thought, Jewish Law and Life Cycle, and Jewish History). A fourth course may be selected from any departmental course or the exchange courses.

Students wishing to enhance their Judaic knowledge or General Education coursework even further may take additional courses and credits. Credit for additional courses taken will be counted toward their BAS Judaic Studies program or other BAS programs they are enrolled in. (Note well: Students who dually enroll in a JS certificate program while seeking non-JS BAS degrees should speak to a MII counselor to ensure that all the coursework they register for will count for the certificates and degrees they seek. Non-JS BAS students seeking a two-year JS certificate could end up taking and paying for more than 120 credits of work before earning their non-JS BAS degree.)

Courses or Seminar numbers may not be repeated for additional credits and wherever indicated, prerequisites must be met.

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**The following courses may be used to fulfill requirements for Bible, Rabbinic Literature, Jewish Philosophy and Thought or Jewish Law.**

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**FOURTH SEMESTER**

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**JST 460** Seminar/Independent Study in Judaic Studies**, OR** 3
**JST 470** Seminar/Independent Study in Judaic Studies** 3

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**YJST 1261** Applied Talmud (Eyun) II - (May be exchanged for YJST 1241) 5

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<td>YJST 5223</td>
<td>Sichos of the Lubavitcher Rebbe, R.M.M. Schneerson II, OR</td>
<td>1</td>
</tr>
<tr>
<td>YJST 5233</td>
<td>Sichos of the Lubavitcher Rebbe, R.M.M. Schneerson III, OR</td>
<td>1</td>
</tr>
<tr>
<td>YJST 5243</td>
<td>Sichos of the Lubavitcher Rebbe, R.M.M. Schneerson IV</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR TWO-YEAR CERTIFICATE** 48

** Depending on subject matter
OTHER CREDITS AND REQUIREMENTS

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

Off - Campus Credits and Study Abroad Program
The Michigan Jewish Institute recognizes that students may wish to augment their academic studies at this institution with special programs at other recognized colleges and universities, rabbinical schools and Jewish teachers’ seminaries in the USA, Australia, Canada, England, France, Israel and elsewhere. Accordingly, MJI has special arrangements with many institutions and requires that the student obtain official permission to combine programs. A Study Abroad program brochure and other appropriate forms and instructions are available from the MJI Office of Academic Administration and on-line at www.mji.edu.

NOTE WELL: Only courses with an earned grade of C- or better and have equivalency to MJI courses or are otherwise shown to be of academic value and nature will be considered for transfer. Please consult with a MJI academic counselor to ascertain transferability of courses and credits earned elsewhere.

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

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

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

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

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

New York University Proficiency Testing in Foreign Languages
Proficiency testing is available for people wishing to measure their knowledge of a foreign language. The results of the test, which are documented via transcripts issued by NYU, may be used by MJI to grant academic credit or award advanced placement. Tests are given by NYU and only by appointment. Testing may be administered at off-site locations and even abroad.

MJI students may earn 6 language credits by passing the NYU twelve-point language exam or 12 language credits by passing the sixteen-point language exam. Before applying for the NYU Proficiency Testing in a Foreign Language you should discuss your plans with your MJI counselor to determine the most advantageous exam for your particular academic circumstances.

Because exam fees vary over time and for the tests taken, you must contact NYU directly to determine the fees that may be applicable for a particular language and test type. For further information, to make a testing appointment or to request an informational brochure on the proficiency testing program you
should call NYU at 212-998-7030. Information is also available at the NYU website, www.scps.nyu.edu/trans.

Service Members Opportunity Colleges (SOC) Consortium
MJ is a member of the Service-members Opportunity Colleges (SOC) Consortium of approximately 1,900 colleges and universities. SOC Consortium members subscribe to principles and criteria to ensure that quality academic programs are available to service-members, including members of the National Guard and Coast Guard, their family members, reservists, and veterans of all Services. As a SOC Consortium member, this institution ensures that military students share in appropriately accredited postsecondary educational opportunities available to other citizens. Flexibility of programs and procedures, particularly in admissions, counseling, credit transfer, course articulations, recognition of non-traditional learning experiences, scheduling, course format, and residency requirements are provided to enhance access of service-members and their family members to higher education programs.

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

Any MJ student in good standing (a minimum 2.00 GPA) is eligible for participation in this program, provided the student is acceptable to the employer, and obtains the approval of their academic counselor.

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

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

For further information about Internships/externships, please see the complete MJ Independent Study policy statement available from the Academic Administration Office, on line at www.mji.edu, (FAQ page, item number 432).
Course Loads
A student is considered full-time by taking a minimum of 12 credit hours. Students who elect to register for more than 18 credit hours per semester must receive written approval from their academic counselor.

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

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

In lieu of exceptional circumstances, independent studies cannot be a duplication of MJJI courses ordinarily scheduled within two semesters of the requested independent study. (Some examples of exceptional circumstances include: where the student could otherwise graduate prior to the scheduled offering of the duplicated course; or, irreconcilable scheduling conflicts.) Independent studies must be scheduled to begin and conclude within the period of one standard and scheduled MJJI semester of 15 weeks. Independent studies are not permitted to straddle two or more semesters.

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

1. Obtain a copy of the MJJI complete policy and procedure statement regarding independent studies. The complete MJJI Independent Study policy statement is available from the Academic Administration Office or at www.mjji.edu on the FAQ page, item 430.
2. Review the independent study policy to ensure that this independent approach to learning will work for you. While many students enjoy and thrive on the level of independence and personal responsibility associated with independent studies others find that they are more successful in the classroom environment where comprehensive weekly contact with teaching staff provides more support and attention;
3. Seek agreement from a faculty member to mentor your independent study. If you do not know who may be available to mentor your desired independent study, speak to your MJJI counselor who will assist you in finding one;
4. Once you have obtained agreement, you and the agreeing faculty member must complete a learning contract. Instructions and a learning contract template are included in the MJJI policy and procedure statement on independent studies;
5. Your fully executed learning contract (signed by you and the faculty member) must be delivered to the Registrar's Office for review of completeness. Do allow time for all these steps in determining the start
date of the independent study. Remember, all independent studies must begin and end within the same scheduled and standard 15 week MJJ semester;

6. An academic counselor will approve complete independent studies contracts presented to them by the Registrar that meet all other academic criteria. Incomplete contracts will be returned to student and the faculty member, unapproved;

7. Students should then register for approved independent studies (or "Add" to previous registration) paying all required registration fees and making arrangements for any tuition balances;

8. The independent study will then begin.

Students are reminded that as a voluntary and independent study option, ownership of the independent study process is with the student and the student is fully responsible for its success or failure!

All independent studies taken are noted as such on students’ transcripts. Independent studies are generally not available to guest students at MJJ. For further information about independent studies, please see the complete MJJ Independent Study policy statement available from the Academic Administration Office or at www.mjj.edu FAQ page, item number 430.

Changing a Declared MJJ Program
Students at MJJ are permitted to change their declared academic program at any time by contacting the Registrar’s office and indicating their desire to change from their current MJJ program to another MJJ program. For example, a student who initially requested entry into the MJJ Judaic Studies program may decide to change their declared program to CIS. Please call the Registrar’s Office to request such a program change (1-888-INFO-MJJ (463-6654) ext. 117). However, any student wishing to make such a change is strongly urged to speak to a MJJ counselor to determine how the change might impact on credits previously earned toward their final degree requirements.

Computerized Adaptive Placement Assessment and Support System (COMPASS)
The optional COMPASS is an untimed, computerized test that helps the Michigan Jewish Institute evaluate student’s skills and place them into appropriate courses. COMPASS offers tests in reading, writing, math, writing essay, and English as a Second Language (ESL). Students receive COMPASS test results immediately upon completion of testing. All MJJ score reports include relevant placement messages informing students what courses they should take and how to register.

COMPASS is not used like a traditional test. There is generally no "passing score." Rather, COMPASS scores indicate areas in which students are strong and areas in which they may need help. Thus, COMPASS can identify problems in major subject areas before they disrupt educational progress, giving students the opportunity to prepare more effectively for needed courses. Scores from COMPASS tests can be used to prepare a course of study that will be appropriate, relevant, and meaningful.

The COMPASS skills assessment is recommended for Michigan Jewish Institute (MJJ) students who seek objective assessments of their current skill levels for proper placement in certain course sequences.
for any subject matter COMPASS measures. Students whose first language is not English can take the ESL component of the COMPASS test to determine their ability to take courses taught in English. (See also the section on ESL earlier in this catalog for other options that may be available.) The COMPASS test is especially recommended for students intent on registering for their first Communications or Math courses at MJJ. Doing so will help assure proper placement in these courses.

Students who are ready to take the test should complete the COMPASS TEST REQUEST FORM and submit the form to the administration office. The form is available on the MJJ website in the academics FAQ section. Once you have registered, you may either take the test at MJJ or at one of the many test sites throughout the world. For a list of approved testing sites and more information about the test please visit the COMPASS Test website at:

http://act.org/compass/

The COMPASS test is administered on a computer at an approved COMPASS testing site. Once a student has registered for the COMPASS test they will receive instructions on how to take the test. MJJ or any other testing center will provide all materials necessary for the test, i.e. pencils, pens, calculators and scrap paper. Immediately after students have finished taking their COMPASS test, two copies of their results will be printed. One copy will be placed into your MJJ files if provided to MJJ. Your academic advisor can go over your scores with you and will explain any necessary placement issues.

RETESTING POLICY
Retesting is appropriate when there is reason to think that a score obtained from previous testing does not accurately reflect the examinee’s true level of knowledge or skill. Typically, retesting is appropriate in two situations:

1. When factors other than the examinee’s ability are known to have influenced the previous testing;
2. When the scores obtained from earlier testing are no longer thought to reflect the student’s current ability.

Collegiate Assessment of Academic Proficiency (CAAP)

Required for all students enrolled in any of MJJ’s Bachelor Degree Programs

All students graduating with Bachelor degrees from MJJ must demonstrate specified collegiate levels of skill mastery and achievement in reading comprehension (English), writing, mathematics and critical thinking by passing the ACT Collegiate Assessment of Academic Proficiency (CAAP) examination in these areas. Although the actual score required for passing each of the tested skill areas may vary from time to time, students should expect that the minimum passing score will be no less than the nationally ranked 45th percentile in each skill area, as published by ACT. (NB: A high score on one skill area does not compensate for a low score on another skill area.)
MJI recommends that all students prepare for and complete their CAAP examinations once they have achieved 90 credits toward their degree requirements of 120 credits. This will help ensure timely completion of the examination and avoidance of delays in graduation.

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

There is a one-time graduation processing fee of $100 which includes the cost of the total CAAP proficiency examination. Students who must repeat testing in any skill areas will be charged $30 per each repeated test administration. (Students may repeat more than one skill area per second test administration as necessary but no student will be tested a third time on any particular skill area.)

Students required to take remedial independent studies as a result of failing a skill area a second time are charged at the same rate as other MJI 3 credit courses. Remedial independent studies will be marked on a pass/fail basis and will not be considered as meeting any academic requirements including earned credit counts, other than the CAAP requirement.

MJI offers CAAP examinations three times each year. Typically, the examinations are held during the third or fourth week of each semester, as shown on the Comprehensive Academic Calendar. At the time this catalog was prepared each of the four test sections allowed for up to fifty minutes of test time. Students may request a one-day test administration (two morning test sections and two afternoon test sections) or a two-day test administration (two test sections per day). Students ready to take the CAAP examination but studying abroad should contact the MJI Registrar’s Office to make arrangements for taking the test at their local location, if possible.

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


Substitute CAAP testing for ESL based students:

All students graduating from MJI, for whom English is their second language, can demonstrate their collegiate levels of skill mastery and achievement by passing the CAAP substitute, EduTIL examinations. The minimum passing score on the EduTIL is a 4.6 on a 9 point stanine scale in each area tested. (NB: A high score on one skill area does not compensate for a low score on another skill area.)
Students who fail any portion of the EduTIL examination are required to repeat the exam after a wait of five months. Students who fail any portion of the EduTIL a second time will be required to take and satisfactorily complete a three credit independent study developed specifically to remediate the problem area(s).

There is a one-time graduation processing fee of $100 which includes the cost of the EduTIL exam. Students who must repeat testing will be responsible for the cost of the repeat test.

Students required to take remedial independent studies as a result of failing a skill area a second time are charged at the same rate as other MJI 3 credit courses. Remedial independent studies will be marked on a pass/fail basis and will not be considered as meeting any academic requirements including earned credit counts, other than the EduTIL requirement.

MJII offers the EduTIL examinations three times a year, following each semester. All sections of the EduTIL examination may be taken in one sitting or the English section may be taken at one testing session and the mathematics and verbal reasoning sections at another session.

All other notices regarding the CAAP test apply to the EduTIL examination as well (e.g., when during your tenure at MJII to request testing, etc.).

Students should consult with their academic advisor about scheduling a TIL examination.
SECOND BACHELOR’S DEGREE PROGRAM

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

Students seeking a second bachelor’s degree must complete:

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

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

A second degree student will not be required to complete MJJ General Education requirements, with the exception of students who have international degrees. However, certain General Education credits earned internationally may transfer to MJJ and be counted toward what would otherwise be a “first U.S. earned bachelor degree.”

All students working for a second bachelor's degree are required to earn a 2.0 grade point average or better in the 4.0 system on those courses taken at MJJ after the first degree.

Admissions to the Second Bachelor Degree Program at MJJ

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

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>July 1</td>
</tr>
<tr>
<td>Winter Semester</td>
<td>November 1</td>
</tr>
<tr>
<td>Spring Session</td>
<td>April 1</td>
</tr>
</tbody>
</table>

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

Request that official transcript(s) from each college or university previously attended be sent directly to the MJJ Office of Academic Administration at the time you submit your application.
For more information, contact:
Office of Academic Administration: registrar@mji.edu or 1-888-INFO-MJI (463-6654) ext. 117.

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

Transcripts of Students Seeking a Second Bachelor Degree

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

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

TRANSCRIPTS OF STUDENTS WITH A FIRST BACHELOR DEGREE EARNED ELSEWHERE:

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

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

GRADERS

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

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

**Examinations and Term Papers**

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

**Final Grades and Marks**

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

The following grade point values are assigned for each grade:

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

Passing grades are “A+” through “D-”. “F” denotes a fail and is calculated as part of the student’s Grade Point Average but earns no credits toward graduation. The failing grades of “WF” (withdrew failing) and “WU” (student stopped attending class) are recorded but are not counted in the student’s Grade Point Average. For Pass/Fail courses a pass is recorded as “P” and fail as an “F”. The grade from a Pass/Fail course is not counted in the Grade Point Average. Required core courses in a student’s concentration may not be taken as Pass/Fail (excepting any required student teaching and extern/internship courses).

**Other Marks**

The mark of “I” (Incomplete) is given at the discretion of the faculty member when a student has not completed a single, final assignment or examination.

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**There is a deadline of eight (8) or fifteen (15) weeks (dependent on length of course for which the mark of I was requested) to finish work reflected by the mark of “Incomplete.” Failure to complete the course work by the deadline will result in a final grade based solely on completed work or quite possibly a “F.”**

Students who request an “I” mark are required to complete an “Incomplete Mark Contract” with their Instructor who will submit it to the MJII Registrar at the conclusion of the semester. The Registrar cannot post “I” marks to report cards or transcripts without the “Incomplete Mark Contract”.
**Contract.** Please contact your Instructors or the Registrar’s office for further information. You may also request a copy of the MJJI Policy and Procedure statement regarding “T” marks or download it from the MJJI Website, FAQ page, item number 435.

Students who officially withdraw from a class before the end of 2nd to last week in session (week 7 or week 14 depending on semester length) will receive a mark of “WP” if they were passing when they withdrew, or a “WF” if they were failing. Neither grade will be calculated as part of the Grade Point Average (GPA). A student who withdraws after the end of the seventh or fourteenth week will receive a failing grade of F, and this result will be counted in the student’s grade point average. Students who stop attending class without officially withdrawing receive the disciplinary mark of "WU." A student will receive the mark of “NG” (No Grade) in the event that an instructor fails to timely submit any grade for a particular student. Once a final grade is received by the Registrar, it will replace the NG.

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

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

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

**Reporting Course Grades and Marks**

Final class lists and reporting forms for recording course grades and marks are distributed to all faculty members shortly before the conclusion of the semester in either hard copy or on-line. Faculty members ascertain that the names of all students enrolled in class appear on the final recording form. If for some reason a student’s name does not appear on the recording form, it is the faculty member’s responsibility to add the student’s name along with the course grade.

Final grades are to be submitted by faculty to the office of Academic Administration or the Registrar no later than two weeks after the completion of the scheduled final examination. Thereafter, report cards will be issued to students via email and upon written request, via U.S. mail.

**An Important Note Regarding the Mark of “I” (Incomplete)**

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

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

1. The student will be required to complete the course within the permitted time frame (8 or 15 weeks depending on the initial course length) following the close of the original semester.
Failure to complete the required materials will result in the student earning the grade achieved during the original semester, which may include the grade of "F";

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

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

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

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

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

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

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

Grade Appeal Procedure
Students have thirty days from the time of receipt of a final grade to institute an appeal. The student should first confer with the instructor to fully understand the rationale for the grade and to correct any errors or other discrepancies that may have occurred.
If the student feels that the grade is still unjustified, s/he must prepare a written request for reconsideration, to be submitted to their academic counselor. The student should include documentary evidence and supportive statements at the time of submission. The academic counselor then has up to ten business days to respond. If the academic counselor is unable to resolve the situation to the satisfaction of the student and the faculty member, the affected party may submit a written petition to the MJI President within seven business days after the decision of the academic counselor. The President will render a decision within ten business days. The decision of the President is final.

Repeating Courses

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

Satisfactory Academic Progress (SAP) Guidelines

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

As a result of new federal regulations effective July, 2011, MJI has updated its SAP Policy and guidelines. The following guidelines apply uniformly to all students\(^\text{16}\): whether registered solely for a degree program or dually registered in degree and certificate programs; whether full or part-time; and, whether or not they receive any form of financial aid. Students on financial aid must maintain Satisfactory Academic Progress (SAP) in order to continue their eligibility for the aid. In some instances, students who do not maintain their SAP will be required to refund a portion of any financial aid they have already received.

SAP Reviews

Evaluation of satisfactory academic progress (SAP) of all students is done at least once per year at the end of the summer semester or at the time when a student reaches the 50% point of their academic program, whichever comes first. Students who are out of compliance with one or more of the minimum SAP requirements become ineligible for further financial aid until all deficiencies are remedied. The SAP Appeals committee sends notification of ineligibility to the student’s MJI email address and permanent postal address on record. Each of the three elements is fully described and explained below.

\(^{16}\) Students who are completing their JS-C one year certificate program are subject to the policy for teach-out students beginning on page 126 of this digitally updated catalog.
Audit and remedial courses do not count for credit and therefore have no bearing on the SAP computations. MJI will count transfer hours accepted towards completion of the student’s program as both hours attempted and hours completed. MJI will also count all courses taken by students who change their academic programs as they all appear on the students’ academic transcript.

**Minimum SAP Requirements**

The U.S. Department of Education requires that students must maintain certain standards of satisfactory academic progress (SAP). In determining satisfactory progress, there are three elements or minimum requirements that must be met:

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

Students who fail to meet any of these requirements are placed on SAP suspension. The consequences of SAP suspension status and its remediation are described in detail in the next sections.

**MINIMUM SAP REQUIREMENT (1):**

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

MJI’s BAS program requires 120 credits for graduation. 150% of 120 is 180. That means that at most, a student may attempt or enroll in 180 credits, with the objective of earning the 120 needed to graduate. The possibility exists for the student to receive aid up to the maximum time frame of 180 credits. However, if a SAP review shows that the student, who may be at 110%, cannot complete his program within 180 credits, all Title IV aid must stop.

Mandatory evaluations of all students occur at the end of each “educational increment” which for MJI is one academic year ending at the conclusion of the summer semester, or at the 50% point for programs that are less than one year in duration. Program length is determined according to the published length of each academic program as published in this Academic Catalog and Student Handbook. Maximum time frame does not always measure actual time spent while enrolled in a degree program, particularly for those students who are enrolled in a less than full time status. Instead, maximum time frame is measured in terms of the number of credit or clock hours required to complete an academic program. (See the table below). MJI’s Bachelor degree programs require 120 credits to graduate and the Associate degree program requires 61 credits.

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

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Maximum Time Frame = \((1.5 \times 120)/(15 \times \text{e.s.f.})\) semesters.

Where
e.s.f. = Enrollment Status Factor. The enrollment status factor =1 for full time, .75 for \(\frac{3}{4}\) time, .50 for \(\frac{1}{2}\) time and .25 for \(\frac{1}{4}\) time.

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

<table>
<thead>
<tr>
<th>Credits Needed</th>
<th>Enroll. Status/Full Time</th>
<th>(\frac{3}{4}) time</th>
<th>(\frac{1}{2}) time</th>
<th>(\frac{1}{4}) time</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>12 semesters</td>
<td>16 semesters</td>
<td>24 semesters</td>
<td>48 semesters</td>
</tr>
<tr>
<td>90</td>
<td>9 semesters</td>
<td>12 semesters</td>
<td>18 semesters</td>
<td>36 semesters</td>
</tr>
<tr>
<td>60</td>
<td>6 semesters</td>
<td>8 semesters</td>
<td>12 semesters</td>
<td>24 semesters</td>
</tr>
<tr>
<td>30</td>
<td>3 semesters</td>
<td>4 semesters</td>
<td>6 semesters</td>
<td>12 semesters</td>
</tr>
</tbody>
</table>

Students who have exceeded the maximum time frame for completing their MJJ degree based on their individual situations, are ineligible for financial aid and may appeal to the SAP appeals committee.

MINIMUM SAP REQUIREMENT (2):

Students failing to achieve a cumulative grade point average of 2.00 or a semester grade point average of 2.00 will be placed on SAP Suspension. Students in SAP suspended status are ineligible for financial aid and may appeal to the SAP Appeals Committee. A Pass mark for pass/fail courses has no positive impact on grade point averages (minimum SAP requirement 2) but is considered regarding minimum SAP requirement 3, described in the next section. A Fail mark for pass/fail courses is used in calculating GPA scores.

Special Notice to students who have achieved Junior level classification:\(^{17}\):

Students who have completed 60 credits of work toward a BAS degree will no longer be eligible for federal financial aid if their GPA falls below 2.00. They will not be placed on probation and will be immediately dismissed from MJJ unless they agree to pay all MJJ tuition and fee requirements without resort to Federal Financial Aid programs. The only exceptions to this irreversible loss of federal financial aid are students who can fully document mitigating circumstances leading to the drop in GPA below 2.00. Such mitigating circumstances include the student’s serious illness or a death in the family.

MINIMUM SAP REQUIREMENT (3):

Students failing to complete 55% of all courses attempted (i.e., receives failing grades, Incomplete marks or withdraws from 45% or more of registered classes) at the 25% point of the maximum time

\(^{17}\) Per MJJ’s Grade Level Classification System described earlier in this catalog, all students with more than 60 credits posted to their MJJ transcript.
frame (SAP requirement 1) will be placed on SAP Suspension. Students in SAP suspended status are ineligible for financial aid and may appeal to the SAP Appeals Committee. The procedure for filing an appeal to the SAP Committee is discussed below. If the 25% point of the maximum time frame occurs during a semester, the evaluation is conducted at the end of the prior semester.

After passing the 25% point of the maximum time frame students must successfully complete at least 67% of courses attempted with a passing grade (i.e., failing grades, Incomplete marks or course withdrawals do not count as successful course completion but are counted as course attempts.) Students failing this SAP requirement will be placed on SAP Suspension. Students in SAP suspended status are ineligible for financial aid and may appeal to the SAP Appeals Committee.

The “Pace of Completion” requirement is calculated by dividing cumulative credit hours successfully completed by the cumulative credit hours attempted\(^\text{18}\).

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

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

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

Students who successfully complete their program of study and continue on to earn a second MJ program credential (e.g., Students enrolled in and completing the AAS program and then enrolling in a MJ program) will have all SAP measures begin again at their starting point. For example, cumulative Grade Point averages will be computed starting with grades earned during the first enrolled semester as a BAS student.

Regardless of enrollment status, students with less than a 2.0 Cumulative Grade Point Average will not be permitted to graduate until they achieve a minimum 2.0 CGPA at the conclusion of the semester prior to graduation.

\(^{18}\) Remedial courses are not including in any part of this quantitative analysis regardless of whether or not attempts were completed. Credits transferred from other schools are included.
SAP Appeal and Probation

1. Students may appeal if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student’s relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee. If approved, aid eligibility will be temporarily reinstated.

2. To appeal the student must submit a letter, a completed SAP Appeal Form and supporting documentation to the SAP Appeals Committee. These must explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances contributed to the failure and how their situation has changed to allow the student to meet SAP requirements by the next calculation.

3. Appeals must be received by the SAP Appeals Committee no later than 10 business days after the beginning of the term for which reinstatement is desired. Early appeal submission is strongly encouraged.

4. The SAP Appeals Committee decision result will be sent to the student’s MJ1 email address and the student’s permanent address on record. An appeal approval may be approved either on condition that the student meet SAP standards by the end of the following semester, or if the student is mathematically unable to regain SAP standards within one semester that the student meet with an academic counselor to create an Academic Plan for improvement.

5. Appeal approvals place the student into SAP Probation status and temporarily restore aid eligibility. The student will be returned to regular SAP good standing status at the end of one semester once the minimum SAP requirements are met, or for those students who are mathematically unable to regain SAP within one semester and have created an Academic Plan, the student will remain eligible for aid provided that they successfully meet the expectations of the Academic Plan each semester.

6. Appeal approvals are not applied retroactively after the end of a semester for federal grants, Federal Work Study eligibility or most state grants. However, Federal Stafford or PLUS Loan eligibility may be reestablished for the entire period of enrollment within an academic year.

7. SAP Appeals Committee decisions cannot be appealed to another source.

8. Once the student meets the minimum SAP requirements, the student will be returned to SAP Good Standing Status.

Regaining Aid Eligibility after Unsuccessful SAP Appeal and SAP Probation

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\[ A \] student on probation may receive Federal financial aid for one payment period. At the end of one payment period on probation, the student must again be in compliance with all SAP measures or meet the requirements of the academic plan that was developed by MJ1 for the student to continue qualifying for Federal financial aid.
If at the end of the SAP Probation period, either at the end of the semester or at the end of the period determined in the Academic Plan, the student does not return to SAP Good Standing status, the student will no longer be eligible for financial aid.

To regain financial aid eligibility after an unsuccessful SAP Probation Period, or after denial of a SAP appeal, a student must do the following:

1. Complete a minimum of 12 credit hours WITHOUT financial aid from MJI,
2. Achieve a minimum GPA of 2.0\(^2\) and
3. Complete 100% of attempted credit hours.

All MJI students whether receiving financial aid or not, must meet all the above stated academic standards and follow all the above stated processes for improving academic standing in order to remain at MJI.

**Policy for JS-C Teach-out students (effective March 19, 2013).**

Evaluation of satisfactory academic progress (SAP) of all students in this program is done at the end of the each semester. The JS-C one year certificate program is not eligible for federal financial aid programs, however students enrolled in the JS-C program must meet the academic standards stated below and follow all the above stated processes for improving academic standing in order to remain enrolled in the JS-C program. The SAP Appeals committee sends notification of a student’s failure to meet SAP requirements to the student’s MJI email address and permanent postal address on record. Each of the three SAP measurement elements is fully described and explained below.

Audit and remedial courses do not count for credit and therefore have no bearing on the SAP computations. MJI will count transfer hours accepted towards completion of the student’s program as both hours attempted and hours completed. MJI will also count all courses taken by students who change their academic programs as they all appear on the students’ academic transcript.

**Minimum SAP Requirements**

MJI’s accreditor the Accrediting Council For Independent Colleges and Schools (ACICS), requires that students must maintain certain standards of satisfactory academic progress (SAP). In determining satisfactory progress, there are three elements or minimum requirements that must be met:

1. The rate of program completion or Maximum Time Frame (MTF) until graduation based on enrollment status (i.e., full or part time):

2. Semester and Cumulative minimum Grade Point Averages (GPA)

3. Percent of course attempts successfully completed, also known as Pace of Completion.

\(^2\) Unless due to mitigating circumstances, Juniors and Seniors who did not meet the GPA minimum will not have their federal financial aid reinstated after again achieving a 2.00 GPA.
Students who fail to meet any of these requirements are placed on SAP suspension. The consequences of SAP suspension status and its remediation are described in detail in the next sections.

**MINIMUM SAP REQUIREMENT (1):**

The maximum time frame (MTF) allowed for completion of any MJI academic program (i.e., SAP minimum requirement 1) is determined by multiplying standard program length for normally progressing students of the same enrollment status by 1.5. The standard program length for the JS-C 1 year certificate program is 1 year (2 semesters), therefore the MTF for full time enrolled students is 1.5 years (3 semesters). For students enrolled at ¼ time, ½ time, or ¼ time, the MFT for the program would be 2 years (4 semesters), 3 years (6 semesters), and 4 years (12 semesters) respectively.

Students who have exceeded the maximum time frame for completing their MJI degree based on their individual situations, are subject to dismissal from the program and may appeal to the SAP appeals committee. The procedure for filing an appeal to the SAP Committee is discussed below.

**MINIMUM SAP REQUIREMENT (2):**

Students failing to achieve a cumulative grade point average of 2.00 or a semester grade point average of 2.00 will automatically be placed on SAP Warning status. Students in SAP Warning status who are unable to meet SAP requirements in the next semester will be placed on SAP Suspension status and be subject to program dismissal. Students on SAP Suspension status may appeal to the SAP Appeals Committee. A Pass mark for pass/fail courses has no positive impact on grade point averages (minimum SAP requirement 2) but is considered regarding minimum SAP requirement 3, described in the next section. A Fail mark for pass/fail courses is used in calculating GPA scores.

**MINIMUM SAP REQUIREMENT (3):**

Students failing to complete 55% of all courses attempted (i.e., receives failing grades, Incomplete marks or withdraws from 45% or more of registered classes) at the 25% point of the maximum time frame (SAP requirement 1) will automatically be placed on SAP Warning status. Students in SAP Warning status who are unable to meet SAP requirements in the next semester will be placed on SAP Suspension status and be subject to program dismissal. Students on SAP Suspension status may appeal to the SAP Appeals Committee. The procedure for filing an appeal to the SAP Committee is discussed below.

After passing the 25% point of the maximum time frame students must successfully complete at least 67% of courses attempted with a passing grade (i.e., failing grades, Incomplete marks or course withdrawals do not count as successful course completion but are counted as course attempts.) Students failing this SAP requirement will be placed on SAP Warning status. Students in SAP Warning status who are unable to meet SAP requirements in the next semester will be placed on SAP Suspension status and be subject to program dismissal. Students on SAP Suspension status may appeal
to the SAP Appeals Committee. The procedure for filing an appeal to the SAP Committee is discussed below.

The “Pace of Completion” requirement is calculated by dividing cumulative credit hours successfully completed by the cumulative credit hours attempted.

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

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

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

Regardless of enrollment status, students with less than a 2.0 Cumulative Grade Point Average will not be permitted to graduate until they achieve a minimum 2.0 CGPA at the conclusion of the semester prior to graduation.

**SAP Appeal and Probation**

1. Students may appeal if unusual and/or mitigating circumstances affected their academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student’s relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee. If approved, the student will be temporarily reinstated on Probation status.

2. To appeal the student must submit a letter, a completed SAP Appeal Form and supporting documentation to the SAP Appeals Committee. These must explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances contributed to the failure and how their situation has changed to allow the student to meet SAP requirements by the next calculation.
3. Appeals must be received by the SAP Appeals Committee no later than 10 business days after the beginning of the term for which reinstatement is desired. Early appeal submission is strongly encouraged.

4. The SAP Appeals Committee decision result will be sent to the student’s MJJ email address and the student’s permanent address on record. An appeal approval may be approved either on condition that the student meet SAP standards by the end of the following semester, or if the student is mathematically unable to regain SAP standards within one semester that the student meet with an academic counselor to create an Academic Plan for improvement.

5. Appeal approvals place the student into SAP Probation status and the student will temporarily be able to continue in the JS-C program under this status. The student will be returned to regular SAP good standing status at the end of one semester once the minimum SAP requirements are met, or for those students who are mathematically unable to regain SAP within one semester and have created an Academic Plan, the student will remain eligible for aid provided that they successfully meet the expectations of the Academic Plan each semester.

6. SAP Appeals Committee decisions cannot be appealed to another source.

7. Once the student meets the minimum SAP requirements, the student will be returned to SAP Good Standing Status.

**Academic Standing after Unsuccessful SAP Appeal and SAP Probation**

If at the end of the SAP Probation period, either at the end of the semester or at the end of the period determined in the Academic Plan, the student does not return to SAP Good Standing status, the student will no longer be able to continue in the certificate program.

**Grade and SAP Calculation Appeals**

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

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

A complete guide to disciplinary action and appeal procedures, and readmission policy as well as mitigating circumstances is published in the MJII policies and procedures issued to all students at the beginning of the first semester of enrollment and available online at www.MJI.edu (CTRL – Left Click or see also [Grievances section](#) later in this catalog).
Schedule Changes (Add, Withdraw)
In order to add or withdraw from a course after completing registration, a student must comply with the procedures set forth below.

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

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

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

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

Graduation Honors
A student who has attained a 3.50 GPA at graduation will be entitled to the honor of Cum Laude; a student who has attained a 3.65 GPA at graduation will be entitled to the high honor of Magna Cum Laude; and a student who has attained a 3.85 GPA at graduation will be entitled to the highest honor of Summa Cum Laude. In each case, the diploma will indicate the honor. Only courses taken at MIJ are used to compute this average. To qualify for graduation honors, a student must have completed at least 60 credits at MIJ.

GRADUATION PROCEDURES

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

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

1. Completion of all program requirements described in their initial or most current academic catalog;
2. For all BAS seeking students, successful completion of their CAAP examination;
3. Have a minimum Cumulative Grade Point Average (CGPA) of 2.0;
4. Filing of a Request for Graduation. Students should submit the MJJI form for this purpose (available from the Registrar’s Office or www.MJJI.edu website, FAQ page item number 460) to the Office of Academic Administration requesting graduation. Graduation requests sent to MJJI via email are acceptable if sent from the student’s MJJI email address. Upon receipt of the Request for Graduation, the student’s records will be evaluated for completeness. MJJI will advise the student of the determination; and,
5. Fulfillment of all financial obligations to MJJI. Students owing money to MJJI will not be permitted to graduate until all debts have been resolved.

ACADEMIC MISCONDUCT

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

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

Incidents of academic dishonesty may lead to the assignment of a failing grade for the course by the instructor. Further, all students should be advised that the Office Academic Administration will not entertain appeals by students in response to poorer grades so earned.

In the event of further instances of academic dishonesty, the Office of Academic Administration will convene a hearing board to consider the seriousness of the misconduct and the imposition of additional sanctions, including expulsion. Students may appeal the decision of the hearing board to the President, whose decision is final.
GRIEVANCES

MJII’s grievance policy as described here specifies the rights of students and others, and has the primary purpose of protecting the entire MJII community. It is based on the premise that every student is responsible for their own behavior. To assure that the rights of the student are protected, the following due process procedure is to be followed:

All charges by or against students must be brought to the attention of the Office of Academic Administration. If probable cause is found, an informal disciplinary conference is held with the affected parties. All efforts are to be made to resolve the conflict at this meeting.

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

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

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

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

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

(For criminal matters, CTRL-Left Click on or see CAMPUS SECURITY AND STATISTICS section of this catalog and/or the MJII Policy and Procedure regarding campus security.)

Arbitration

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

The written demand for arbitration must be received by the President of MJII within 30 calendar days of the date of the BOT decision. A copy of the demand for arbitration must also be filed within the 30 calendar day period with The American Arbitration Association. The appointed arbitrator will consider all
of the claims specified in the written demand for arbitration and has the power to revoke any BOT
decision inconsistent with or found to be contrary to, MJJ rules, policies, or procedures. The costs of
arbitration will be shared equally by both parties to a grievance. Either party may be represented by an
attorney during any step and each is responsible for its own fees and expenses. Neither party shall be
liable for the payment of expenses or fees charged to the other party by an attorney or other representative
who assists the party or participates in any way.

The **jurisdiction** of the arbitrator shall be limited to the disciplinary matter. The arbitrator shall determine
whether MJJ’s action was lawful under applicable federal, state and local statutory and common law, and
any contract which the arbitrator finds to exist. The arbitrator shall have no authority, however, to add to,
detract from, change, amend or modify any law, catalog, rule, policy, procedure or contract in any respect.
Nor shall the arbitrator have authority to consider or decide on matters which are the sole responsibility of
MJJ in the management and conduct of its schools and programs.

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

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

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

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

The arbitration procedure is intended to be sole and exclusive remedy and forum for all complaints arising
out of or relating to BOT decisions on grievances and the decision and award of the arbitrator is intended
to be final and binding between the parties as to all claims which were or could have been raised at any
step in the arbitration procedure. The decision and award of the arbitrator is also intended to be
enforceable in any court of competent jurisdiction.
The parties shall have thirty (30) days from the receipt of the transcript or thirty (30) days from the close of the hearing if no transcript is ordered by either party, to submit a brief to the arbitrator. The arbitrator shall submit to the parties a written award signed by the arbitrator within sixty (60) days after the date the briefs are due. The award shall specify the elements of and basis for any monetary awards. The award shall be accompanied by a written opinion signed by the arbitrator which shall include findings of fact and where appropriate, conclusions of law.

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

**STUDENT ABSENCES (extended and miscellaneous)**

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

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

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

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

**Military Reserve Duty:** Students may take time without loss of grade to serve in the U.S. Military. All missed work must be completed by the end of the next semester after returning to MJI or a grade of “WP” or “WF” will be entered on the permanent record. A Leave of Absence form should be filed with the Registrar (see below).
**Other Long Term Absences:** Students who do not register for any courses or otherwise maintain formal contact with MJI (e.g., filing Leave of Absence petitions – see below) for a period of three consecutive semesters (twelve months) will be disenrolled from their programs. Prior to disenrolling these students, MJI will make reasonable attempts to contact and alert them to the pending disenrollment for potential ameliorative action. Students who are disenrolled for one or more years will have to complete a new admissions application with all its attendant requirements before being considered for reentry into MJI. Having been once admitted to MJI is no guarantee of subsequent admissions into any MJI program.

**Petition for Leave of Absence:** Petitions for a leave of absence are granted only in exceptional circumstances, such as prolonged illness or other unusual personal hardship, and require detailed justification. Leaves of absence are not granted in order to go to school elsewhere.

Students on leave are excused from the registration requirement during the period of the leave. If possible, requests for leaves of absence should be submitted one month prior to the semester for which the leave is requested; leaves of absence are generally not granted for a semester already begun. In this case, students should use the “withdraw” procedures, whenever possible.

In order to apply for a leave of absence, the student must complete and submit a Leave of Absence form, available in the office of the Registrar. (For complete details on the Leave of Absence form, please see the MJI Policies and Procedures manual. A copy of the policy and the form may be also found on the MJI website at www.mji.edu, on the FAQ page item 436.)

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**APPROPRIATE USE OF MJI COMPUTERS AND TECHNOLOGY**

**Intellectual Property and Copyrighted Materials:**

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

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

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

**CONTROLLED SUBSTANCES**

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

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

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

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

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**NOTICE:** Although every attempt has been made to ensure that this catalog is complete and accurate, MJJI recognizes human fallibility and reserves the right to make changes to any portion of this document as it deems fit or necessary. Students and others are also reminded that any informal oral representations of school policies made by anyone may not be accurate and therefore such oral representations will not prevail over school policies available in writing and provided to all those who request them.
COURSES OF INSTRUCTION

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

Courses are generally coded as follows:

**Subject Prefix System:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting Information Systems</td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>Business Information Systems</td>
<td>CIS = Computer Information Systems</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
<td>ENG = English and Communication Arts</td>
</tr>
<tr>
<td>EDU</td>
<td>Education</td>
<td>ESL = English as a Second Language</td>
</tr>
<tr>
<td>EPH</td>
<td>Ethics / Philosophy</td>
<td>FIN = Finance</td>
</tr>
<tr>
<td>JLD</td>
<td>Judaic Leadership</td>
<td>HIS = History</td>
</tr>
<tr>
<td>JS</td>
<td>Judaic Studies</td>
<td>MAS = Math / Science</td>
</tr>
<tr>
<td>POL</td>
<td>Political Science</td>
<td>PSY = Psychology</td>
</tr>
<tr>
<td>SOS</td>
<td>Sociology</td>
<td>YJST = Yeshiva Judaic Studies</td>
</tr>
<tr>
<td>CC</td>
<td>Cooperative Computing</td>
<td></td>
</tr>
</tbody>
</table>

**Numbering System:**
The first digit indicates the level of the course.

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

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

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

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

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21 In the absence of the Dean, the Director of Academic Administration and/or the Registrar will act in the Dean’s place with respect to faculty assignments and other required academic permissions.
Advanced or senior level courses. These courses generally require independent project work. In certain circumstances permission to take advanced courses may also be granted by the Office of Academic Administration. For example, students with demonstrated extensive Judaic backgrounds will be permitted to take advanced Judaic Studies courses as freshmen or sophomores.

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

**Entering Students and Advanced Subject Matter Knowledge:** Entering students at the MJI Freshman or Sophomore level who can demonstrate advanced knowledge of any subject matter may be permitted to register for certain higher level courses without having taken MJI based prerequisites. Examples of demonstrated “advanced knowledge” include but are not limited to: receipt of evidence indicating current advanced studies or prior relevant course work successfully completed at other institutions of higher learning; documented prior and directly relevant cultural or work experiences; or, requested and successfully passed advanced placement testing or professional judgment by the MJI Academic Administration or faculty.
Accounting

ACC 101 Fundamentals of Accounting (3 credits)
Prerequisite: None
Introduction to financial accounting principles; preparation and interpretation of balance sheets and income statements; analysis of funds flow; introduction to manufacturing and managerial accounting; basic concepts of time-value of money.

ACC 202 Accounting and Bookkeeping With Computers (3 credits)
Prerequisite: ACC 101
Application of commonly-used computerized accounting systems. Computerization of accounts receivable, accounts payable, invoicing and payroll, and inventory control. Students use the contemporary PC accounting systems.

ACC 300 Managerial Accounting (3 credits)
Prerequisite: ACC 101
This course will provide experience in real-life business operations. Topics include standard cost systems, budgeting, break-even analysis and corporate taxes. Comparisons between different types of organizations (service, retail, manufacturing and non-profit) are made.

Business

BUS 121 Introduction to Business (3 credits)
Prerequisite: None
This course provides a broad overview of American business today. Topics covered include company organization, and the role of accounting, finance, marketing, sales, engineering, personnel, manufacturing and research/design. Particular emphasis will be given to the problems, practices and procedures of a modern company. Corporate responsibility for community and environment will also be discussed.

BUS 122 Introduction to Non-profit Management and Leadership (3 credits)
Prerequisite: None
This course is designed to explore the administration and daily management of the non-profit agency. A primary focus will be on those agencies generally serving the Jewish community, but skills learned will be applicable to other type agencies as well. This course will study the basics of non-profit office administration including Board development, staff recruitment, hiring and retention, budgeting, policy development, fundraising, strategic planning, marketing and more.

BUS 200 Principles of Management (3 credits)
Prerequisite: None
This course will teach contemporary management tools: qualitative and quantitative concepts, techniques and cases, and the role of the manager as a decision maker and leader. The evolution of corporate organization in relation to corporate growth will be examined. Some aspects of human resources management will be touched upon.

BUS 201 Organizational Behavior (3 credits)
Prerequisite: None
This course deals with human behavior in organizations. An emphasis is placed on the complex relationships among individuals, groups, organizations and society. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and work and non-work integration. The course will also cover topics including learning and development, group dynamics, different communication styles, power and influence, change, diversity, organizational design, and culture.
BUS 202 The Jewish Organization (3 credits)
Prerequisite: None
This course examines the unique characteristics, organizational structures, necessary personnel, and unique challenges faced by the Jewish organization. Additionally, students will develop an understanding of the unique culture of Jewish organizations in their varied forms, including issues relating to ideology, culture, structure, personnel, and mission.

BUS 203 Business Law (3 credits)
Prerequisite: None
This course will teach the fundamental legal principles that business professionals need to know: the legal aspects of the business unit, including partnerships and corporations; commercial paper and banking; and principles of the law of contracts.

BUS 211 Human Resource Management (3 credits)
Prerequisite: None
There is no greater asset to a company than its employees. This course will teach the student how to maximize a firm’s potential through identifying and keeping an ideal workforce.

BUS 301 Negotiations and Dispute Resolution (3 credits)
Prerequisite: BUS 121
This course is designed to explore the processes of bargaining and negotiation as social and managerial activities. Special emphasis will be given the areas of interpersonal and inter-group conflict, in addition to interpersonal influence techniques and the tactics and strategies involved with improved bargaining and negotiation. The major purpose of the course is for each participant to gain insight into their own negotiating style and to become a more effective negotiator, as well as a more astute observer of social process. The course will involve extensive use of cases, role-plays, and related participative activities, enhanced by rigorous self-review and introspection.

BUS 313 Administrative Law (3 credits)
Prerequisite: BUS 203
This course will teach the basic issues in administrative law. Emphasis is placed on acquisition of tools for coping with theoretical and practical issues in administrative law, familiarization with sources of administrative law and the relation between administrative and constitutional law.

BUS 323 Contract Law (3 credits)
Prerequisite: BUS 203
This course will teach the basic issues in contract law. Emphasis is placed on acquisition of theoretical tools for coping with theoretical and practical issues in contract law. Particular emphasis is placed on awareness of the relationship between legislation and decision as the legal sources for promissory laws of civil law.

BUS 342 Principles of Marketing (3 credits)
Prerequisite: BUS 121
This course will teach the student how to plan and manage the marketing objectives of an enterprise, including demand analysis and market research, and how to formulate and implement a marketing strategy.

BUS 343 Corporate Law (3 credits)
Prerequisite: BUS 203
This course will teach the basic issues in corporate law focusing on limited companies. The course will acquaint the student with basic terminologies related to companies (stocks, bonds, private company, public company, stockholders, general meeting, board of directors) as well as expanded study of the problem of representation.
BUS 350 Consumer Behavior (3 credits)
Prerequisite: BUS 342
Consumer behavior is the study of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires. In this course we go beyond the discussion of why people buy things and explore how products, services, and consumption activities contribute to shape people’s social experiences.

BUS 351 Marketing Research (3 credits)
Prerequisite: BUS 342
This course will teach the student the fundamentals of marketing research. The use of Excel software and experiential learning exercises provides students with resources they can use in their future careers.

BUS 363 Tort Law (3 credits)
Prerequisite: BUS 203
Presents a comprehensive review of tort law with integrated practical applications and exercises designed to develop skills needed by business and other undergraduate majors with a career orientation. Emphasis is placed on cases dealing with practice, procedure and ethical issues in tort litigation.

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

BUS 410 Independent Study in Business Information Systems (1-3 credits)
Prerequisite: as per consent of instructor
Topics and credits to be determined

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

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

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

CIS 101 Introduction to Computer Information Systems (3 credits)
Prerequisite: None. May only be taken for elective credits and only if taken prior to passing CIS 110
This course covers the basics of computer literacy. It includes a general introduction to computer hardware and software technology, focusing primarily on operating system and user applications, including word processing and spreadsheet software. Students will also examine hardware and peripheral devices, and learn how to select and maintain a computer. In the lab, students will gain experience in operating a computer and using word-processing and spreadsheet software. Students will also learn how to take apart and reassemble a computer.

CIS 110 Introduction to Computer Science (3/4 credits)
Prerequisite: Basic computer skills or attendance at MJI pre-fall semester technology orientation
Exclusions: CIS 101 (This course taken elsewhere is generally not an equivalent with CIS 110 and may not be accepted as such)
(Required for all BAS students, CC students must take 4 credit version)
Through this course, students’ exposure to computer sciences is level set with emphasis on desktop hardware and software essentials. Owing to their pivotal role in cooperative computing, the fundamentals of networking and security are also introduced in this introductory course. With this foundation, students taking the 4-credit version are also introduced to a working definition of cooperative computing.

CIS 122 Introduction to HTML, Web Development and e-commerce (3 credits)
Prerequisite: None
This course will introduce the student to dynamic HTML content and issues of creating integrated web applications with a focus on e-commerce site needs. Students will also be introduced to the software and hardware associated with HTML programming, web development and e-commerce.

CIS 141 Introduction to Procedural Programming (C++) (4 credits; Lab. = 1 credit)
Prerequisite: None
This course will establish a foundation for study and application of all procedural computer languages. The student will be introduced to software development using problem-solving techniques, with an emphasis on techniques for performing analysis and design prior to coding. Fundamentals of the “C++-programming language” will be taught.

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

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

CIS 203 Advanced Applications/Word and Excel (4 credits; Lab. = 1 credit)
Prerequisite: CIS 101 or equivalent or CIS 110
This course provides the student with an advanced level study of two most popular business applications, word processing and spreadsheet creation. The course builds upon the introductory word processing and spreadsheet skills learned during CIS 101 or CIS 110. Students are introduced to more sophisticated functionalities of the applications through the use of actual business issues and requirements.
CIS 222 Advanced Procedural Programming II (C++) (4 credits; Lab. = 1 credit)
Prerequisite: CIS 141
This course will continue to develop skills in problem-solving and programming using the “C++- language” as our tool. Major new language constructs, including arrays, pointers and structures, will be introduced and used repeatedly. These features will be applied in a variety of applications, including recursive algorithms, sorting and searching.

CIS 232 Presentation Technology (3 credits)
Prerequisite: None
This course is designed to provide students who may be required to develop professional presentations with the knowledge and skills to integrate technology in support of instruction, presentation and learning. Students will also learn how to develop a technology plan for educational and presentational purposes using presentation software, other multimedia and the internet.

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

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

CIS 321 Introduction to Object Oriented Programming (3 credits)
Prerequisite: CIS 222
Having developed a strong basis in procedural programming, this course will introduce the student to Object Oriented Programming. Starting with the concept of classes and how they are designed, the course will cover in depth the three fundamentals of Object Oriented Programming - Encapsulation, Inheritance and Polymorphism. The students will have the opportunity to develop solutions to real world problems using classes and OOP techniques. Students will be exposed to writing classes in JAVA as well as C++ and similarities and differences of the two languages will be explored.

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

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

CIS 351 Visual Programming II (3 credits)
Prerequisite: CIS 343
This course continues the development of skills needed to create sophisticated Windows-based programs through the use of Microsoft’s Visual Basic programming language through the development of object classes, integration with Windows applications, and other advanced Visual Basic techniques.
CIS 362  Client/Server Based Database III  (3 credits)
Prerequisite: CIS 261
A continuation of CIS 261, this course teaches advanced database concepts such as transactions, rollback, commit, locking and optimistic update strategies. The Oracle software will be used and students will learn how to develop customized applications with this software. Students will design and implement a business application using project techniques and also using object-oriented analysis and design.

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

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

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

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

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

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

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

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

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

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

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

**CIS 472 Computer-Aided Software Engineering**  
**Prerequisite:** CIS 471  
The student will learn to use a CASE tool to apply the concepts learned in CIS 471 to realistic business projects.

**CIS 500 Advanced Web Applications Development (e-commerce)**  
**Prerequisite:** CIS 421  
This course covers advanced issues of creating database integrated web applications with a focus on e-commerce site needs. Students will create a dynamic e-commerce web site with pages generated from database content and user input saved to database. Students will be able to use the Microsoft Visual InterDev web application development tool.

**Cooperative Computing**

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

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

**CC 311 Introductory Grid Computing**  
**Co-requisite:** CC 341  
This course introduces Grid Computing from the perspective of personal computer (PC) ‘cycle stealing’ – i.e., the opportunistic use of terminate-and-stay-resident applications that perform useful calculations during PCs’ idle and/or low-use periods. This simple paradigm allows students to appreciate Grid Computing in terms of its broader context, definition, plus applications and architectures.
CC 321 Intermediate XML (3 credits)
Prerequisite: CC 213
Building on the fundamentals introduced in the introductory course (CC 213), this course introduces XML-related standards. Although a number of related standards are introduced, emphasis is placed on introducing XML Schema.

CC 323 Systems Administration II (3 credits)
Prerequisite: CC 212
This course builds on the foundation established in CC 212 by considering intermediate-level activities in the operational and strategic planning, implementation, deployment, running and maintenance of a network of interacting, but distinct systems. In this course, students are introduced to system services and customization via scripting from a practical perspective. Attention is given to both UNIX/Linux and Microsoft Windows based platforms.

CC 341 Introduction to Web Services (3 credits)
Prerequisite: CC 213
By leveraging the foundation provided by XML (CC 213 XML1), this course introduces Web Services with respect to messaging protocols and frameworks.

CC 403 An Introduction to Microsoft.net (3 credits)
Prerequisite: CC 412
Recommended: CC 442
Building on object-oriented/based programming paradigms in tandem with the interoperability-targeted standard of Web Services, Microsoft .NET provides a next-generation infrastructure for application and service hosting. After introducing the .NET approach for multi-tier architectures, attention focuses on various .NET technologies and interactions. Microsoft .NET offers an alternative approach to hosting than that offered by Java 2 Enterprise Edition.

CC 412 An Introduction to Service Oriented Architectures (4 credits)
Prerequisites: CIS 122, CIS 321, CC 341
Co-requisite: CC 452
Recommended: CC 442
The World Wide Web (WWW) has proven itself a highly successful and useful technology for document distribution. This course considers the history, evolution and current status of dynamic resources, distributed objects to components to Service Oriented Architectures (SOAs), and their interactions, in the context of the WWW. Focal points include the Common Object Request Broker Architecture (CORBA), plus introductions to Microsoft .NET and Java 2 Enterprise Edition as SOAs based on Web services.

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

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

CC 442 Intermediate Web Services (3 credits)
Prerequisite: CC 341
Building on introductory Web Services (CC 341 WS.1), this course enhances and extends XML frameworks, introduces directory services and second-generation Web services.
CC 452 Java 2 Enterprise Edition I
Co-requisite: CC 412
(4 credits)
This course has two purposes. First, it enhances and extends the foundation established in CIS 321 of Java as an Object Oriented Programming (OOP) language. Second, it introduces the Java 2 Enterprise Edition (J2EE) platform as a hosting environment – for applications and services. Web container essentials (e.g., JavaServer Pages or JSP plus servlets) and the interplay with Web Services are also introduced. J2EE offers an alternative approach to hosting than that offered by Microsoft .NET.

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

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

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

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

Economics

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

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

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

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ECO 212 Principles of Macroeconomics  
Prerequisite: None  
This course introduces economic principles and concepts. The course will deal with topics such as supply and demand, markets, money, national income, employment and price level, and international trade.

Education

EDU 121 Exploring Exceptional Children  
Prerequisite: None  
This will be an introductory course that will cover characteristics and educational considerations, of all areas of exceptionality. This course will outline implications in the areas of assessment, treatment and consideration for the client. EDU 121 will look at: the gifted; learning disabled; mentally, and emotionally challenged; speech and language development; hearing, visually, physically and health impaired; as well as, children on the Autism Spectrum.

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

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

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

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

EDU 251 Principles of Learning and Instruction  
Prerequisite: EDU 151 or equivalent  
This course is designed to provide classroom teachers with knowledge and skills about the theories of learning, stages of child development, principles of instructional design and teaching methodology. Each class session includes lecture, discussion and problem-solving experiences.
EDU 252 Principles of Learning and Instruction - Practicum 1 credit = 45 hours of teaching  
(4 credits)
Prerequisite: Current teaching position and enrollment in EDU 251 concurrently or previously.
This course is designed to provide opportunities for teachers to apply the principles and methods discussed in the course: EDU 251 Principles of Learning and Instruction. Teachers will observe and assess student performance, create individualized learning opportunities, and implement lessons, units, and projects in their classrooms. Problem-solving strategies will be employed enhance learning and deal with difficult problems.

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

EDU 272 Educational Values in Judaism  
(3 credits)
Prerequisite: None
This course is intended to provide students with both the traditional and latest pedagogical values of Jewish educational systems. Those planning a vocation in Jewish religious schools will acquire an understanding of the influence of Jewish beliefs, values and traditions on classroom conduct and the delivery of educational materials.

English and Communication Arts

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

ENG 091 Remedial English Composition  
(3 credits)
Prerequisite: None. Course only available to students requiring remedial training or who have failed to pass the CAAP writing proficiency test. Credits and grade (pass/fail) do not count toward degree credit requirements.
Remedial English Composition teaches the principles of basic writing: how to convey what one means and mean what one says. Focus is on the short essay: a nonfiction composition on a single subject. Students write short expository and argumentative essays. The course also emphasizes vocabulary development, correct manuscript form and revision, the terminology of writing and public speaking.

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

This course will focus on the role of cultural and individual assumptions, evidence and other types of support, arguments and fallacies, and to rhetoric and language. The study of critical thinking will be supplemented with readings and discussion. Written assignments will deal not only with elements of critical thinking, but with their application in a context of traditional values, personal non-conformity, and cultural diversity.
ENG 100 - Introduction to the University  (3 credits)
Prerequisite: None
This course facilitates students’ successful transition to college. Students learn to navigate the University system and to identify and develop strategies for enhancing their learning through academically-engaging activities that connect the classroom to the MJII community.

ENG 101 Introduction to English Composition  (3 credits)
Prerequisite: None
Introduction to English Composition teaches the principles of good writing: how to convey what one means and mean what one says. Focus is on the short essay: a non-fiction composition on a single subject. Students write short expository and argumentative essays. The course also emphasizes vocabulary development, correct manuscript form and revision, the terminology of writing and public speaking.

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

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

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

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

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

English As A Second Language

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

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

**ESL 153 English as a Second Language Level III**  
Prerequisite: Appropriate MTEL scores (50 - 65) or ESL 152.  
This is a multi-skills course for students enrolled in other courses who require further English language studies prior to entering the regular English and Communication Arts curriculum. Level III emphasizes reading, writing, and listening comprehension skills typical of academic course work. Students gain strategies for reading textbooks and technical materials, become familiar with academic English rhetorical styles, listen to lectures, develop note-taking skills, and practice oral presentations. Grammar and vocabulary will be introduced as needed. Students are required to complete lengthy reading and writing assignments for each class session.

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

**Ethics/Philosophy**

**EPH 105 Ethical Tradition of Judaism I**  
Prerequisite: None  
A survey course on the primacy of ethical conduct in the process of shaping the ethical personality in Judaism as viewed through the prism of various personalities and schools of the Chassidic and Mussar movements.

**EPH 160 Ethics and Society**  
Prerequisite: None  
This course discusses the major ethical issues confronting society today, focusing on how government can tackle these problems. The instructor will choose from topics such as public health care, welfare, abortion, doctor assisted suicide, etc.

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

**EPH 310 Ethical Tradition of Judaism II**  
Prerequisite: Junior/Senior Standing or Permission from the Dean  
An advanced and in-depth analyses of ethical conduct in the process of shaping the ethical personality in Judaism as viewed through the prism of various personalities and schools of the Chassidic and Mussar movements.

**EPH 320 The Ethical Environment of Business**  
Prerequisite: Junior/Senior Standing or Permission from the Dean  
Course content is substantive law and practical issues as they relate to business. Topics studied are the ethics of business and Halacha as they interface with practical business decisions and law.
EPH 330 Bioethics
Prerequisite: Junior/Senior Standing or Permission from the Dean
Topical content of this course includes: physiological, ecological and epidemiological bases of decision-making in the field of Bioethics; definition of death; recombinant DNA research; pesticide use; demographic concerns; abortion; hazardous surgery; human experimentation; organ transplants; social obligation of the scientist; genetics and euthanasia.

EPH 421 Topics in the Philosophy of Judaism
Prerequisite: Junior/Senior Standing or Permission From the Dean
A seminar on various philosophical problems. Students will read and discuss classical views of the major Jewish philosophers.

EPH 432 Maimonides - The Man and His Thought
Prerequisite: Junior/Senior Standing, Knowledge of Hebrew or Permission from the Dean
The life and thought of Maimonides. Selections of his work are compared with the works of other great Jewish philosophers. The impact of Maimonides on Jewish thought and practice is discussed.

Finance

FIN 101 Introduction to Finance
Prerequisite: None
This is an introductory level course in finance. It is designed to give students an overview of some of the issues involved with the trading and pricing of securities in modern financial markets. We will look at several basic questions: What functions do financial markets provide? Who are the important participants? How do investors approach financial decisions? What roles do regulators and government agencies play? How do economists use financial markets as laboratories for understanding behavior?

FIN 201 Corporate Finance
Prerequisite: FIN 101
This course is designed to give students an applied perspective for the understanding of modern-day core financial principles. Through a problem-solving methodology and the profiling real-life financial management practices, students will be introduced to a clear valuation framework.

FIN 202 Principles of Fundraising/Grants
Prerequisite: None
The course will cover all aspects of searching for funding and grants, writing proposals, managing projects, and negotiating with funding sources. The course will provide opportunities for students to search out funding sources and develop a proposal for funding. Practical exercises take students through all the stages of developing a proposal and complying with funder requirements.

History

HIS 140 Encountering Jewish Civilization I
Prerequisite: None
This course presents a chronological survey of the development of major components Jewish life and identity from antiquity through the times of the Crusades. Students will trace the origins and founding of the Jewish community, its emergence into a national identity and its survival and development as a people in exile in juxtaposition to and through interaction with other cultures and civilizations.
HIS 142 Encountering Jewish Civilization II (3 credits)
Prerequisite: None
This course presents a chronological survey of Jewish history from the period of the Crusades to contemporary times. The course will focus on the events that shaped Jewish communal life and how Judaism developed both in juxtaposition to and through interaction with other cultures and civilizations throughout world history.

HIS 150 History of the Jews (3 credits)
Prerequisite: None
This course is a survey course that covers the gamut of Jewish history from Abraham and Sarah to Ariel Sharon. The course will focus on the historical, political, sociological, and psychological issues that have faced the Jewish people in the various locations and time periods throughout history. The course will discuss how the Jews have interacted with cultures and civilizations in which they have lived. The course will also analyze those individuals, both Jewish and Gentile that have defined Judaism and the Jewish people throughout the centuries.

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

HIS 152 Overview of Modern Jewish History (3 credits)
Prerequisites: None. HIS 150 or HIS 151 recommended
Napoleon’s reordering of Europe let loose the forces of political emancipation and cultural and religious assimilation in the Jewish community. With the old order threatened or shattered, anti-Semitism reappeared in new and more virulent forms; and within the Jewish community, the new realities were met both with new ideologies and a reinvigorated tradition. The emergence of American Jewry, the destruction of Europe and the rise of Israel will round out this survey.

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

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

HIS 212 History and Geography of Israel (3 credits)
Prerequisite: None
A survey of the history and geography of the Land of Israel.

HIS 251 Pre-Holocaust Modern Jewish History 1840-1938 (3 credits)
Prerequisite: None
This course focuses on Jewish Life in Eastern Europe and Palastine and the various movements among the Jewish people that existed at the time. The emergence of Yeshivot, Chassidism, the Haskala Movement, Zionism, and the rise to power of the Nazis are all discussed.
HIS 252 American Thought and History  
Prerequisite: None  
This course covers the history of the United States since 1865. Lectures discuss industrialization, urbanization and emergence of the United States as a world power. Attention is given to intellectual and social developments and to major historical events.

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

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

HIS 261 Exploring the Holocaust I  
Prerequisite: None  
This course will survey Holocaust history and implications. We will begin with examining the historical, political and sociological causes of the German anti-Jewish campaign and the subsequent creation of the institutions of organized mass murder. We will learn about the Jewish civilization that perished and study the evolution of the idea of the Final Solution and its implementation throughout the communities of Europe, and the reaction of the world. Finally, we will be introduced to resistance and rescue efforts, liberation and the Nuremberg Trials.

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

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

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

HIS 275 Jewish History – Biblical Period  
Prerequisite: None  
This course covers the period from creation to the establishment of the Second Temple; it elaborates on the Five Books of Moses, The prophets of Judaism and its chronicles. A collection of later historical commentaries on these earliest precursors to the nation of Israel and the Jewish people will also be surveyed.
HIS 280 Jewish History - Second Commonwealth (3 credits)
Prerequisite: None
This course covers the period from the establishment of the Second Temple to the completion of the Talmud; it elaborates on Jewish life in Judea and in the Diaspora, and on development of the Talmud and Midrash.

HIS 290 Jewish History - Middle Ages (3 credits)
Prerequisite: None
This course covers the history of the Jewish people in the Near East and Europe from the fall of Rome to the expulsion from Spain. Topics include great Jewish personalities and literature; the Jews’ relationships with populations in the countries they inhabited; and their role in the medieval economy.

HIS 300 Jews of Eastern Europe (3 credits)
Prerequisite: Junior/Senior Standing or Permission From the Dean
Early history of the Jews in Poland. Topics include the Council Of The Four Lands; the Chemielnitsky massacres and their aftermath; the growth of Chassidism; the Yeshivos of Eastern Europe; emancipation, Zionism and Communism as movements in Eastern European Jewry.

HIS 340 Modern Israel (3 credits)
Prerequisite: Junior/Senior Standing or Permission From the Dean
Topics include aliyah to Eretz Israel in the last century and the history of the modern State of Israel. Emphasis is on political and social issues and foreign relations.

Humanities

HUM 200 Independent Studies in the Humanities (Art, Music and Drama) (3 credits)
Prerequisite: None
An interdisciplinary independent study in the arts. Explores various approaches to art and aesthetics. Readings and course projects are designed to help students develop critical thinking and writing skills as they experience and evaluate various art forms, specifically visual arts, drama, literature, music, and/or film.

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

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

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

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

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

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

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

HUM 250 Advanced Topics in Modern Hebrew I (3 credits)
Prerequisite: HUM 242 or equivalent
This course presents a topical encounter with central issues of contemporary Israeli culture through various genres of ‘texts’, from academic and literary to film and poetry. Students will read, listen, watch, discuss and write about topics ranging from the Jewish Identity of Israelis to the globalization of Israeli society. Linguistically, students will learn the use of advanced syntax, mainly structures that necessitate future forms, and will start using passive forms of the verb system. With this foundation, students will read, discuss and report on assigned materials, on-line work and/or a full-text play/novel/movie.

HUM 260 Advanced Topics in Modern Hebrew II (3 credits)
Prerequisite: HUM 250 or equivalent
This course is geared for an intensive interaction with Hebrew of the communication media. Students will explore in depth a few central aspects of contemporary Israel using diverse sources. Emphasis is on sophisticated articulation, both verbal and written and Hebrew web literacy. Grammatically, this class will emphasize the passive voice structure that is prevalent in media reporting and advanced conditional phrases. With this foundation, students will read, discuss and report on assigned materials, on-line work and/or a full-text play/novel/movie.

HUM 300 Seminar in Advanced Hebrew Language (3 credits)
Prerequisite: HUM 260 or equivalent
This course provides a transition to advanced-level conversational, comprehensive and compositional skills. Students will consistently and confidently perform narration and debate across a variety of current topics, while creating an active
understanding of formal text and various media. As the most advanced Hebrew Language Seminar, instructors and their students will determine a course of study that best fits the current level of knowledge displayed by students.

**Judaic Leadership**

**JLD 101 Introduction to Communal Leadership** (3 credits)
Prerequisite: Sophomore standing
The aim of this course is to survey selected issues of leadership in general and Jewish leadership in particular. The psychology and sociology of leadership along with communal behavior are examined. A study of traditional Jewish thought vs. contemporary theories of leadership is also explored. The current leadership styles of both North American and Israeli communal leaders are examined via current case studies and historical documents. The course emphasis is on required skill sets for successful leadership in the Jewish community.

**JLD 102 Jewish Communal and Public Relations** (3 credits)
Prerequisite: JLD 101, Sophomore standing
This course introduces students to the basic concepts behind, and the practices of, Jewish communal relations and interactions with the public, both general and those of the Jewish faith. Upon completion of the course, students will have a basic understanding of general principles and methods of community relations and an appreciation of the nature of public opinion with respect to its formation, measurement, and its relationship to public policy.

**Judaic Studies**

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

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

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

**JST 102 The Passion of the Prophets** (3 credits)
Prerequisite: None, but JST 101 is recommended
The literary prophets—the Nevi’im acharonim—bestowed a body of writing that is unique in its expression of G-d’s passionate involvement in His creation. Through looking first-hand at the books of Isaiah, Jeremiah, Ezekiel, and the twelve Minor Prophets, we will explore the moral and philosophic significance of their vision of a G-d who cares what His name means to His people and to His world.
JST 103 Wisdom Literature (3 credits)
Prerequisite: None
To get an overview of the Proverbs, Kohelet, and Job and then to read closely important selections from each book with the benefit of classic and modern commentators.

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

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

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

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

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

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

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

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

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

JST 182 Contemporary Mussar (3 credits)
Prerequisite: None
A survey of the history and the literature of the modern Lithuanian Mussar movement.
JST 201 Medieval Biblical Exegesis (3 credits)
Prerequisite: None
Study and methodology of the exegetes of the Northern French School (10th to 14th centuries). Commentators include Rashi, Rashbam, Radak and Rambam.

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

JST 211 Seminar/Independent Study in Rabbinical Literature (up to 6 credits; max of 3/semester)
Prerequisite: Consent of instructor
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 212 Seminar/Independent Study in Rabbinical Literature (up to 6 credits; max of 3/semester)
Prerequisite: Consent of instructor
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

JST 213 Seminar/Independent Study in Rabbinical Literature (up to 6 credits; max of 3/semester)
Prerequisite: Consent of instructor
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

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

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

JST 251 Sanctifying Time: The Lifecycle and the Calendar in Halacha (3 credits)
Prerequisite: None
Jewish law specifies times and places as having special significance and holiness. And even when through much of Jewish history, the holy places were reachable only in memory or imagination; holiness in time was available to everyone. This course explores the sanctification of the time shared by the public through the calendar’s cycles and the private time of each individual through life-cycle milestones.

JST 300 Talmud I (up to 6 credits; max of 3/semester)
Prerequisite: Permission from Dean based on previous familiarity with Talmud study
Intensive study of the Talmud for at least three to nine hours weekly (dependent on credits taken). Students will attend course lectures and other available seminars and cover material as determined by the instructor.

JST 301 From Sinai to Cyberspace (3 credits)
Prerequisite: Any Jewish History Course or Permission from the Dean —This course meets Masora requirements
Jewish law is a coherent system meant to direct the mutable details of a finite worldly life to correspond to the infinite wisdom and immutable goodness of the Deity. We will investigate the fundamental principles of this system, and see how it
proposes that the human mind grasp G-d’s intelligence and purpose, making it a program for practical action in government of the community and of the self.

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

JST 331 Essential Concepts of Jewish Prayer (3 credits)
Prerequisite: JST 231 or Permission from the Dean (must demonstrate ability to navigate through the Siddur’s (Jewish prayer book) daily, Shabbos and Holiday sections).
The Rabbis understood that serving G-d with the heart was accomplished through prayer. The liturgy of Judaism binds the Jewish people to G-d and to each other as members of a community at prayer. Through examining its structure and concepts, we will acquaint ourselves with Judaism’s understanding of G-d and with what it means to serve G-d.

JST 350 Talmud II (up to 6 credits; max of 3/semester)
Prerequisite: Permission from Dean based on previous familiarity with Talmud study or JST 300
Intensive study of the Talmud for at least three to nine hours weekly (dependent on credits taken). Students will attend course lectures and other available seminars and cover material as determined by the instructor.

JST 353 Topics in Halacha -The Family (3 credits)
Prerequisite: Junior/Senior Standing or Permission From the Dean
Specific highlighted issues are discussed and analyzed, including the family unit, parental rights and duties, children’s’ rights and other topics (at the instructor’s discretion).

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

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

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

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

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

JST 450 Seminar/Independent Study in Judaic Studies (1-3 credits)
Prerequisite: Permission From the Dean
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.
JST 460 Seminar/Independent Study in Judaic Studies (1-3 credits)
Prerequisite: Permission From the Dean
To be determined for each seminar or independent study by Instructor and Student in consultation with the Dean of Academic Administration or the Dean of Talmudic Law/Jurisprudence.

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

Math/Science

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

MAS 105 College Algebra (3 credits)
Prerequisite: None
This course reviews and reinforces all necessary arithmetic and algebraic skills needed for college-level work, including solving linear and quadratic equations, graphing, radical and exponential expressions.

MAS 110 Pre-Calculus Mathematics (3 credits)
Prerequisite: None
This course will entail a study of functions, including algebraic functions, exponential and logarithmic functions, and trigonometric functions and their inverses. Sequences and series and the analytical geometry of the straight line and the conic sections will also be studied.

MAS 151 Science and Technology Survey (3 credits)
Prerequisite: None
The goal of this course is to familiarize the student with the methodology, philosophy and progress of science, and the social and ethical impact of technological advances. The course covers the development of modern science from Newton and Maxwell to the modern period of Einstein (Relativity), Quantum Mechanics and the computer information age. Students are informed of energy and environmental issues and the latest breakthroughs in technology.

MAS 201 Finite Mathematics (3 credits)
Prerequisite: None
The topics covered in this course are: systems of equations, matrices, linear programming, mathematics of finance, combinatorics, probability statistics and probability applications, Markov chains and decision theory. Emphasis is on real-life mathematical models drawn from the fields of science, life science, business and social studies.

MAS 202 Calculus (3 credits)
Prerequisite: None
This course teaches the derivative and its applications, exponential and logarithmic functions, the integral and its applications, and integration of functions of several variables. Emphasis is on real-life mathematical models drawn from the fields of science, life science, business and social studies.
MAS 250 Data Analysis and Elementary Statistics (3 credits)
Prerequisite: None
This course provides the tools and techniques for analyzing, extrapolating (forecasting) and presenting data. Students will learn how to process data in a manner that improves its presentation by means of moving averages, filters and graphing methods. Students will learn how to select a graph type (line, scatter, clustered bar, stacked bar, percentage bar, pie, radar and spider graphs); and the use of linear vs. logarithmic axis best suited for their purposes. Various methods will be taught to identify and highlight significant data and possibly erroneous data. The course will also teach the student how to forecast from currently available data by means of linear and exponential extrapolation; and how to add information and context in presentation by computing standard deviations, means and medians.

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

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

MAS 263 Business Math and Statistics (3 credits)
Prerequisite: None
This course will cover the mathematics which is applicable to the business environment. The topics to be covered will include a review of basic algebra, linear systems, matrix methods to solve linear systems and linear programming. Introduction to basic statistics, data representation and understanding of statistical information. Sequences and series with application to financial issues such as mortgages, annuities, amortization, etc. This course will encourage the student to use software to compute and represent data, but ensure that the logic behind the computation and therefore its usefulness will be fully understood.

MAS 271 Bioscience (3 credits)
Prerequisite: None
The course covers the molecular and cellular foundations of life. It includes comparative anatomy and physiology, and medical terminology.

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

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

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

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

Psychology

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

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

Sociology

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

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

Courses Offered in the Certificate of Talmudic Law and Jurisprudence Program

The following courses are offered in the certificate program in Talmudic Law and Jurisprudence. They are all credit-bearing as electives in the Bachelor of Applied Science degree. The credit hours allotted reflect the intensive study required for each course, and are granted only if the student attends both the lectures and mandatory study sessions assigned to each course. Generally the certificate program student takes these courses, YJST: 1211, 1212, 1221, 1222, 1231, 1232, 1241, 1242, 2210, 2220, 2230, 2240, 5211, 5221, 5231, 5241, 5212, 5222, 5232, 5242, 5213, 5223, 5233, and 5243. Some students may wish to take in addition or as alternatives YJST 1251, 1261, 2250, 2260, 5251, 5261.
YJST 1211 First-Level Talmud - In Depth (Eeyun) I - (5 credits)
Introductory course in Talmud - students are guided in making a transition from their high school training to independent study and preparation of the tractate. The tractate is studied in great depth, with an emphasis on the development of sophisticated textual analytic skills through exposing the student to the commentaries of the Earlier and Later Authorities (Rishonim and Acharonim).

YJST 1212 First-Level Talmud - Overview (Bekius) I - (2 credits)
Students are assisted in approaching the tractate with an eye towards developing breadth of scope. An overview of the tractate is gained by learning the text with the commentaries of Rashi and Tosafos.

YJST 1221 First-Level Talmud - In Depth (Eeyun) II - (5 credits)
Students will continue learning the tractate with a greater emphasis on the explanations of the Acharonim of the commentaries of the Rishonim.

YJST 1222 First-Level Talmud - Overview (Bekius) II - (2 credits)
Students will continue to studying the tractate with the commentaries of Rashi and Tosafos.

YJST 1231 Intermediate Talmud (Eeyun) I - (5 credits)
With the successful completion of the transition from directed to independent textual learning, students are expected to demonstrate their mastery of the complexities of Filfil, and are encouraged to begin doing original research.

YJST 1232 Intermediate Talmud (Bekius) I - (2 credits)
From this point the student pursues his studies independently, covering large sections of material with directed guidance.

YJST 1241 Intermediate Talmud (Eeyun) II - (5 credits)
This course acts as a capstone course for the Certificate program. Each student will be guided in the preparation of an original piece of research on the tractate of Talmud being studied. The student will be expected to compare and contrast the major commentaries of the Rishonim, find the logical basis for their differences, trace these opinions to the application of the Poskim and apply the logic to new cases. The student will present and defend his research to a panel of scholars.

YJST 1242 Intermediate Talmud (Bekius) II - (2 credits)
The student continues with his independent studies, finishing a complete coverage of the tractate.

YJST 1251 Applied Talmud (Eeyun) I (5 credits)
YJST 1261 Applied Talmud (Eeyun) II (5 credits)
These two courses form an alternative set to YJST 1231 & 1241. These courses will stress the more applied side of the Talmud as opposed to the theoretical jurisprudence. There will be a greater emphasis on the detailed halachik differences of the Rishonim without too much discussion regarding the philosophical-logical basis for the differences.

YJST 1271 Capstone Research Project (3 Credits)
This course acts as a capstone for the Certificate program. Each student will be guided in the preparation of an original piece of research on a topic of Bible, Rabbinic literature, Jewish law, Jewish philosophy or Jewish history being studied. The student will be expected to compare and contrast major commentaries of the latter Poskim, find the logical and textual basis of their differences as it is rooted in the earlier Rishonim and Poskim, their interpretations of the relevant passages of the Talmud and apply these differences to new cases. The student will present and defend his research to a panel of scholars.
The courses listed above are connected with the tractate of Talmud studied that semester; as study of the codes goes hand in hand with the study of Talmud. Students research the outcomes of Talmudic disputes and discussions. The responsa literature is examined to trace precedents and principles derived from the text, through their practical application in the writings of the Rif, Rambam, Tur and Shulchan Aruch— as well as the later codifiers. This process is often complicated and laborious— raising the student’s understanding to a level where he can now analyze and become familiar with the principles of jurisprudence.

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

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

These four courses comprise a sequential series in which the student covers an extensive amount of Chassidic philosophical thought— without conducting deep analysis. The aim is to gain a basic understanding of all the fundamental texts.
YJST 5213 Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn I (1 credit)
YJST 5223 Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn II (1 credit)
YJST 5233 Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn III (1 credit)
YJST 5243 Sichos of the Lubavitcher Rebbe, R. Menachem M. Schneersohn IV (1 credit)
Prerequisite: Admission into Certificate of Talmudic Law and Jurisprudence program or Junior/Senior Standing or Permission From the Dean

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

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

Courses may be canceled due to insufficient registration.
OPERATIONS

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

FINANCIAL SUPPORT

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under applicable programs of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. However, these rights transfer to the student when he or she reaches the age of 18 (emancipation) or attends a school beyond the high school level.

Generally, schools must have written permission from an emancipated student or the parent of a minor student in order to release any information from a student's education record. MJII has information release authorization forms available for those who wish to permit the release of otherwise protected student information. Please be aware when contacting us on behalf of a MJII student that MJII personnel are unable to discuss confidential academic information about any student unless we have written permission from that student to discuss such matters specifically with you.
Principles Regarding Disclosure to Parents from **FERPA Guidelines**

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to parents under FERPA transfer to the student. However, FERPA also provides ways in which schools may share information with parents without the student’s consent. For example:

- Schools may disclose education records to parents if the student is a dependent for income tax purposes.
- Schools may disclose education records to parents if a health or safety emergency involves their son or daughter.
- Schools may inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.

Finally, at its discretion MJJ may provide “directory information” in accordance with FERPA. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at MJJ includes but may not be limited to: student’s name, address, telephone listing, email address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full time or part time), participation in officially recognized activities (such as study abroad), degrees, honors and awards received and the most recent educational institution attended. Students may block the public disclosure of any directory information by notifying the Office of the Registrar in writing of the specific information to be blocked.

**NB:** Requests to block directory information by students have significant consequences. A non-disclosure block will require that MJJ not release the blocked information to any third-party requesting the information until the student revokes the block in writing. MJJ assumes no liability as a result of honoring a student’s written directory information block. For example, MJJ will refuse to provide information about a student to a potential employer if the student has blocked release of the requested information.

For additional information on FERPA or to obtain MJJ student information release forms, please contact the MJJ Office of Academic Administration. Because FERPA regulations are complex and evolving, we also recommend that all interested parties seek the most current and complete information on FERPA from the U.S. Department of Education, Family Policy Compliance Office’s Web site at:


For the convenience of parents and MJJ students, a Parents’ Guide to FERPA is available at MJJ’s website, [www.mji.edu](http://www.mji.edu), FAQ page, item number 123.
BOARD OF TRUSTEES

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ADMINISTRATION^22

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<thead>
<tr>
<th>Position</th>
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<tr>
<td>President and Chief Financial Officer</td>
<td>Rabbi Kasriel Shemtov</td>
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<td>Chief Operating Officer</td>
<td>Fred Leeb</td>
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<td>Director - Academic Administration</td>
<td>Dov Stein</td>
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<td>Financial Aid Administrator</td>
<td>Fran Herman</td>
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<td>Financial Services Senior Manager</td>
<td>Rebecca Peters</td>
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<td>Human Resources</td>
<td>Lyne Graham</td>
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<td>Librarian</td>
<td>Karen Robertson-Henry</td>
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<td>Marketing (Interim)</td>
<td>Dov Stein</td>
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<td>Network Administration</td>
<td>Dawn Klobuchar</td>
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<tr>
<td>Registrar</td>
<td>Karen Robertson-Henry</td>
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^22 Main contact information: 248-414-6900, info@mji.edu, www.mji.edu. A complete MJI Directory may be found on our website on the FAQ page. Click on the FAQ tab at the top of the home page.
FACULTY


Esther Heller, BA with distinction and honors, 1978, University of Michigan (Psychology); MS, 1982, Columbia University (Social Work). Social Sciences


Michael Jacobowitz, BA, 2003(Computer Science), Yeshiva University; Rabbinical Ordination, 2009, Yeshivas Toras Moshe. CIS and Judaic Studies.

Beth A. Konikoff, BA, 1982 (Communications and Microbiology), University of Connecticut; MBA, 1987, (Marketing Management), University of Bridgeport. Marketing, Business, Communications.

Leib (Gregory) Krainess, BA, 1986, (Communications), John Carroll University, JD, 1991, Cleveland Marshall College of Law.


Gilbert Locks, BS, 1962 (Management), Arizona State University; BFT, 1962 (Foreign Trade), American Institute Foreign Trade. Judaic Studies and Jewish Meditation.


Benjamin Miller, BA, 2007 (Industrial Engineering and Management), Jerusalem College of Technology; MS, 2011 (Elementary Education), Rabbinical Ordination, 2011, Yeshiva University. Math, Education and Judaic Studies.

Batya Neumann, BA, 1981 Adelphi University (Social Sciences); MA, 1982 New York University (Special Education). Judaic Studies - Education


Morton Plotnick, BS, 1958 (Education), MS, 1960 (Guidance and Counseling), Wayne State University; Ph. D., 1964, Michigan State University, (Adult and Higher Education). Judaic Leadership and Fund-raising.

Tzippora Jill Price, B.Ed. (Honors), 2000, Michlala Jerusalem College (Jewish Studies); MSc (Honors), 2003, University of North Texas (Sociology), Continuing education (Creative Writing) and best selling author. Social Sciences, Judaic Studies, English.


Alissa Rothstein, BS., 1976, (Special Education); M.Ed., 2003, (Early Childhood Education), Wayne State University. Judaic Studies, Education

Hillel (Howard) Rudolph, BS, 2002 (Business and Management), Rabbinical Ordination, 2006, MS, (Secondary Education) 2009 Yeshiva University, New York Judaic Studies, Business Management and Education.

Chaya Satt, BA, 2008 Touro College (Psychology); MS, 2012, University of North Texas (Sociology). Sociology


Yael Silberberg, BA, 2002 (Chemistry and Judaic Studies), Yeshiva University - Stern College for Women; MS, 2004 (Chemistry), Seton Hall University. Science and Judaic Studies.

Chana Silberstein, BS, 2006 (Judaic Studies), Excelsior College; MA, 2009 (Communication Sciences and Disorders), University of Cincinnati. Judaic Studies and Biosciences.

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Sharon Spira, BA 1978, Queens College (Sociology and Communications); Masters, 1980, Wurzweiler School of Social Work - Yeshiva University. Jewish Family Educator License 2000. Sociology and Judaic Studies

Dov Stein, Rabbinics, 1998, Yeshiva Ohr Tnimit; BA, (Judaic Religious Studies); Advanced Rabbinical Fellowship, 2001, Rabbinical College of America; MBA, 2009, (Business Administration) Rutgers University; Ordination Program (present) Rabbinical College of America. Judaic Studies, Marketing and Management.


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

Lindagwenn Tolwin, BA, 1981 (Sociology), University of California at Los Angeles; MSW, 1983 (Social Work), University of Southern California. Sociology and Social Work.


Nathaniel Warshay, BA, 1984 (Political Science), MA, 1987 (Journalism), University of Michigan. English and Communications.

COMMUNAL ACADEMIC ADVISORS


Adam Brode, BS, Cum Laude, 1993, Michigan State University (Psychology); MA, 2004, Wayne State University (Speech Language Pathology). Education, Psychology.

Donald Cohen, BA, 1982, University of Michigan (Political Science); Tel-Aviv University, Tel-Aviv, Israel (Judaic Studies). Judaic Leadership.


Nichole Crespo, BS, 1993, University of Central Florida (Molecular Biology and Microbiology); Ph. D., 2001, University of South Florida, (Medical Sciences). Biosciences.

Victoria Davidovitch, Teaching License 1976, Midrasha College of Jewish Studies; Teacher Enrichment Programs, Tel Aviv and Haifa Universities, 1980-2000; BA, 1973 Wayne State University. Judaic Studies.

Moshe Fine, BA, 1968, Wayne State University, (Mathematics); Advanced mathematics post-graduate studies, University of Michigan and Wayne State University; Certification, Honeywell Institute, 1971. Mathematics, Business Statistics and Systems Analyses.
Dov E. Gardin, Study Abroad Merit Scholar, 2000, Hebrew University-Rothberg International School, (International Relations and Middle East Studies); BA with high distinction, 2001, University of Michigan (Political Science and Business Management); MA with honors, 2007, Georgetown University-Walsh School of Foreign Service (Security Studies). Political Science, Judaic Studies and Hebrew.

Miriam E. Gardin, BFA, 2001(Theater Performance), Roosevelt University; MA, 2009 (Performing Arts Management), Brooklyn College. Fund Raising and Grant Writing.


Yael Handelman, B.Mus., 1999 (Music), Teaching Diploma, 2000 (Education), M. Mus. Magna Cum Laude (Performing Arts) 2004 Tel-Aviv University. General Education and Judaic Studies.


Beverley J. Katz, Diploma in Optometry, 1976, Witwatersrand College of Optometry; BS, MS, OD, 1987 (Physiological Optics), University of Houston. Science and Mathematics

Shoshana Katz, BA, 1993 (Psychology), MA, 1997 (School and Community Psychology), Ph.D. 2008 (Educational Psychology), Wayne State University. Psychology, Statistics.


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


Meir Lieberson, Rabbinical Ordination, 1960, Mesifta Talmudical Seminary; BA, 1972, University of Detroit; Advanced Studies, Wayne State University, Detroit. Judaic Studies.

Bernard Nadel, BSc Honors, 1972, Monash University, Melbourne Australia, (Physics and Mathematics); MSc, 1976, Tel Aviv University, Israel, (Bio-Engineering); Ph.D., 1986, Rutgers University. Computer Sciences.

Jeffrey Richardson, BS, 1981, Wayne State University, (Marketing); MSBA, 1999, Madonna University. Marketing and Business.


Lori Stanley, BS, 1985, Western Michigan University (Psychology); MA, 2000 Roosevelt University, (Clinical Psychology); MA, 2001, (Marriage and Family Therapy), Ph.D. 2006 (Family and Child Ecology), Michigan State University. Psychology and Social Sciences.


Marvin T. Weingarden, BA, 1975 (Biology and Computer Science); MA/Ph.D., 1980, Wayne State University, (Biology). General and Biological Sciences.
# Comprehensive Academic Calendar

2012 – 2013

At the end of this daily calendar, you will find a graphical view of all semester begin and end dates for academic year 2012-2013. We hope you find this added “Year at a Glance” exhibit helpful.

## Spring Semester – 2012

Color Key: Whole College, Students, Faculty, Administration; Dual or Study Abroad Programs

<table>
<thead>
<tr>
<th>July 2012</th>
<th></th>
</tr>
</thead>
</table>
| 2 | Begin alumni survey of past 36 months’ graduates **A**  
Begin employer survey of past 36 months’ graduates **A** |
| 4 | Independence Day – Office closed; No classes (US only) **W** |
| 5 | Schedule fall classes & faculty recruitment  
Begin review of CEP and begin revising as needed  
Begin quality check visits Spring Series ABCD classes & faculty evaluations **A, F** |
| 8 | Early Registration Fall Series A /Dual Enrollment (through 8/11) opens **W**  
Free Registration! Save $50! |
| 9 | Cut and sign Spring Series ABCD faculty payroll **A**  
Spring Series ABCD faculty may begin submitting midterm invoices **F**  
15 | Issue course evaluation forms to Series ABCD students **A** |
| 20 | Last day to Withdraw Spring Series ABCD without grade prejudice **S** |
| 27 | Spring Series ABCD ends **W**  
All attendance records must be current **F**  
Cut and sign Spring Series ABCD faculty payroll **A** |
| 28 | Close Early Registration for Fall Series B **S, A** |
| 29 | OnTime Registration for Fall Series B opens (through 8/18) **S, A**  
Regular Registration Fee ($50) applies |
| 29 | Fast of 9 Av – MJI closed; No classes **W** |
## August 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First CAR deadline to add/remove programs (through 8/15)</td>
</tr>
</tbody>
</table>
| 6    | Fall Series AB Faculty orientation package sent  
All Spring Series ABCD grades due  
Fall semester textbook listing due  
Draft **electronic** 2012-13 Academic Catalog available |
| 8    | Log-on registration for IPEDS reports opens |
| 11   | Close Early Registration for Fall Series A/Dual Enrollment  
S, A |
| 12   | OnTime Registration for Fall Series A/Dual Enrollment opens (through 9/1)  
S, A  
Regular Registration Fee ($50) applies  
Issue Fall Series B class lists to faculty folders  
Issue Fall Series B faculty & student lists to IT  
A, A |
| 15   | CAR opens (through 9/15)  
A |
| 17   | Review Spring Series ABCD semester student evaluations  
F, A  
Report cards emailed to Spring Series ABCD  
A |
| 18   | Close OnTime Registration for Fall Series B  
S, A |
| 19   | Early Registration for Fall Series C opens (through 9/22)  
S, A  
Free Registration! Save $50! |
| 19 – 23 | Active Fall faculty Series AB/DE orientation (via WebEx)  
A  
Faculty to orient entering Fall Series B students  
F |
| 25   | Last day to complete Winter Incomplete grades  
S |
| 26   | Fall Series B classes begin  
S, A  
File all Fall Series B course material with office  
F  
Issue Fall Series A/Dual Enrollment class lists to faculty folders  
A  
Issue Fall Series A/Dual Enrollment faculty & student lists to IT  
A |
| 27   | Final 2012-2013 Academic Catalog published  
A  
Cut and sign Spring Series ABCD faculty payroll  
A  
Orientation for Study Abroad support staff  
Sa |
## September 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Close OnTime Registration for Fall Series A/Dual Enrollment</td>
<td>A</td>
</tr>
<tr>
<td>2 - 12</td>
<td>Faculty to orient entering Fall Series A students</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Fall orientation for Study Abroad host schools</td>
<td>Sa</td>
</tr>
<tr>
<td>5</td>
<td>Quarterly CEP meeting</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>IPEDS Fall report log-on opens (deadline 10/17)</td>
<td>A</td>
</tr>
<tr>
<td>9*</td>
<td>Fall Series A/Dual Enrollment classes begin</td>
<td>W, D</td>
</tr>
<tr>
<td></td>
<td>File all Fall Series A/Dual Enrollment course material with office</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>ACICS memorandum field memo issued (*Estimate)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Review SEVIS records for current status &amp; program dates</td>
<td>A</td>
</tr>
<tr>
<td>9 - 15</td>
<td>Dual Enrollment orientation/Hebrew language placement</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>MJJI US Constitution Day (normally 9/17/yy)</td>
<td>W</td>
</tr>
<tr>
<td>14</td>
<td>Final day to submit ACICS AIR annual report</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Complete 2012-2013 CEP</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Last day to request CAAP testing for Fall</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>All students sent reminder to update their Career Cruising file</td>
<td>S</td>
</tr>
<tr>
<td>15</td>
<td>DEADLINE to file accountability reports with ACICS</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>CAR closes</td>
<td>A</td>
</tr>
<tr>
<td>16 at 3pm – 18</td>
<td>Rosh Hashana – MJJI office closed; No classes</td>
<td>W</td>
</tr>
<tr>
<td>22</td>
<td>Close Early Registration for Fall Series C</td>
<td>S, A</td>
</tr>
<tr>
<td>23</td>
<td>OnTime Registration for Fall Series C opens (through 10/13)</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Regular Registration Fee ($50) applies</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Early Registration for Fall Series D opens (through 10/27)</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Free Registration! Save $50!</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Cut and sign Fall Series B faculty payroll</td>
<td>A</td>
</tr>
<tr>
<td>25 at 3pm – 26</td>
<td>Yom Kippur - MJJI office closed; No classes</td>
<td>W</td>
</tr>
<tr>
<td>27</td>
<td>All attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Deadline for posting new, annual crime report</td>
<td>A</td>
</tr>
<tr>
<td>30 at 3pm – Oct. 9</td>
<td>Sukkot/Fall Recess: No classes (US office open only: 10/3-5)</td>
<td>W</td>
</tr>
</tbody>
</table>
October 2012

1st “in-line” amended Catalog published, as needed A

1 DEADLINE to file GE reports with Dept. of Education A
Faculty orientation package sent Fall Series C A

5 Last day to complete Spring Series ABCD Incomplete grades S

10 All active classes resume W

13 Close OnTime Registration for Fall Series C S, A
13 – 16 Active faculty Fall Series C orientation (via WebEx) A

14 Issue Fall Series C class lists to faculty folders A
Issue Fall Series C faculty & student lists to IT A
Begin Fall Series B classes & faculty evaluations A, F

21 Issue course evaluation forms to Fall Series B students A
Fall Series C classes begin W
File all Fall Series C course material with office F
21 - 31 Faculty to orient entering Fall Series C students as needed F

26 Last day to Withdraw Fall Series B without grade prejudice S

27 Close Early Registration for Fall Series D S, A

28 All attendance records must be current F
Fall Series A/ Dual Enrollment faculty begin submitting midterm invoices F
Cut and sign Fall Series A/Dual Enrollment faculty payroll A
Schedule winter classes & faculty recruitment A
OnTime Registration for Fall Series D opens (through 11/17) S, A
Regular Registration Fee ($50) applies

31 IPEDS Fall report deadline A
Tri-Annual ACICS Community Leader Meeting F

November 2012

3 Fall Series B classes end S, A
Fall Series B faculty may begin submitting final invoices F

4 Early Registration for Winter Series BC opens (through 12/8) S, A
Save $25 (half-off) on the Registration Fee! A
Faculty orientation package sent Fall Series D A
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Annual MJI internal compliance audit begins</td>
<td>A</td>
</tr>
<tr>
<td>5 - 9</td>
<td>CAAP testing for Fall</td>
<td>S</td>
</tr>
<tr>
<td>7</td>
<td>BIS/CIS/JS Faculty Meetings/In-service training</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>Faculty Pay Day Fall Series A/Dual Enrollment</td>
<td>F, A</td>
</tr>
<tr>
<td>11</td>
<td>Early Registration for Winter Series A/Dual Enrollment opens (through 12/15) S, A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Save $25 (half-off) on the Registration Fee!</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Close OnTime Registration for Series D</td>
<td>S, A</td>
</tr>
<tr>
<td>18</td>
<td>Issue Fall Series D class lists to faculty folders</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Issue Fall Series D faculty &amp; student lists to IT</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Fall report cards emailed for Fall Series B</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Faculty Pay Day Fall Series B</td>
<td>F, A</td>
</tr>
<tr>
<td></td>
<td>Early Registration for Winter Series D opens</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Save $25 (half-off) on the Registration Fee!</td>
<td></td>
</tr>
<tr>
<td>18 - 21</td>
<td>Active faculty Fall Series D orientation (via WebEx)</td>
<td>A</td>
</tr>
<tr>
<td>22</td>
<td>Thanksgiving - MJI office closed; No classes (US only)</td>
<td>W</td>
</tr>
<tr>
<td>23</td>
<td>All attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td>25</td>
<td>Fall Series D classes begin</td>
<td>W</td>
</tr>
<tr>
<td></td>
<td>File all Fall Series D course material with office</td>
<td>F</td>
</tr>
</tbody>
</table>

**December 2012**

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>3</td>
<td>Issue course evaluation forms to Fall Series AC/Dual Enrollment students</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Begin Fall Series AC class &amp; faculty evaluations</td>
<td>A, F</td>
</tr>
<tr>
<td>5</td>
<td>Quarterly CEP meeting</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>IPEDS Winter report log-on opens (deadline 2/6/13)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>IPEDS Spring report log-on opens (deadline 4/10/13)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Winter Series ABC semester textbook listings due</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>All students sent reminder to update their Career Cruising file</td>
<td>S</td>
</tr>
<tr>
<td>8</td>
<td>Close Early Registration for Winter Series BC</td>
<td>S, A</td>
</tr>
<tr>
<td>9</td>
<td>OnTime Registration for Winter Series BC opens (through 12/29)</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Regular Registration Fee ($50) applies</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Last day to request CAAP testing for Winter</td>
<td>S</td>
</tr>
<tr>
<td>14</td>
<td>Last day to Withdraw Fall Series C without grade prejudice</td>
<td>S</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Color</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>15</td>
<td>Close Early Registration for Winter Series A/Dual Enrollment</td>
<td>S, A</td>
</tr>
<tr>
<td>16</td>
<td>OnTime Registration for Winter Series A/Dual Enrollment opens (through 1/5) S,A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular Registration Fee ($50) applies</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Close Early Registration for Winter Series D</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Fall Series C classes end</td>
<td>S, A</td>
</tr>
<tr>
<td>22</td>
<td>Fall Series C faculty may begin submitting final invoices</td>
<td>F</td>
</tr>
<tr>
<td>23</td>
<td>OnTime Registration for Winter Series D opens (through 1/12)</td>
<td>S, A</td>
</tr>
<tr>
<td></td>
<td>Regular Registration Fee ($50) applies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin Fall Series D class &amp; faculty evaluations</td>
<td>A, F</td>
</tr>
<tr>
<td>28</td>
<td>Last day to Withdraw Fall Series A/Dual Enrollment without grade prejudice S</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>All attendance records must be current</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Last day to complete Fall Series B Incomplete grades</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Close OnTime Registration for Winter BC</td>
<td>S, A</td>
</tr>
<tr>
<td>30</td>
<td>Issue course evaluation forms to Fall Series D students</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Issue Winter Series BC class lists to faculty folders</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Issue Winter Series BC faculty &amp; student lists to IT</td>
<td>A</td>
</tr>
</tbody>
</table>

**Winter Semester – 2013**

*Make up days for any “snow days” will be announced as needed.*

**Color Key:** Whole College, Students, Faculty, Administration; Dual or Study Abroad Programs

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### January 2013

2nd “in-line” amended Catalog published, as needed

2 - 9 Active faculty Winter Series ABC orientation (via WebEx)

5 Fall Series A/Dual Enrollment classes end

5 Fall Series A/Dual Enrollment faculty may begin submitting final invoices

5 Faculty first half Pay Day, Fall Series D

5 Close OnTime Registration for Winter Series A/Dual Enrollment

6 Winter Series BC classes begin

6 File all Winter Series BC course material with office

6 – 10 Entering students Winter Series ABC orientation

6 - 12 Winter Recess – Series A/Dual Enrollment

6 - 18 Winter orientation for Study Abroad host schools
7 Winter Series D textbook listings due F
    Issue Winter Series A/Dual Enrollment class lists to faculty folders A
    Issue Winter Series A/Dual Enrollment faculty & student lists to IT A

11 Last day to Withdraw Fall Series D without grade prejudice S

12 Close OnTime Registration for Winter Series D S, A

13 Winter Series A/Dual Enrollment classes begin W, D
    File all Winter Series A/Dual Enrollment course material with office F
    ACICS memorandum to field issued (*Estimate) A
    Cut and sign Fall Series AC/Dual Enrollment final faculty payroll A
    Final Fall Series AC/Dual Enrollment grades due- Payday with grades F, A
    Review Fall Series AC/Dual Enrollment student evaluations F, A
    Review SEVIS records for current status & program dates A

13 Close OnTime Registration for Winter Series BC S, A

14 Issue Winter Series D class lists to faculty folders A
    Issue Winter Series D faculty & student lists to IT A

19 Fall Series D classes end W
    Fall Series D faculty may begin submitting final invoices F

20 Fall Series D classes begin W
    File all Winter Series D course material with office F
    Faculty to orient entering Winter Series D students as needed F
    Report cards emailed to Fall Series AC/Dual Enrollment A
    Insert previous semester data in OL Longitudinal Study A

25 All attendance records must be current F

27 – Feb. 7 Conduct local financial aid seminars for parents A

31 Tri-Annual ACICS Community Leader Meeting F

February 2013

3 Winter Series BC faculty may begin submitting midterm invoices F

10 Review Fall Series D student evaluations F, A
    Report cards emailed to Fall Series D students A

11 Begin Winter Series BC class and faculty evaluations A, F

11 -15 CAAP testing for Winter S

16 Last day to complete Fall Series C Incomplete grades S
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Cut and sign Fall Series D faculty payroll</td>
</tr>
<tr>
<td></td>
<td>Final Fall Series D grades due - Payday with grades</td>
</tr>
<tr>
<td>20</td>
<td>IPEDS Winter report deadline</td>
</tr>
<tr>
<td>24</td>
<td>Purim – MJII closed; No classes</td>
</tr>
<tr>
<td>25</td>
<td>Begin quality check visits to Winter Series BC classes</td>
</tr>
<tr>
<td></td>
<td>Issue course evaluation forms to Winter Series BC students</td>
</tr>
<tr>
<td></td>
<td>All attendance records must be current</td>
</tr>
<tr>
<td>28</td>
<td>Last day to Withdraw Winter BC classes without grade prejudice</td>
</tr>
</tbody>
</table>

**March 2013**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Winter Series A/Dual Enrollment faculty may begin submitting midterm invoices</td>
</tr>
<tr>
<td></td>
<td>Issue course evaluation forms to Winter Series D</td>
</tr>
<tr>
<td>4</td>
<td>Quarterly CEP meeting</td>
</tr>
<tr>
<td></td>
<td>Cut and sign Series A/Dual Enrollment faculty payroll</td>
</tr>
<tr>
<td>8</td>
<td>Last day to Withdraw Winter Series D without grade prejudice</td>
</tr>
<tr>
<td>9</td>
<td>Winter Series BC classes end</td>
</tr>
<tr>
<td></td>
<td>Winter Series BC faculty may begin submitting final invoices</td>
</tr>
<tr>
<td>10 - 14</td>
<td>Faculty In-service</td>
</tr>
<tr>
<td></td>
<td>BIS/CIS/JS Curriculum Committee Meeting/in-service</td>
</tr>
<tr>
<td></td>
<td>Schedule Spring classes &amp; faculty recruitment</td>
</tr>
<tr>
<td>11</td>
<td>Cut and sign Winter Series BC faculty payroll</td>
</tr>
<tr>
<td>15</td>
<td>Final Winter Series BC grades due-Payday with grades</td>
</tr>
<tr>
<td></td>
<td>Review Winter Series BC student evaluations</td>
</tr>
<tr>
<td>16</td>
<td>Winter Series D classes end</td>
</tr>
<tr>
<td></td>
<td>Winter Series D faculty may begin submitting final invoices</td>
</tr>
<tr>
<td></td>
<td>Cut and sign Winter Series D faculty payroll</td>
</tr>
<tr>
<td></td>
<td>Last day to complete Fall Series D Incomplete grades</td>
</tr>
<tr>
<td>17</td>
<td>All students sent reminder to update their Career Cruising file</td>
</tr>
<tr>
<td>21</td>
<td>Report cards emailed to Winter Series BC</td>
</tr>
<tr>
<td></td>
<td>Insert previous semester data in OL Longitudinal Study</td>
</tr>
<tr>
<td></td>
<td>Attendance records must be current</td>
</tr>
</tbody>
</table>
April 2013

3  Winter Series A/Dual Enrollment classes resume W
    Final Winter Series D grades due-Payday with grades F, A
    Review Winter Series D student evaluations F, A

7  Early Registration for Spring Series ABCD opens (through 5/4) S, A
    Save $25 (half-off) on the Registration Fee!

12  Report cards emailed to Winter Series D A

14  Begin quality check visits to Winter Series A/Dual Enrollment classes A, F

21  Issue course evaluation forms to Winter Series A/Dual Enrollment students A

24*  IPEDS Spring report deadline (*Estimate) A

26  Last day to Withdraw Winter Series A/Dual Enrollment without grade prejudice S
    Last day to request CAAP testing for Spring S
    Insert previous semester data in OL Longitudinal Study A

30  Tri-Annual ACICS Community Leader Meeting F

May 2013

3  3rd “in-line” amended Catalog published, as needed A

3  Winter Series A/Dual Enrollment classes end W
    All attendance records must be current F
    Winter Series A/Dual Enrollment faculty may begin submitting final invoices F
    All Spring Series ABCD semester textbook listings due F
    Cut and sign Winter Series A/Dual Enrollment faculty payroll A
    Spring Series ABCD faculty orientation package sent A

4  Last day to complete Winter Series BC Incomplete grades S
    Close Early Registration for Spring Series ABCD S, A

5  OnTime Registration for Spring Series ABCD opens (through 5/25) S, A
    Regular Registration Fee ($50) applies

6  Begin annual staff evaluations A
    Begin Faculty Evaluations and Development Plans A

11  Last day to complete Winter Series D Incomplete grades S
13* ACICS memorandum issued to field (*Estimated date) A
14 at 3pm – Shavuot - MJI closed (MJI US office open to 3pm on 5/14) W
16 Final Winter Series A/Dual Enrollment grades due-Payday with grades F, A
Review Winter Series A/Dual Enrollment student evaluations F, A
19 - 22 Entering Spring students orientation meeting A, S
25 Close OnTime Registration for Spring S, A
26 Memorial Day – MJI office closed (US only) A
28 Issue Spring Series ABCD faculty & student lists to IT A
Issue class lists to Spring Series ABCD faculty folders A
30 Report cards emailed for Winter Series A/ Dual Enrollment A
Insert previous semester data in OL Longitudinal Study A
Post voter registration announcements on campuses A

Spring Semester – 2013

Color Key: Whole College, Students, Faculty, Administration; Dual or Study Abroad Programs

June 2013

2 Spring Series ABCD classes begin W
File all Spring Series ABCD course material with office F
Faculty to orient entering students as needed F

3 Quarterly CEP meeting A
Schedule fall classes & faculty recruitment A

16 All students sent reminder to update their Career Cruising file S

17 - 21 CAAP testing for Spring S

27 SAPs due for students not evaluated during past year A
Issue new Study Abroad Technical Guides A
All attendance records must be current F

28 Complete annual staff evaluations A
Complete Faculty Evaluations and Development Plans A
### July 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1    | Begin alumni survey of past 36 months’ graduates  
Begin employer survey of past 36 months’ graduates | A  
A |
| 4    | Independence Day – MJII office closed (US only) | W |
| 8    | Begin review of CEP; Revise as needed  
Active Spring Series ABCD faculty may begin submitting midterm invoices | A |
|      | Cut and sign all Spring Series ABCD faculty payroll | A |
|      | Begin Spring Series ABCD class & faculty evaluations | A, F |
|      | Early Registration for Fall/Dual Enrollment opens (through 8/3) | S |
| 15   | Issue course evaluation forms to Spring Series ABCD students | A |
| 16   | Tisha B’Av - MJII office closed; No classes | W |
| 19   | Last day to Withdraw Spring Series ABCD without grade prejudice | S |
| 27   | All Spring Series ABCD classes end  
All attendance records must be current  
Active Spring Series ABCD faculty may submit final invoices  
Cut and sign all Spring Series ABCD faculty payroll | W  
F  
F  
A |

### August 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1*   | First CAR deadline to add/remove programs - *Estimate (2 weeks)  
Log-on registration for IPEDS reports opens - *Estimate | A  
A |
| 3    | Early Registration for Fall/Dual Enrollment closes | S, A |
| 4    | OnTime Registration for Fall/Dual Enrollment opens (through 8/31)  
Regular Registration Fee ($50) applies  
Fall faculty orientation package sent | A  
A  
A |
| 5    | All Spring Series ABCD grades due  
Fall semester textbook listing due  
Draft electronic 2013-14 Academic Catalog available | F  
F  
W |
| 16   | Review Spring Series ABCD student evaluations  
Report cards emailed to Spring Series ABCD students | F, A  
A |
| 17   | Last day to complete Winter Series A/Dual Enrollment Incomplete grades | S |
| 23   | Spring Series ABCD faculty may begin submitting final invoices  
Last day to request CAAP testing for Fall | F  
S |
25 - 29  Active Fall faculty orientation (via WebEx) A
        Entering students orientation meeting A, S
        Faculty to orient entering Fall students as needed F
        Orientation for Study Abroad support staff and host schools Sa

30     Final 2013-2014 Academic Catalog published A
        Cut and sign Spring Series ABCD faculty payroll A
        Issue Fall/Dual Enrollment class lists to faculty folders A
        Issue Fall/Dual Enrollment faculty & student lists to IT A

31     Close OnTime Registration for Fall/Dual Enrollment A

Fall Semester – 2013*
Tentative Listing – Subject to Change

Color Key: Whole College, Students, Faculty, Administration; Dual or Study Abroad Programs

September 2013

3 @ 3pm –
6     Rosh Hashana – MJJ closed; No classes W

8     Fall /Dual Enrollment classes begin W, D
        File all Fall/Dual Enrollment course material with office F
        ACICS memorandum to field issued (Estimate) A
        Review SEVIS records for current status & program dates A
        Dual program orientation/Hebrew language placement this week D

9     IPEDS Fall report log-on opens (deadline estimate 10/17) A

13    Last day to submit ACICS AIR annual report A
        All students sent reminder to update their Career Cruising file S

13 at 3pm –
14    Yom Kippur – MJJ closed; No classes W

15 every year DEADLINE to file accountability reports with ACICS A

17    MJJ US Constitution Day (normally 9/17/yy) W

18 at 3pm –
28    Sukkot/Fall Recess – No classes (MJJ US office open 9/22-24 to 3pm) W

29    All active classes resume W
### October 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 4    | All attendance records must be current  
Deadline for posting new, annual crime report  
Complete 2013 – 2014 CEP  
Last day to complete Spring Series ABCD Incomplete grades |
| 16*  | IPEDS Fall report deadline (*Estimate) |
| 21 - 25 | CAAP testing for Fall |
| 27   | All attendance records must be current  
Fall/Dual Enrollment faculty begin submitting midterm invoices  
Cut and sign Fall/Dual Enrollment faculty payroll  
Schedule winter classes & faculty recruitment |
| 31   | Tri-Annual ACICS Community Leader Meeting |

### November 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Annual MJI internal compliance audit begins</td>
</tr>
<tr>
<td>11</td>
<td>Early Registration for Winter/Dual Enrollment (through 12/7)</td>
</tr>
</tbody>
</table>
| 13   | BIS/CIS/JS Faculty Meetings/In-service training begins  
Faculty Pay Day Fall/Dual Enrollment |
| 28   | Thanksgiving – MJI office closed; No classes (US only) |
| 29   | All attendance records must be current |

### December 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 4    | Begin quality check visits, ALL classes & faculty evaluations  
Quarterly CEP meeting  
IPEDS Winter report log-on opens (deadline 2/9/14)  
IPEDS Spring report log-on opens (deadline 4/12/14)  
Winter semester textbook listings due  
All students sent reminder to update their Career Cruising file |
| 7    | Close Early Registration for Winter/Dual Enrollment |
| 8    | OnTime Registration for Winter /Dual Enrollment opens (through 1/5)  
Regular Registration Fee ($50) applies |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Begin quality check visits to Fall/Dual Enrollment classes</td>
<td>A, F</td>
</tr>
<tr>
<td>14</td>
<td>Last day to request CAAP testing for Winter</td>
<td>S</td>
</tr>
<tr>
<td>16</td>
<td>Issue course evaluation forms to Fall/Dual Enrollment students</td>
<td>A</td>
</tr>
<tr>
<td>20</td>
<td>Last day to Withdraw Fall/Dual Enrollment without grade prejudice</td>
<td>S</td>
</tr>
<tr>
<td>27</td>
<td><strong>Fall/Dual Enrollment classes end</strong></td>
<td>W</td>
</tr>
<tr>
<td></td>
<td>All attendance records must be current</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Fall/Dual Enrollment faculty may begin submitting final invoices</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Winter Faculty orientation package sent to all active faculty</td>
<td>A</td>
</tr>
<tr>
<td>29 - Jan. 11, 2014</td>
<td>Winter Recess</td>
<td>W</td>
</tr>
</tbody>
</table>
ADDENDA (as of: 3/20/13)

This space is reserved for any addenda that may be added during the course of the current academic year. These may be due to: changes in legislation impacting on colleges and universities; changes in policy; Faculty and Administrative staff changes, amongst others. Repair of typos and other similar errors that are non-substantive and do not materially change the meaning of text shown in the originally published catalog for this academic year are not documented in these addenda.

The initial hard-copy, published version of the MJJ Academic Catalog and Student Handbook is distributed by August of each year. Amended “in-line” electronic copies of the catalog are generally published during November, February and May of each academic year, if necessary. These may be found and downloaded for review and/or printing from the MJJ website at www.MJJ.edu. In-line catalogs are identified as such and are updated to incorporate the addenda documented below. (Page numbers cited refer to the page number in the originally published, hard-copy catalog. Also, page numbers in the Table of Content and Index in these electronic updates of the catalog have NOT been updated and thus may be off by a page or two in electronic updates to the catalog.)

Changes to the initially published comprehensive academic calendar (located at the end of this catalog) are announced in a variety of ways. These include announcements on the MJJ website; email messages to effected members of the MJJ community; radio and television broadcast public service announcements (e.g., emergency college closings for weather related emergencies or otherwise); and, others.

Addenda (From 2013 Publication – February):

From entire catalog:
All references to “Directed Study” or “Directed Studies”

To:
“Independent Study” or “Independent Studies”

Table of Contents, Page iii, From:
Self-paced Courses Available at MJJ

and

(CIS Education Track 81)

To:
Items deleted

Page 4, From:
The recently and totally remodeled two-story redbrick building in Oak Park provides classrooms, administrative offices, cafeteria space, library, media facilities and a technology infrastructure similar

23 Due to the number of regulatory and other changes since this catalog was first published, a new catalog was published and printed in February 2013.
to that provided at the West Bloomfield site. Located right off the I-696 freeway, there is easy access to MJJ from all parts of the greater metropolitan Detroit area.

To:

The recently and totally remodeled two-story redbrick building in Oak Park provides classrooms, cafeteria space and wireless access to the internet similar to that provided at the West Bloomfield site. Located right off the I-696 freeway, there is easy access to MJJ from all parts of the greater metropolitan Detroit area.

Page 19, From:

Admission requirements for the MJJ Certificates in Judaic Studies Program are the same as those for the Bachelor Degree (BAS) and active BAS students adding the certificate curricula to their academic programs may do so without any additional cost. Applications for terminal first year JS certificates are not accepted. Students enrolled for the first year JS Certificate must also be enrolled in a MJJ BAS program. JS BAS seeking students who successfully earn their JS-C certificates may do so without the loss of any credits earned in the certificate programs.

To:

Admission requirements for the MJJ Certificates in Judaic Studies Program are the same as those for the Bachelor Degree (BAS) and active BAS students adding the certificate curricula to their academic programs may do so without any additional cost. JS BAS seeking students who successfully earn their JS-C certificates may do so without the loss of any credits earned in the certificate programs.

Page 23, New section and text added, titled:

Support for online Students - Services and Resources

Page 49, From:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CAMPUS BASED</th>
<th>AUDIT</th>
<th>GUESTS</th>
<th>CONTINUING EDUCATION (CE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS, CIS &amp; JS Bachelor of Applied Sciences</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>1/3 of full course fees*</td>
</tr>
<tr>
<td>Associates of Applied Sciences</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>$350/credit</td>
<td>1/3 of full course fees*</td>
</tr>
<tr>
<td>Talmudic Law Certificate</td>
<td>$10,500/year</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

24 Additional administrative fees such as application; registration; lab; etc. may apply
25 Includes on-site and on-line courses
<table>
<thead>
<tr>
<th>JS 1 and 2 Year Certificates</th>
<th>These certificates are only available to students enrolled in MJJ BAS programs. There are no additional charges for these certificates.(^{26})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Enrollment &amp; Advanced High School (AHP) Students</td>
<td>$575/course NA NA NA</td>
</tr>
<tr>
<td>FC Lab Courses</td>
<td>$350/credit $350/credit $350/credit NA</td>
</tr>
<tr>
<td>All Study Abroad programs(^{27}):</td>
<td></td>
</tr>
<tr>
<td>USA Resident citizens</td>
<td>$1,325/Full time semester NA NA NA</td>
</tr>
<tr>
<td>Non-resident USA citizens</td>
<td>$1,386/Full time semester NA NA NA</td>
</tr>
<tr>
<td>Corporate Groups</td>
<td>Negotiated</td>
</tr>
</tbody>
</table>

To:

<table>
<thead>
<tr>
<th>PROGRAM(^{28})</th>
<th>CAMPUS BASED(^{29})</th>
<th>AUDIT</th>
<th>GUESTS</th>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JS 1 and 2 Year Certificates</td>
<td>$350 per credit. However, there are no additional charges for these certificates when taken in conjunction with a MJJ BAS program.(^{30})</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment &amp; Advanced High School (AHP) Students</td>
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<td></td>
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<tr>
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<td>All Study Abroad programs(^{31}):</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>USA Resident citizens</td>
<td>$1,325/Full time semester NA NA NA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{26}\) Students should carefully read the Catalog Section describing all requirements and policies about these JS certificates.

\(^{27}\) Including MJJ/Study Abroad collateral semesters.

\(^{28}\) Additional administrative fees such as application; registration; lab; etc. may apply.

\(^{29}\) Includes on-site and on-line courses.

\(^{30}\) Students should carefully read the Catalog Section describing all requirements and policies about these JS certificates.

\(^{31}\) Including MJJ/Study Abroad collateral semesters.
<table>
<thead>
<tr>
<th>Non-resident USA citizens</th>
<th>$1,386/Full time semester</th>
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<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Groups</td>
<td>Negotiated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 60, added:

**MJ Study Abroad Rebate Program**

A one-time MJ Study Abroad Rebate is available to all MJI students that choose to enroll in the MJI optional Study Abroad program. The amount offered is $1,050.00 and can only be applied toward courses delivered directly by MJI. The rebate is issued as a credit on the student’s account upon registering for MJI delivered courses.

Page 63, From:

**SCHOLARSHIPS (merit based programs)**

For the purposes of this catalog, “Scholarship” is defined as: funds awarded by MJI or a third-party and administered by MJI to provide aid to students who demonstrate academic achievement in accordance with the published standards of any particular scholarship program.

To:

**SCHOLARSHIPS (merit based programs)**

For the purposes of this catalog, “Scholarship” is defined as: funds awarded by MJI or a third-party to provide aid to students who demonstrate academic achievement in accordance with the published standards of any particular scholarship program.

Page 63, From:

**Lubavitch Foundation Scholarships**

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

To:

Lubavitch Foundation Scholarships
The Lubavitch Foundation awards limited scholarships. In general award criteria include need, potential for the student to work for the Lubavitch movement or other interests of the Foundation as may be announced by it from time to time.

The Lubavitch Foundation also administers the Honorable Avern Cohn Scholarship Fund, the I. William Sherr Scholarship Fund, the Larry and Suzy Becker Scholarship Fund, the Jerome and Rita Keywell Scholarship Fund, and the Leonard & Bobbi Borman Scholarship Fund, which provide scholarship funds for students attending MJI.

All Lubavitch Foundation scholarships are administered and provided directly from the foundation and not MJI. Application forms for these scholarships are available directly from the Lubavitch Foundation at 248-545-0200 or the MJI website.

Page 66, From:
- Certificate seeking students are not permitted to take any self-paced course that may be offered from MJI from time to time.

To:
Item deleted

Page 66, From:
MJI awards credit on the semester hour basis. A semester hour credit is based on the following formula:

\[
15 \text{ classroom hours} = 1 \text{ semester credit-hour}
\]

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

\[
15 \text{ classroom hours} = 1 \text{ semester credit-hour}
\]

(Each hour of classroom instruction requires a minimum of 2 hours additional homework\(^{32}\). For example, a three (3) credit course, such as \textit{ENG 101 Introduction to English Composition}, during a 15 week semester will include 3 hours of class instruction and at least 6 hours of additional homework each week during the 15 week semester. These numbers are doubled for an 8 week semester.)

\(^{32}\) Homework can include but is not limited to: textbook and other reading assignments; writing assignments such as essays and term papers; group projects; field trips; attendance at communal based events; and others.
Page 66, From:

45 hours of self-paced course work = 1 semester credit-hour

To:

Item deleted

Page 70, From:

Self-Paced Courses Available at MJ:

MJ makes a few of its courses available to some students via self-paced instructional materials. These courses may only be taken by students who are solely enrolled in a MJ degree program. Students also enrolled in any MJ certificate program are not permitted to register for self-paced courses.

MJ self-paced courses impose the highest degree of diligence and responsibility on the part of students taking them. Students must be completely self-directed and self-motivated to completing all course work and on time. By their very nature, self-paced courses require that the student complete all textual readings; prepare and submit all assignments; and arrange for proctored final exams (when required by the course), without any oversight by MJ instructional faculty. Students who recognize that they perform much better in a more structured environment, such as scheduled classroom meetings or regular online course related interactions with faculty and other students are urged to consider that they will be on their own while taking a self-paced course.

Students registering for self-paced courses will receive a complete course package at the beginning of the semester, including all instructions on how to complete the course. In some instances, additional textbooks may be required and the student is completely responsible for obtaining them when they are mandated by the course syllabus. Some self-paced courses may require computer and/or internet access while others may be completed exclusively via a paper/pencil approach. All self-paced courses must be completed within the scheduled and standard 15 week MJ semester in which they occur. “Straddling” of two or more semesters is not permitted.

Students should anticipate a minimum of 45 hours of study and work for every credit offered by a self-paced course. For example, students should expect to work on a 3 credit self-paced course for no less than 135 hours during the 15 week semester in which it is scheduled.

Only one self-paced course may be taken per 15 week semester.

To:

Item deleted

Page 81, From:

CIS Education Track

The CIS education track prepares those students interested in pursuing a career combining information technology and education. A student that wishes to have “Education Track” noted on his/her diploma
should choose the following electives from the CIS concentration: CIS 232, CIS 430, and EDU 251. The student should also take PSY 202 and EDU 261.

To:
Item deleted.

Pages 119 - 124, Multiple substantive paragraph changes and new footnote to SAP section:

Footnote added to page 119.
Students who are completing their JS-C one year certificate program are subject to the policy for teach-out students beginning on page 126 of this digitally updated catalog.

From page 119:
Evaluation of satisfactory academic progress (SAP) of all students is done at least once per year at the end of the summer semester. Students who are out of compliance with one or more of the minimum SAP requirements become ineligible for further financial aid until all deficiencies are remedied. The SAP Appeals committee sends notification of ineligibility to the student’s MJI email address and permanent postal address on record. Each of the three elements is fully described and explained below.

To:
Evaluation of satisfactory academic progress (SAP) of all students is done at least once per year at the end of the summer semester or at the time when a student reaches the 50% point of their academic program, whichever comes first. Students who are out of compliance with one or more of the minimum SAP requirements become ineligible for further financial aid until all deficiencies are remedied. The SAP Appeals committee sends notification of ineligibility to the student’s MJI email address and permanent postal address on record. Each of the three elements is fully described and explained below.

From page 120:
Students who fail to meet any of these requirements are placed on probation. The consequences of probationary status and its remediation are described in detail in the next sections.

To:
Students who fail to meet any of these requirements are placed on SAP suspension. The consequences of SAP suspension status and its remediation are described in detail in the next sections.

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

To:
Mandatory evaluations of all students occur at the end of each “educational increment” which for MJJI is one academic year ending at the conclusion of the summer semester, or at the 50% point for programs that are less than one year in duration. Program length is determined according to the published length of each academic program as published in this Academic Catalog and Student Handbook. Maximum time frame does not always measure actual time spent while enrolled in a degree program, particularly for those students who are enrolled in a less than full time status. Instead, maximum time frame is measured in terms of the number of credit or clock hours required to complete an academic program. (See the table below). MJJI’s Bachelor degree programs require 120 credits to graduate and the Associate degree program requires 61 credits.

From page 120:
Maximum Time Frame = \[1.5\times(120 - C.T)/(15 \times e.s.f.)\] semesters.

Where
C.T. = College level Credits earned before MJJI enrollment and evaluated as Transferable to MJJI and
e.s.f. = Enrollment Status…

To:
Maximum Time Frame = \[1.5\times(120)/(15 \times e.s.f.)\] semesters.

Where
e.s.f. = Enrollment Status…

From page 121:
Students failing to complete 55% of all courses attempted (i.e., receives failing grades, Incomplete marks or withdraws from 45% or more of registered classes) at the 25% point of the maximum time frame (SAP requirement 1) will be placed on SAP Suspension. Students in SAP suspended status are ineligible for financial aid and may appeal to the SAP Appeals Committee. If the 25% point of the maximum time frame occurs during a semester, the evaluation is conducted at the end of the prior semester.

To:
Students failing to complete 55% of all courses attempted (i.e., receives failing grades, Incomplete marks or withdraws from 45% or more of registered classes) at the 25% point of the maximum time frame (SAP requirement 1) will be placed on SAP Suspension. Students in SAP suspended status are ineligible for financial aid and may appeal to the SAP Appeals Committee. The procedure for filing an appeal to the SAP Committee is discussed below. If the 25% point of the maximum time frame occurs during a semester, the evaluation is conducted at the end of the prior semester.

New subsection added to SAP section at page 124:
… standards and follow all the above stated processes for improving academic standing in order to remain at MJJI.

Policy for JS-C Teach-out students (effective March 19, 2013).
Evaluation of satisfactory academic progress (SAP) of all students in this program is done at the end of the each semester. The JS-C one year certificate program is not eligible for federal financial aid programs, however…

… the student will no longer be able to continue in the certificate program.

Page 122, Paragraph added:

Students who successfully complete their program of study and continue on to earn a second MJI credential (e.g., Students enrolled in and completing the AAS program and then enrolling in a MJI BAS program) will have all SAP measures begin again at their starting point. For example, cumulative Grade Point averages will be computed starting with grades earned during the first enrolled semester as a BAS student.

Page 132, From:

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

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

To:

Courses are generally coded as follows:

**Subject Prefix System:**

<table>
<thead>
<tr>
<th>ACC = Accounting</th>
<th>BUS = Business Information Systems</th>
<th>CIS = Computer Information Systems</th>
<th>CC = Cooperative Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO = Economics</td>
<td>EDU = Education</td>
<td>ENG = English and Communication Arts</td>
<td>ESL = English as a Second Language</td>
</tr>
<tr>
<td>EPH = Ethics / Philosophy</td>
<td>FIN = Finance</td>
<td>HIS = History</td>
<td>HUM = Humanities</td>
</tr>
<tr>
<td>JLD = Judaic Leadership</td>
<td>JS = Judaic Studies</td>
<td>JST = Judaic Studies</td>
<td>MAS = Math / Science</td>
</tr>
<tr>
<td>POL = Political Science</td>
<td>PSY = Psychology</td>
<td>SOS = Sociology</td>
<td>YJST = Yeshiva Judaic Studies</td>
</tr>
</tbody>
</table>

**Numbering System:**

The first digit indicates the level of the course.

**0X0** Remedial courses. These courses are provided to students requiring them for placement in required 100 level courses…

Page 165, From:

To:


Addenda (March - June):

SUMMARY TABLE OF ALL STAFFING CHANGES

<table>
<thead>
<tr>
<th>FACULTY (F) AND STAFF (S) CHANGES TO PUBLISHED CATALOG</th>
<th>LISTING ADDITIONS &amp; UPDATES:</th>
<th>DELETIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY</td>
<td>Alissa Rothstein (F)</td>
<td>Nichole Crespo (F)</td>
</tr>
<tr>
<td></td>
<td>Marvin Gopin (F)</td>
<td>Joseph Lewis (F)</td>
</tr>
<tr>
<td></td>
<td>Adam Leeb (F)</td>
<td>Adam Brode (F)</td>
</tr>
<tr>
<td></td>
<td>Lindagwenn Tolwin (F)</td>
<td>Yael Handelman (F)</td>
</tr>
<tr>
<td></td>
<td>Yechiel Birnbaum (F)</td>
<td></td>
</tr>
</tbody>
</table>

FEBRUARY - JUNE

In-line and published amended catalogs may be reformatted to accommodate the above described changes. Pagination in subsequent and published in-line catalogs can be different than in the originally published catalog. Please refer to the cover page of a catalog to determine if it is the original or an in-line updated version.
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CITATION 1 STATES THAT:

The level of graduate satisfaction has not been appropriately evaluated in the Campus Effectiveness Plan (CEP) (Section 3-1-111).

RECEIPT OF THE FOLLOWING INFORMATION HAS BEEN REQUESTED BY ACICS:

A revised Campus Effectiveness Plan (CEP) that includes evidence that the campus has collected appropriate data to support graduate satisfaction. The campus must describe the methodologies used to collect the data; provide a rationale for using each type of data along with a summary and analysis of the data collected. Additionally, the campus must state the baseline and goal for graduate satisfaction and describe a rationale for establishing that goal and determining the baseline. The campus must also describe any changes made to the educational processes that were directly related to the collection and analysis of these data.

The survey used to assess graduate satisfaction must be dated to reflect when the survey was administered and clearly identifies the responder. The campus must use the same survey for all members of the group that is being surveyed. The analysis of the surveys should include the number of surveys sent out and the number returned. This information must be included for each group of graduates and employers surveyed. The surveys should be designed to provide feedback to the campus that will allow it to determine if improvements should be made to educational processes.

Specific MJI Responses to Citation Components:

ACICS Information Request:

A revised Campus Effectiveness Plan (CEP) that includes evidence that the campus has collected appropriate data to support graduate satisfaction.

MJI Response:

The Campus Effectiveness Plan (CEP) for the academic year 2012-2013 was revised in both March and June of 2013 and includes evidence that the appropriate data was collected to support graduation satisfaction. The most recent version of the CEP has been attached (Exhibit 1). The main pages of the June version of the CEP relevant to this citation are pages 10 and 11. A discussion of the rationale for choosing these questions to gather the appropriate data is below.
ACICS Information Request:

The campus must describe the methodologies used to collect the data; provide a rationale for using each type of data along with a summary and analysis of the data collected.

MJI Response:

MJI used the Graduating Student Satisfaction Survey to collect the data. Many people use data in assessment and decision-making. Data-based decision-making is an essential element of continuous quality improvement and helps teams to assess the efficiency and effectiveness of current processes. In continuous quality improvement, surveys help to identify student expectations, measure satisfaction levels, and determine specific areas for improvement.

Questions on the survey are divided into four categories that MJI feels are important for a quality-driven educational experience. The following categories have been identified and questions added to ensure that student feedback is collected and used in continually improving the educational process:

Service Provided:
I found the MJI administrative staff to be helpful
MJI worked to make my required courses available for scheduling
My MJI classes were taught effectively
MJI facilities were adequately equipped
MJI facilities were available as scheduled

Instruction:
My program objectives were clearly defined
My instructors as a whole were knowledgeable
MJI provided meaningful interaction with faculty
I was happy with the class size for courses in my major
I was pleased with the level of instruction

Academics:
My MJI program suited my personal goals
I am confident that I learned the required skills for my degree
I have learned practical information at MJI
MJI taught me ethical standards for my future career
My communication skills have improved as a result of my MJI education
17. My critical thinking skills have improved as a result of my MJI education

Attitude:
I found MJI academically stimulating
I was happy with my course of study at MJI
I would look to MJI for continuing education courses
I would recommend MJI to others
I have recommended MJI to others
Students are asked to respond to these 21 questions using a numerical rating system (1=Strongly Disagree to 5=Strongly Agree) on each question and an average score is determined for all survey results during a given period of time. Both current year averages and trend data are used by MJII to determine what improvements, if any, are necessary to make.

There were 5 BAS-Judaic Studies graduates in academic year 2011/12. All five of the 2011/12 graduates were originally surveyed via an English survey using the simple paper and pencil method with the instrument hand completed by the student and returned to MJII. During the ACICS site visit of 2/19/13 - 2/21/13 it was found that 4 of the 5 graduates were surveyed regarding graduate satisfaction prior to graduation or receiving their diploma. Those four students were re-surveyed after graduation to correctly reflect this information. When re-surveying the 4 graduates a Google Form/Doc was used. A link to the Google Form was sent to each graduate via email. When the graduate submitted the survey the results were automatically recorded in the Google Doc.

A list of supporting documents follows:

1) A section of the graduate satisfaction survey used to re-survey the four students after graduation. In order to assist our students, the survey is available in both Hebrew and English. We have attached a portion of the English version of the Google form for review (Exhibit 2).

2) A portion of the Degree or Certificate Program Completion Questionnaire tracking log from the Google Doc that details names of students who were re-surveyed and the date and time stamp when the survey information was re-submitted (Exhibit 3).

Excerpts from the March and June 2013 updates to the CEP that supports the statement that appropriate data was collected to support graduate satisfaction are used throughout this narrative response. The following information is from page 10 of the aforementioned CEP and is also contained in the supporting documents file:

**Measured Element:** Level of Graduating Students’ Satisfaction Rates

**Goal by Objective:** The Objective for Graduating Student Satisfaction Rate is set at a 4.2 average.

**Metric:** Student Exit Surveys

Survey key: 1 = Strongly Disagree, 5 = Strongly Agree

**Trend Data:**

**Graduating Student Satisfaction Survey:** Students who graduated through Years 09/10 - 11/12

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I found MJII academically stimulating</td>
<td>4.5</td>
<td>4.5</td>
<td>3.2</td>
<td>-1.3</td>
</tr>
<tr>
<td>2. My program objectives were clearly defined</td>
<td>4.5</td>
<td>4.67</td>
<td>3.2</td>
<td>-1.47</td>
</tr>
<tr>
<td>3. I found the MJII administrative staff to be helpful</td>
<td>4.5</td>
<td>3.67</td>
<td>4.8</td>
<td>+1.13</td>
</tr>
</tbody>
</table>
4. MJI worked to make my required courses available for scheduling  | 4.5 | 5 | 4 | -1
5. My instructors as a whole were knowledgeable | 4.5 | 5 | 3.4 | -1.6
6. My MJI classes were taught effectively | 4.5 | 3.83 | 3 | -0.63
7. MJI provided meaningful interaction with faculty | 4.5 | 4 | 4.2 | +0.2
8. I was happy with the class size for courses in my major | 4.5 | 4.07 | 4.6 | -0.07
9. I was pleased with the level of instruction | 4.5 | 4 | 3.2 | -0.8
10. MJI facilities were adequately equipped | 4.5 | 3.67 | 3.6 | +0.07
11. MJI facilities were available as scheduled | 4.5 | 3.67 | 3.8 | +0.13
12. My MJI program suited my personal goals | 4.5 | 4.07 | 4 | -0.67
13. I am confident that I learned the required skills for my degree | 4.5 | 4.07 | 4.2 | -0.47
14. I have learned practical information at MJI | 4.5 | 4 | 4.2 | +0.2
15. MJI taught me ethical standards for my future career | 4.5 | 4.33 | 4.2 | -1.3
16. My communication skills have improved as a result of my MJI ed. | 4 | 3.33 | 4.2 | +0.87
17. My critical thinking skills have improved as a result of my MJI ed. | 4 | 4 | 3.6 | -0.4
18. I was happy with my course of study at MJI | 4.5 | 4.07 | 4.2 | -0.47
19. I would look to MJI for continuing education courses | 4.5 | 3 | 3.8 | +0.8
20. I would recommend MJI to others | 4.5 | 3.67 | 4 | +0.33
21. I have recommended MJI to others | 4.5 | 3.67 | 3.6 | -0.07
Average | 4.45 | 4.13 | 3.86 | -2.7

*2011/12 survey results were originally collected prior to students actually graduating. The graduates were re-surveyed in March, 2013 and updated results were added at the March CEP Team meeting.

The following information is from pages 10 & 11 of the current CEP and is also contained in the supporting documents file. This information provides a summary of the data, as well as, an analysis of the data collected.

**Analysis of Data Collected:**

The general trend in graduate satisfaction is stable with a recent downturn across many items. The average satisfaction score for our graduates decreased by .27 on a 5 point scale. All graduates that completed our survey indicated an above average satisfaction with their MJI education. The items measured have shown steady success over the past years. It is the assertion of the CEP Team that smaller class sizes in past years was crucial in maintaining high levels of graduate satisfaction. As MJI’s student census continues to grow each year, maintaining previous small class sizes has become challenging. Maintaining high satisfaction levels will also become more challenging.

**ACICS Information Request:**

Additionally, the campus must state the baseline and goal for graduate satisfaction and describe a rationale for establishing that goal and determining the baseline.

**MJJ Response:**

The baseline for graduate satisfaction is established by calculating an average of the scores for the past three years. Based on that calculation the current baseline is 4.15. The goal for graduate satisfaction is currently set at a 4.2 average. This goal represents
an improvement of .34 over the most recent year and an improvement of .05 over the recent baseline of performance. It is the goal of MJJ to constantly improve our performance as measured by graduate satisfaction.

**ACICS Information Request:**

The campus must also describe any changes made to the educational processes that were directly related to the collection and analysis of these data.

**MJJ Response:**

The following information is from pages 10 & 11 of the current CEP and is also contained in the supporting documents file. This information provides a summary of the strategy for improvement, as well as any planned changes to the educational processes. These changes were suggested during the summer of 2012, published in the initial 2012/13 CEP and were the product of the initial results collected from the graduate satisfaction surveys. The updated results will be combined with 2012/13 graduate satisfaction survey results when writing the 2013/14 CEP.

**Strategy for Improvement:**

It is the goal of MJJ to provide an excellent education for our students and to serve their needs. One core approach to education at MJJ that is seen as an explanation for our consistently high Graduate Satisfaction is the sense of educational community. As our MJJ Online program continues to grow, it is imperative to continue working on enhancing our approach and maintaining the overall feel. Web based platforms and personalized student portals will enable us to maintain a small school’s feel while continuing to expand both geographically and numerically. Examples of improvements planned for the academic year 2012-13 include:

- Introduction of a comprehensive and fully integrated College Management System (CMS). A CMS will permit MJJ to manage the tenure of each student from recruitment to graduation and will permit students to review their personal academic and financial status from anywhere in the world and at all times.
- Continued development of MJJ social networking platforms (Linkedin, Facebook, etc.). As so many students are familiar with these services and use them on a routine basis, this is one area that we can continue to deliver value and build the feel of an educational community.
- The CEP team will begin investigating “mobile learning” technology to explore opportunities for providing the closest possible relationship with each student. Tablet computers and mobile devices present an emerging opportunity to deliver a more personalized educational experience.

Since forming these strategies for improvement, MJJ has licensed the CAMS Campus Management System from Three Rivers Systems, Inc. This is a multi-year license agreement. Implementation efforts began in August of 2012. A launch of the CAMS system is anticipated in time for the start of the fall 2013 semester. Additionally, MJJ has hired both full-time staff as well as consultants to configure the CAMS system to meet the needs of our staff, faculty and students. MJJ has hired staff during the 2012/13 academic year to work on various social networking platforms and has seen in increase
in student engagement via these efforts. Finally, MJJ has purchased and deployed multiple Nexus 7 tablets running on the Google Apps for Education platform for use in our West Bloomfield Library.

**ACICS Information Request:**

The survey used to assess graduate satisfaction must be dated to reflect when the survey was administered and clearly identifies the responder. The campus must use the same survey for all members of the group that is being surveyed.

**MJJ Response:**

As demonstrated from the attached graduate surveys and results, the graduate satisfaction survey is dated, identifies the responder and is consistent for all graduates.

The only changes in the survey instrument is the language used, either English or Hebrew. Although the surveys are the same in content they did change in delivery form. The five graduates were originally surveyed with pencil and paper instruments and the four that needed to be resurveyed were surveyed with a Google form. Professional translators were used to ensure that assessment of graduate satisfaction would be based on the same survey instrument and similar responses.

**ACICS Information Request:**

The analysis of the surveys should include the number of surveys sent out and the number returned. This information must be included for each group of graduates and employers surveyed.

**MJJ Response:**

MJJ sent surveys to all 5 of our 2011/12 BAS graduates. All 5 graduates returned the survey and the results were used to calculate averages. Therefore, our analysis and strategies for improvement are based on a 100% response rate.

MJJ also surveyed the employers of our 5 2011/12 BAS graduates. Results from the employer’s surveys were included in the attached CEP and can be found on page 12.

**ACICS Information Request:**

The surveys should be designed to provide feedback to the campus that will allow it to determine if improvements should be made to educational processes.

**MJJ Response:**

Questions on the survey are divided into four categories that MJJ feels are important for a quality-driven educational experience. The following categories have been identified
and questions added to ensure that student feedback is collected and used in continually improving the educational process:

Service Provided:
I found the MJ1 administrative staff to be helpful
MJ1 worked to make my required courses available for scheduling
My MJ1 classes were taught effectively
MJ1 facilities were adequately equipped
MJ1 facilities were available as scheduled

Instruction:
My program objectives were clearly defined
My instructors as a whole were knowledgeable
MJ1 provided meaningful interaction with faculty
I was happy with the class size for courses in my major
I was pleased with the level of instruction

Academics:
My MJ1 program suited my personal goals
I am confident that I learned the required skills for my degree
I have learned practical information at MJ1
MJ1 taught me ethical standards for my future career
My communication skills have improved as a result of my MJ1 education
17. My critical thinking skills have improved as a result of my MJ1 education

Attitude:
I found MJ1 academically stimulating
I was happy with my course of study at MJ1
I would look to MJ1 for continuing education courses
I would recommend MJ1 to others
I have recommended MJ1 to others

Students are asked to respond to these 21 questions using a numerical rating system (1=Strongly Disagree to 5=Strongly Agree) on each question and an average score is determined for all survey results during a given period of time. Both current year averages and trend data are used by MJ1 to determine what improvements, if any, are necessary to make.
July 7, 2013

Albert C. Gray, Ph.D.
Accrediting Council For Independent Colleges and Schools
750 First Street NE
Suite 980
Washington, DC 20002-4223

Re: Deferral Letter Response - Michigan Jewish Institute (Id. Code 00023385)

Dear Dr. Gray:

On behalf of Michigan Jewish Institute ("MJI"), I wish to thank you for the opportunity to respond to the Council’s concerns as stated in the April 17, 2013 letter re: New Grant Deferral Letter and the April 17, 2013 letter re: Special Visit Report. MJI has worked diligently to completely respond to the ten enumerated citations set forth in the Council’s letters.

It is our belief that each response MJI is providing today demonstrates that the institution is in substantial and material compliance with all applicable Accreditation Criteria. Therefore, we respectfully request the Council to issue a new grant of accreditation and the closure and dismissal of the adverse information.

Sincerely,

[Redacted]
Rabbi Kasriel Shemtov
President, Michigan Jewish Institute
CITATION 5 STATES THAT:

Follow-up studies on graduate satisfaction have not been conducted at specific measuring points following placement of the graduates (Section 3-1-441_(c)).

RECEIPT OF THE FOLLOWING INFORMATION HAS BEEN REQUESTED BY ACICS:

Evidence that a follow-up study on graduate satisfaction has been conducted at a specific time following placement, in accordance with the newly implemented policy. The campus must disclose what specific measuring points will be utilized for assessment and submit a summary of findings once the survey has been collected. The institution must also submit copies of the survey completed before June 15, 2013.

Specific MJI Responses to Citation Components:

ACICS Information Request:

Evidence that a follow-up study on graduate satisfaction has been conducted at a specific time following placement, in accordance with the newly implemented policy.

MJI Response:

Effective March 20, 2013, MJI has instituted two new policies designed to address graduate satisfaction and graduate employment. In Exhibit 1, the Graduate Survey and Employment Studies (CS 2402), the new policy states:

“It is the policy of MJI to perform surveys and studies on graduates to evaluate placement rates in fields of study or a related field. Results will be used to determine if patterns emerge in their subsequent actions or behavior which will prove useful in understanding, counseling and establishing policies for other students. Information obtained from the surveys and studies of graduates is used to determine placement results.”

In Exhibit 2, Employment Assistance (CS 2400), the new policy states:

“It is the policy of MJI to encourage students to explore career path possibilities, enhance self-discovery and further develop their own individual concept and understanding of self-identity. Career Service counselors work individually with each student to help identify strengths, gifts, talents, values, personality traits,
and skills as they relate to making decisions about majors and career paths.”

Additionally, in further support of providing graduates with employment assistance, MJI has hired Machon Tzomet Career Counseling & Placement on a permanent basis to handle the follow up as required for graduate satisfaction and employment. This is a three-step process. Step one: graduates will receive a Graduate Satisfaction Survey within 90 days after graduation. Step two: for those students who respond that they are employed, Machon Tzomet will validate the graduate’s employment within 30 days after the initial graduate survey. Step three: within 90 days from the validation date, Machon Tzomet will survey the employer to assess satisfaction. The purpose is to better record quantitative metrics on job placement and graduate satisfaction, as well as overall satisfaction with their MJI educational experience.

In implementation of these new policies, the graduates of 2012 were contacted. Step one was completed from June 2 - 12, 2013, when the Graduate Satisfaction Questionnaire (Exhibit 3) was administered. In adherence with Step two, employers were contacted (between June 2 – 12, 2013) and the graduate’s employment was verified. (Exhibit 4). Step 3 will occur before September 12, 2013. Tzomet is preparing to survey employer satisfaction with regard to the graduate’s academic preparedness for their respective positions.

**ACICS Information Request:**

*The campus must disclose what specific measuring points will be utilized for assessment and submit a summary of findings once the survey has been collected.*

**MJI Response:**

From the questionnaire (Exhibit 3), the specific measuring points are the basis for assessment, improvement and modification to the overall learning experience, including curriculum, programming options and other relevant areas for the student and the institution. They are as follows:

- The top three skills needed to fulfill their position - choosing from Computer Skills, Business Skills, Teaching Skills, Communication Skills, Accounting Skills, Administrative Skills, Knowledge of Judaic Studies, Other (Question 3)
- The rating (on a scale of 1 – 5) of how well the graduate’s MJI education prepared him/her for their employment position in terms of: Qualifications; Work Skills; and Knowledge (Question 4)
- The graduate’s overall satisfaction with his/her MJI education (Question 7)

Machon Tzomet has issued a summary report to the MJI administrators and executive team for review and discussion. This was distributed to MJI executives on June 14, 2013. (Exhibit 5). Because the sample size was limited to five students, recommendations are considered directional in nature. Subsequent summaries and recommendations will be more specific and actionable for MJI.
Notably, 100% of the graduates were placed within their field of study (Judaic Studies). This attests to the value and focused career orientation of the Judaic Studies Bachelor’s degree program and its relevance in the workplace. MJJ will continue to contribute to this demand by providing well-qualified graduates to fill jobs globally in the Judaic marketplace.

ACICS Information Request:

The institution must also submit copies of the survey completed before June 15, 2013.

MJJ Response:

The surveys were administered by email, phone and fax during from June 2 - 12, 2013. (Exhibit 6). These surveys capture the student name, date of completion and responses.

Should ACICS want to validate the administration of the survey, all student contact information is presented in Exhibit 7.
CITATION 2 STATES THAT:

Placement in the bachelor’s degree in Judaic Studies program could not be verified as reported on the 2012 Campus Accountability Report (CAR) (Section 3-1-303(a)).

RECEIPT OF THE FOLLOWING INFORMATION HAS BEEN REQUESTED BY ACICS:

Evidence that the campus has accurately categorized the following graduates as it relates to placement: Michael Deutsch, Tamar Fertig, Nechama Scheiner, Golder Thaler, and Zelda Zions. Documentation of these employments must include, but is not limited to, a signed letter of employment from the employer that indicates the job responsibilities of the graduates; or signed position descriptions along with signed attestations of employment from the graduate.

Specific MJI Responses to Citation Components:

ACICS Information Request:

Evidence that the campus has accurately categorized the following graduates as it relates to placement: Michael Deutsch, Tamar Fertig, Nechama Scheiner, Golder Thaler, and Zelda Zions.

MJII Response:

Upon review of each of the student's transcripts, MJII has ensured that each of the 5 students noted (Michael Deutsch, Tamar Fertig, Nechama Scheiner, Golder Thaler, and Zelda Zions) has indeed met the requirements necessary for successful completion of an undergraduate degree by June, 2012. (See attached transcripts for each graduate – Exhibit 1). Furthermore, MJII has verified the placement of these graduates into appropriate career positions relative to their undergraduate academic preparations. Each student has been contacted and MJII has confirmed their employment. (Exhibit 2). NOTE: Exhibit 3 provides contact information for all students and employers. If calling for verification, Israel is 7 hours ahead of East Coast DST.

ACICS Information Request:

Documentation of these employments must include, but is not limited to, a signed letter of employment from the employer that indicates the job responsibilities of the
graduates; or signed position descriptions along with signed attestations of employment from the graduate.

**MJI Response:**

MJI has obtained from each of the employers noted for the five students (Michael Deutsch, Tamar Fertig, Nechama Scheiner, Golder Thaler, and Zelda Zions) a signed letter that verifies and substantiates their employment with the institution/organization. Each of these letters are signed by the head of the institution/organization for which the student is employed. (Exhibit 2).

The range of duties as reflected by the positions held is a direct tribute to the career oriented foundation provided by MJI. Of the five students, four are employed as teachers in the field of Judaic Studies, while one graduate is a secretary in a school. Familiarity with an academic setting, understanding the student base, application of educational/learning principles and the functional use of materials allow these graduates to be well prepared to thrive in an academic setting which utilizes both their Judaic Studies expertise and general knowledge as required for success. All five graduates were placed in jobs directly related to Judaic Studies. Having 100% placement for these Judaic Studies graduates attests to the value of the Judaic Studies education.