

School Catalog

Fall 2021 - Fall 2022
Edition 13



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A photograph of a young woman with blonde hair, wearing a red and blue plaid shirt, smiling and looking down at a white document she is holding. She is in what appears to be a classroom setting with other students in the background.

INTRODUCTION



INTRODUCTION

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INTRODUCTION



MESSAGE FROM THE PRESIDENT

Dear Student,

Woodmont College was founded to provide accessible and affordable education to students embarking on their professional paths. We believe education is the key to advancement and success in all areas of life. At Woodmont College, our students' success and advancement is our primary objective. We made it our mission to provide quality education through innovative technology, in an environment that supports Torah values and the fundamental beliefs of

the Orthodox Jewish community.

By offering affordable degree programs in an online format, we assist our students in the attainment of the skills and knowledge necessary to pursue a lucrative and enjoyable career. Our expert faculty and lecturers interact weekly with students, supporting each learner's progress. The combination of an affordable program in a convenient format with caring faculty helps make earning a college degree an attainable goal for our students.

All Woodmont College degree programs are accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the US Department of Education as a recognized accrediting agency and is also recognized by the Council for Higher Education Accreditation (CHEA).

We look forward to welcoming you to our college and wish you all the best in your studies!

Rabbi Harold Reichman

Harold J. Reichman
President, Woodmont College



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STATEMENT OF OWNERSHIP

Woodmont College is a fictitious name of Beis Midrash of Queens, Inc. a registered 501c3 charitable and educational institution.

Beis Midrash of Queens Governing Board:

Board Members:

Eli Bamberger
Diana Chadi
Refael Chester
Murry Englard, CPA
Jonathan Feiner, PsyD
Craig Lebowitz, JD
Meechal Litzenblatt, CPA
Rabbi Eliyahu Weissman
Rabbi Aryeh Wielgus

Beis Midrash of Queen's office is located at:

17 Ft. George Hill, Apt 7J New York, NY 10040

The physical location of Woodmont College and the administrative offices are located at:

16375 N.E. 18th Avenue, Suite 304 North Miami Beach, FL 33162

Phone: (305) 944-0035 Fax: (305) 944-0335 Email: contact@Woodmontcollege.edu

Administrative office hours: 9:00 AM – 5:00 PM Monday – Friday

Offices are closed on legal and Jewish holidays.

Faculty availability via email; 24 hour response during workdays; 48 hour response during weekends.

BOARD OF DIRECTORS

Executive Committee:

Rabbi Eliyahu Weissman
Rabbi Aryeh Weilgus
Mr. Eli Bamberger

Academic Committee:

Dr. Jonathan Feiner
Refael Chester, JD



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Diana Chadi

Financial Committee:

Craig Lebowitz, JD
Murry Englard, CPA
Meechal Litzenblatt, CPA

ADVISORY COUNCIL

Judaic Studies

Rabbi Yosef Bronstein, PhD
Chaya Sima Koenigsberg, PhD
Esther West, MA

Computers

Steven Rudolph, PhD
Alan Minkoff, PhD
Shimon Lyons



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LICENSURE AND ACCREDITATION

Accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission is listed by the US Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

Licensed by the Florida Department of Education, Commission for Independent Education.

Woodmont College has been approved by the State of Florida to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Woodmont College is registered as an approved out-of-state distance education institution with the Bureau for Private Postsecondary Education of the State of California.

Additional information regarding Woodmont College may be obtained by contacting:

Commission for Independent Education

325 West Gaines Street, Suite 1414

Tallahassee, Florida 32399-0400

Telephone: (888) 224.6684

DEAC

1101 17th Street NW, Suite 808

Washington, D.C. 20036

Tel: 202.234.5100





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ADMINISTRATIVE STAFF

Rabbi Harold Reichman, Ph. D	President	Rabbi.reichman@Woodmontcollege.edu.
Tzipora Klaver	Chief Operating Officer	Director@Woodmontcollege.edu
Rabbi Hillel Rudolph, MA	Chief Academic Officer	Hillel.rudolph@Woodmontcollege.edu
Chana Prero, MA	Dean	Chana.prero@Woodmontcollege.edu
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Talia Belsky	Financial Administrator	Financial.office@Woodmontcollege.edu
Joelle Nadjari	Admissions Director	Admissions@Woodmontcollege.edu
Elisheva Steinhart	Registrar	Registrar@Woodmontcollege.edu
Elisheva Menchel	Bursar	Bursar@Woodmontcollege.edu

FACULTY

Daniel Batyrev: Msc. Computational Neuroscience, Bsc. Bioinformatics. Professor Batyrev is a graduate of the University of Tuebingen, Yeshivas Telodos Yeshurun, Machon Shlomo and the Hebrew University of Jerusalem. Professor Batyrev teaches Computer Science.

Eliezer Brodt: PhD, Talmud, MA, Talmud, BA, Talmud. Rabbinic Ordination Graduate of Bar Ilan University and . Rabbi Dr. Brodt teaches Talmud.

Shlomo Cohen: Judge Ordination. Graduate of Institute of Monetary Law, Yeshivat Hanegev, and City of London Polytechnic. Rabbi Cohen teaches Law and Ethics I and II.

Eliyahu Goodman: MS, Education, Nova Southeastern University. BS, Actuarial Studies, Touro College. Undergraduate and graduate degrees in Talmudic Studies, Rabbinical Seminary of America. Rabbi Goodman teaches Judaic Studies.

Mordechai Gershon: MA, Jewish Education, BS, Psychology, Rabbinic Ordination. Rabbi Gershon is a graduate of Yeshiva University. He teaches Judaic Studies.

Moshe Chaim Jacobowitz: Rabbinic Ordination, BA, Computer Science. Graduate of Yeshivas Toras Moshe and Yeshiva University. Rabbi Jacobowitz teaches Judaic Studies.

Ariella Lowenstein: MS, Cybersecurity, BS, Computer Science. Graduate of NYU Tandon School of Engineering and Touro College. Mrs. Lowenstein teaches Computer Science.



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Chana Prero: MA, Biology Education. BS, Biology. Graduate of City College of New York and Lander College for Women. Initial New York State teaching license. Mrs. Prero teaches Fundamentals of Jewish Thought and Environmental Science.

David Reiffman: BS, Computer Science. Graduate of Northeastern University, Illinois. Mr. Reiffman teaches Computer Programming and Web Development.

Dr. Deborah Rhodes: PhD, Organizations and Management, MBA, Nonprofit Management, BS, Business Administration. Graduate of Capella University, American Jewish University, and the University of Southern California. Dr. Rhodes teaches Marketing and Business courses.

Hillel Rudolph: Rabbinic Ordination, MA Education and Administration, BS Computer Information Technology. Graduate of Yeshiva University. Rabbi Rudolph teaches Judaic Studies.

Pinchas Schreiber: MS, Mathematics. Graduate of University of Illinois and SUNY Albany. Teacher's Certificate for Community College teaching. Mr. Schreiber teaches Mathematics.

Rina (Donna) Schwartz: MS, Computer Information Systems Management. Graduate of University of Phoenix and Carlow College (Pittsburg, PA). Ms. Schwartz teaches Technology courses.

Mark Stern: MA, Mathematics, MS, Computer Science. Graduate of Oxford University and University of London. Professor Stern teaches Computer Science.



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MISSION STATEMENT

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. The institution is able to make education accessible by offering courses online, via distance education. Woodmont College believes that education is the key to personal growth and success, and that students should be imbued with professional skills together with moral development and education for values. The values Woodmont College hopes to impart to students are G-d's instructions for humanity as expressed in His revelation of the Torah.

OUR VALUES

Woodmont College emphasizes moral and ethical behavior, as delineated by the Torah, with integrity, accountability, and social responsibility as the fundamental components of the human experience.

Woodmont College promotes continuous study and learning as means for personal and professional growth.

Woodmont College supports the Jewish Orthodox community, meeting the community's academic and financial needs by providing rigorous, affordable, and philosophically-aligned academic programs.

Woodmont College prepares graduates for the workforce through the development of critical thinking skills, creativity, civic engagement, and global citizenship.

INSTITUTIONAL OUTCOMES

Woodmont College has the following academic, ethical, economic, and professional goals and objectives.

Academic Goals

- Students demonstrate depth of knowledge required for a degree, as identified by its program outcomes.
- Students develop creative and critical thinking skills, allowing students to analyze issues,



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evaluate ideas, and apply solutions.

- Students gain skills to continue learning, including self-management and the ability to research new topics.

Ethical Goals

- Students utilize ethical reasoning to evaluate dilemmas and behaviors in order to act with integrity.

Economic Goal

- Graduates of Woodmont College will enter professional life without prohibitive debt.

Professional Goal

- Graduates develop the skills to be successful in the workforce.

RELIGIOUS IDENTITY STATEMENT

Woodmont College is an Orthodox Jewish institution, guided by the fundamental beliefs of Orthodox Judaism as taught in the Torah, which includes the written Jewish Bible and the Oral Torah, also known as halacha. Among the core values are the belief in the Divinity of the Torah.

Beliefs that guide Woodmont College are:

- The belief in One Omnipotent G-d
- The belief in G-d's Providence and involvement in our world
- G-d has demands upon us to live moral and ethical lives, as expressed in the Torah. The Torah contains His directives for the human race

These beliefs are further expounded in the Thirteen Principles of Faith presented by Maimonides.

DISCLOSURE STATEMENT

Woodmont College is a privately owned post-secondary school, which does not discriminate on the basis of race, creed, color, sex, age, disability, or national origin. Woodmont College is open to all students regardless of their personal religious beliefs, and expects all students and faculty to respect each other and the values of the Jewish tradition. Students and faculty should be of good moral character, as defined by the student and employee codes of conduct.



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ACADEMIC CALENDAR

Fall 2021: October 4, 2021 – January 10, 2022

Applications Due	August 1, 2021
College Registration Deadline	August 16, 2021
Course Selection and Registration Deadline	August 23, 2021
Orientation Course Deadline	August 27, 2021
Classes Begin	October 4, 2021
Last Day to Add/Drop a Course w/o a W	October 18, 2021
Last Day to Drop Course with a W	November 1, 2021
Last day of Classes	January 10, 2022



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Spring 2022: January 24, 2022 – May 30, 2022

Applications Due	December 27, 2021
College Registration Deadline	January 10, 2022
Course Selection and Registration Deadline	January 17, 2022
Orientation Course Deadline	January 21, 2022
Classes Begin	January 24, 2022
Last Day to Add/Drop a Course w/o a W	February 7, 2022
Last Day to Drop Course with a W	February 21, 2022
Pesach (Passover) break	April 4, 2022 – May 2, 2022
Last day of Classes	May 30, 2022
NO new enrollments for Afl/ SMART Path courses	August 8-22, 2022

Summer 2022

Applications Due	May 16, 2022
College Registration Deadline	May 23, 2022
Course Selection and Registration Deadline	June 2, 2022
Orientation Course Deadline	June 9, 2022
Classes Begin	June 20, 2022
Last Day to Add/Drop a Course w/o a W	June 27, 2022
Last Day to Drop Course with a W	July 4, 2022
Last day of Classes	August 15, 2022

Fall 2022

Applications Due	August 8, 2022
College Registration Deadline	August 15, 2022
Course Selection and Registration Deadline	August 22, 2022
Orientation Course Deadline	August 24, 2022
Classes Begin	August 29, 2022
Last Day to Add/Drop a Course w/o a W	September 12, 2022
Yamim Noraim Break	Sep 25-Oct 23



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Classes resume	October 24, 2022
Last Day to Drop Course with a W	October 31, 2022
Last day of Classes	January 8, 2023
Final Exam Week	January 9 - 15, 2023
Grading Week	January 16 - 22, 2023

Spring 2023

Applications Due	January 2, 2023
College Registration Deadline	January 9, 2023
Course Selection and Registration Deadline	January 16, 2023
Orientation Course Deadline	January 18, 2023
Classes Begin	January 23, 2023
Last Day to Add/Drop a Course w/o a W	February 6, 2023
Last Day to Drop Course with a W	February 20, 2023
Pesach Break	March 27 - April 16, 2023
Classes resume	April 17, 2023
Last Day of Classes	May 21, 2023
Final Exam Week	May 22 - 30, 2023
Grading Week	June 1-7, 2023

Summer 2023

Applications Due	May 22, 2023
College Registration Deadline	May 29, 2023
Course Selection and Registration Deadline	June 5, 2023
Orientation Course Deadline	June 7, 2023
Classes Begin	June 12, 2023
Last Day to Add/Drop a Course w/o a W	June 19, 2023
Last Day to Drop Course with a W	June 26, 2023
Final Exam Week	July 31 - August 6, 2023



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ADMISSIONS

How to Apply

- Complete Woodmont College Application: Go to Woodmontcollege.edu, click Apply and select Undergraduate Degree from the drop-down list.
- Collect the following documentation:
 - A copy of a government issued ID
 - High school transcript or GED
 - Personal statement or essay: (choose one)
 - Describe and analyze an event in your life that had a major impact on who you are.
 - Where do you see yourself ten years from now? Why?
 - Choose a contemporary issue that is important to you. Explain why you chose it.
- Submit all application materials to admissions@Woodmontcollege.edu
- Applicants will be interviewed by the college's Academic Department.

Admissions Requirements:

- Applicants must have a minimum GPA of 2.0.
- Application materials meet Woodmont College Admissions Standards.
- Applicants accepted to the Judaic Studies Program must take a placement exam, or submit proof of having satisfactorily completed at least one year of post-high school study of Judaic Studies.
- Applicants who require accommodations for disabilities must follow the Disability Services Procedure stated in the catalog.

International Students Admissions Policy

International students must submit a valid high school diploma or college transcripts from their native country. Students may need to use an international evaluation service such as World Education Services (www.wes.org) to translate and/or evaluate their previous education.



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International students must demonstrate English proficiency using one of the following:

- TOEFL (Test of English as a Foreign Language Paper Based Test): 550 or higher
- IBT (Test of English as a Foreign Language Internet-Based Test): 71 or higher
- IELTS (International English Language Test): 6.5 or higher
- Official transcript indicating completion of at least 30 semester hours of credit with an average grade of B or higher at an appropriately accredited college or university where the language of instruction was English
- Verified certificate of CEFR standard English proficiency, with a minimum of B1 level for Judaic Studies majors and B2 for Computer majors from Tracktest. <https://tracktest.eu>

Official transcripts should be mailed to

Woodmont College
16375 NE 18th Ave. Apt 304
North Miami Beach, FL 33162

Application Review Process

Applicants are notified via email with an acceptance letter or a denial of acceptance letter. A copy of the Enrollment Agreement along with instructions for signing and returning the agreement is sent with the acceptance letter. Students must sign and return the Enrollment Agreement prior to registering for the first class. If an applicant is not accepted, all tuition monies paid are refunded to the applicant, with the exception of the application fee.

Non-matriculation:

All new undergraduate students begin as non-matriculated students until they have earned 15 credits. All graduate students begin as non-matriculated students until they have earned 9 credits.



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CREDIT FOR PREVIOUS EDUCATION, TRAINING, & EXAMINATIONS

Undergraduate Degrees:

Up to 75% of the required credits for an undergraduate degree at Woodmont College may be transferred to Woodmont College. Students may transfer credits from other institutions or via proficiency examinations.

Previous Education:

Students who have completed coursework at a different institution may submit a request to transfer credit. Transfer credit can be used to satisfy either a major or general education requirement or elective. To request transfer credit the following conditions must be met:

- The final grade posted for each potential transfer course is a 'C' grade (or better).
- The course work does not duplicate or overlap previous work.
- No more than 90 credits for work done elsewhere may be counted toward a bachelor's degree at Woodmont College, and no more than 45 credits for work done elsewhere may be counted towards an associate's degree at Woodmont College.
- Credit must originate from an institution that is accredited by an association recognized by the U.S. Department of Education. Transcripts from International Schools must be accompanied by proof of official recognition. Judaic Studies courses may be transferred from faith-based institutions such as Yeshivot and seminaries.
- Credit may be transferred from courses that have been recommended for college credit through college recommendation bodies such as the American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS).





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- Transfer credit is applied to lower level courses

For approved transfer credit to be awarded, students must submit an official transcript that clearly indicates all of the following information for each course:

- ⇒ Course codes or numbers
- ⇒ Course titles or descriptions
- ⇒ Credit hour calculation
- ⇒ Final grades earned
- ⇒ Course credits earned

- To maintain the academic integrity of the degree, Woodmont College may request course descriptions and syllabi from the student in order to verify that the requested transfer credit is appropriate for transfer.
- Computer programming and technology courses can be transferred if they were completed within five years of student's attendance at Woodmont College.

The official transcript should be submitted to registrar@Woodmontcollege.edu or mailed in a sealed envelope directly from the institution to the Woodmont College offices. Coursework will only be evaluated for transfer credit once the student has registered at Woodmont College.

Faith-based (Yeshiva and Seminary) Program Credit Transfer:

Woodmont College's extensive familiarity with Jewish faith-based programs provides the opportunity for students to transfer Judaic Studies credits ONLY from faith-based programs. These faith-based programs maintain a rigorous schedule of study, where students often learn for 12 hours daily.

Credits may be transferred in the area of:

- Language
- Literature
- Law
- History
- Philosophy
- Ethics
- Religion
- Bible
- Talmud
- Tradition



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In order for approved transfer credit to be awarded, students must submit an official transcript that clearly indicates all of the following information for each course:

- ⇒ Course codes or numbers
- ⇒ Course titles
- ⇒ Credit Hour calculation
- ⇒ Final grades earned
- ⇒ Course credits earned

Course Descriptions or Syllabi may be requested (Certain course titles are self-explanatory, such as Laws of Shabbos, but others may require submission of their course description to be validated.)

The official transcript should be submitted along with a Transfer Credit Request Form. Coursework will only be evaluated for transfer credit once the student has registered at Woodmont College.

Exams:

Woodmont College accepts proficiency exams for transfer credit. These include but are not limited to:

- Advanced Placement
- ALEKS
- DANTES
- CLEP
- StraighterLine
- Sophia
- NCCRS credit recommendation

Up to 25% of a student's undergraduate degree may be earned through proficiency examinations.

Applicants desiring to "place out" of any given course may take a placement exam, with the Dean's approval. Students will not receive credit but may gain exemption from prerequisites.



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Procedure for Transferring Credits:

To transfer credit, students should:

- Submit Official Transcripts

Official transcripts can be submitted in either of the following methods:

- E-transcripts - send to registrar@Woodmontcollege.edu
- Sealed paper transcripts - deliver in-person or via mail to the Woodmont College address:
16375 N.E. 18th Avenue, Suite 304 North Miami Beach, FL 33162 Phone: (305) 944-0035
Fax: (305) 944-0335
- Submit Online Official Transcript Evaluation Request Form
- Pay \$50 official credit evaluation fee

Students may be required to submit course descriptions or syllabi to complete the transfer credit process.

For Students requesting a transcript from an international school:

Students are encouraged to purchase a third-party, course-by-course international transcript translation and evaluation service. Some examples of these services are:

- World Education Services (<http://www.wes.org/students/>)
- FIS (Foundation for International Services, Inc.) (<https://www.fis-web.com/course-by-course-evaluations>)
- Educational Credential Evaluators (<https://www.ece.org/SiteMain/28/49>)
- International Education Services by AACRAO (<http://ies.aacrao.org/evaluations/appform.php?type=ind>)
- International Education Evaluations (<https://myiee.org/>)

For transcripts coming from institutions in Israel, which are in Hebrew, Woodmont College provides transcript evaluations by a trained transcript evaluator who is fluent in Hebrew and possesses expertise in Israeli higher educational practices.

Unofficial transcripts and all application documents must be received before class registration. Official transcripts must be submitted in order for an official credit evaluation to take place.

Second Bachelors Degree Requirements:

- Applicants must have a 2.0 cumulative grade point average (GPA) from all previous institutions attended. Exceptions may be granted on an individual basis.
- Second bachelor's students must complete a minimum of 30 new credits at Woodmont College as part of their second degree.
- Students must complete at least 50% of their new major in residence at Woodmont College.



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- Students must transfer or complete all the pre-requisites required for the major.
- Students must transfer or complete all the general education requirements.

Students who wish to pursue a second bachelor's and a master's degree at the same time must apply and be admitted to each program separately. Graduate coursework may not be applied to the second bachelor's degree.

TRANSFER OF CREDITS

The transferability of Woodmont College credits is solely at the discretion of the receiving institution. It is each student's responsibility to confirm whether credits will be accepted by another institution.

CORRESPONDENCE COURSES

Students may take Woodmont courses via correspondence. Course requirements for correspondence are the same as standard Woodmont College courses with the exception of the discussion board. Fees for correspondence courses are the same as Woodmont College online courses.

DIRECT ASSESSMENT COURSES

Students may earn limited credits at Woodmont College as Direct Assessment courses. Up to 25% of a degree, in the General Education or Elective categories, may be earned via Direct Assessment courses at Woodmont College. Direct assessment courses taken at Woodmont are included in the '25% of degree' limitation for all proficiency exams, and proficiency exams from other providers are calculated together with Woodmont direct assessment courses to ensure that the 25% limitation is not exceeded. Courses taken as Direct Assessment are listed on the student transcript with an 'SP' added to the end of the course code.

COMPETENCY BASED EDUCATION

The BA Accelerator Plan at Woodmont College allows students to earn Judaic Studies, General Education, and Elective courses in Competency Based Education (CBE) format. This unique course design gives students the opportunity to progress through courses and demonstrate their knowledge in a flexible time-frame, while receiving regular and consistent feedback and support from faculty and student services. Courses taken in CBE format are listed on the student transcript with an 'X' added to the end of the course code



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LANGUAGE DISCLOSURE

All courses offered at Woodmont College are taught in English. Some Judaic Studies courses above a 200 level require a degree of comfort with reading and understanding basic Hebrew. Students enrolling in the Judaic Studies degree must take a placement exam which will assess their knowledge of Hebrew and Judaic textual skill level, or submit proof of having satisfactorily completed at least one year of post-high school study of Judaic Studies. Some students will be required to take Hebrew I and II in order to enroll in higher level Judaic Studies courses.

THE WOODMONT PLATFORM AND LIBRARY

Woodmont College utilizes the Moodle Learning Management System.

All courses taken through Woodmont College are offered online. Courses are offered via live video, prerecorded video, audio, or text format. Students should adjust their schedule each week to ensure that they are keeping up with weekly coursework. Discussion board posts must be completed weekly.

Woodmont utilizes the Library and Information Resources Network, Inc. (LIRN) as its online library service. The Woodmont Platform includes a link to the LIRN website and to a range of online library resources. Woodmont College employs a librarian to assist students in using LIRN and accessing online resources.



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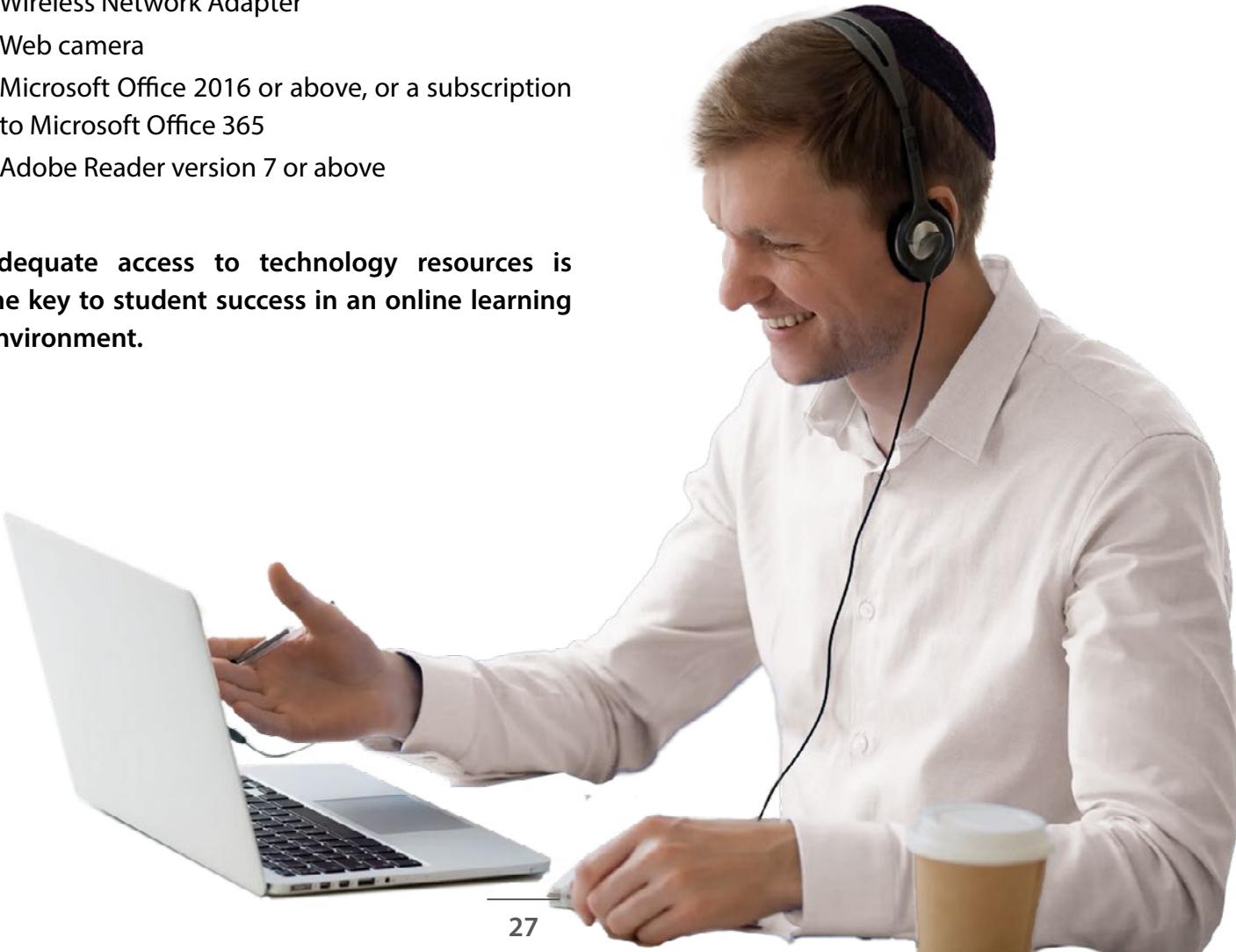
FACILITIES & TECHNOLOGY REQUIREMENTS

Woodmont College is located in North Miami Beach Florida at 16375 N.E. 18th Avenue, in the Baylee Executive Center, less than one mile from the intersection of NE 163rd Street and US Highway 1. Woodmont College is housed in Suite 304, with signs at the building entrance and suite entrance identifying the offices for students and visitors.

All courses offered through Woodmont College are offered online. Computers used for college coursework must meet the following technology requirements:

- Microsoft Windows 10
- High Speed Internet Access
- Intel® i5 or i7 Quad-Core or Xeon Ivy Bridge or newer processors
- 3.0 GHz or greater processor speed
- 16GB Memory or greater
- 500GB Hard Drive or greater
- Wireless Network Adapter
- Web camera
- Microsoft Office 2016 or above, or a subscription to Microsoft Office 365
- Adobe Reader version 7 or above

Adequate access to technology resources is the key to student success in an online learning environment.



ACADEMICS





General Education Program

Woodmont College's general education program (GEP) emerges from the college's mission, integrating a rich liberal education with religious traditions and values. The GEP equips students with core knowledge and skills critical to student success in both academic and professional pursuits. Students develop analytical thinking, explore humanistic perspectives, assess empirical evidence, refine their art of communication, and investigate the ethical and social dimensions of civilization (?or global citizenry?). The GEP fosters sophisticated and sensitive graduates committed to personal, professional, and communal growth.

Woodmont College identified both institutional outcomes as well as general education outcomes expected of the college's graduates.

Institutional Outcomes:

- Students demonstrate the depth of knowledge required for a degree, as identified by its program outcomes.
- Students develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions.
- Students gain skills to continue learning, including self-management and the ability to research new topics.
- Students utilize ethical reasoning to evaluate dilemmas and behaviors in order to act with integrity.

General Education Program outcomes:

1. Graduates will be able to:
2. Communicate effectively using multiple forms of expression
3. Exhibit quantitative and scientific reasoning
4. Research, organize, and assess information using qualitative thinking
5. Reflect on knowledge studied in the classroom and apply it to their personal and professional lives
6. Examine human and social behavior in diverse contexts and frameworks
7. Appreciate and understand the human experience through the study of physical and social sciences, arts and humanities, and math and technology
8. Demonstrate knowledge of digital literacy



ACADEMICS

General Education Program format and requirements:

Bachelor's Degree:

A minimum of 45 credits is required, divided into 5 categories.

1. Communication and Expression (6 credits)

Students are required to complete 6 credits within this category. Three credits must be in English writing and the other three credits can be fulfilled either with further writing courses or with a course that teaches a different form of expression or communication such as language, music, art, literature, or design.

- a. English writing (3)
- b. Language, Literature, Art, Music or Design (3)

2. Quantitative, Digital, and Scientific Literacy (9 credits)

This category includes a minimum of 9 credits. A student must complete a minimum of three credits in each of the three areas: math, technology, and science.

- a. Math (3)
- b. Technology (3)
- c. Science (3)

3. Reason and Religion (12 credits)

Students must complete a minimum of 12 credits within this category. Three credits in philosophy are required. The other 9 credits may be fulfilled through further philosophy courses or other text or thought based religion courses.

- a. Philosophy (3)
- b. Religion or Philosophy (9)

4. Social Awareness and Responsibility (6 credits)

This category requires students complete a total of 6 credits: three credits in ethics and three credits in a different social science such as psychology, history, economics, education, or political science.

- a. Ethics (3)
- b. Other Social Science (3)

5. GEP electives (12 credits)



ACADEMICS

Students complete their general education requirements by focusing on choosing additional courses in these categories, gaining further insight and knowledge in that area of liberal arts.

Department	Course Title	Credits
Communication and Expression	English Writing	3
	Language, Literature, Art, Music or Design	3
Quantitative, Digital, and Scientific Literacy	Math	3
	Science	3
	Technology	3
Social Awareness and Responsibility	Ethics	3
	Other Social Science (psychology, history, economics, education, or political science)	3
Reason and Religion	Philosophy	3
	Religion or Philosophy	9
General Education Electives		12
Total General Education Requirements		45 Credits Total

Students can fulfill their general education requirements through Woodmont College courses or through transfer credit. Transfer credit is thoroughly reviewed by the academic department to determine that the transfer credit fulfills the outcomes and the goals of the general education program. Woodmont College formulated agreements with providers of pre-approved college credit to assist students in completing their general education credits. Students can contact academic advising for the information of the providers and the courses that match general education requirements.



ACADEMICS

Associate's Degree:

A minimum of 21 credits is required, divided into 4 categories.

1. Communication and Expression (6 credits)

Students are required to complete 3 credits within this category. Three credits must be in English writing and the other three credits can be fulfilled either with further writing courses or with a course that teaches a different form of expression or communication such as language, art, literature, or design.

1. English writing (3)
2. Language, Literature, Art, or Design (3)

2. Quantitative, Digital, and Scientific Literacy (6 credits)

This category includes a minimum of 6 credits. A student must choose two, three credit courses from these three areas: math, technology, or science.

1. Math, Technology or Science course (3)
2. Math, Technology or Science course (3)

3. Reason and Religion (3 credits)

Students must complete a minimum of 3 credits within this category in either philosophy or religion.

1. Religion or Philosophy (3)

4. Social Awareness and Responsibility (6 credits)

This category requires students complete a total of 6 credits: three credits in ethics and three credits in a different social science such as psychology, history, economics, education, or political science.

1. Ethics (3)
2. Other Social Science (3)



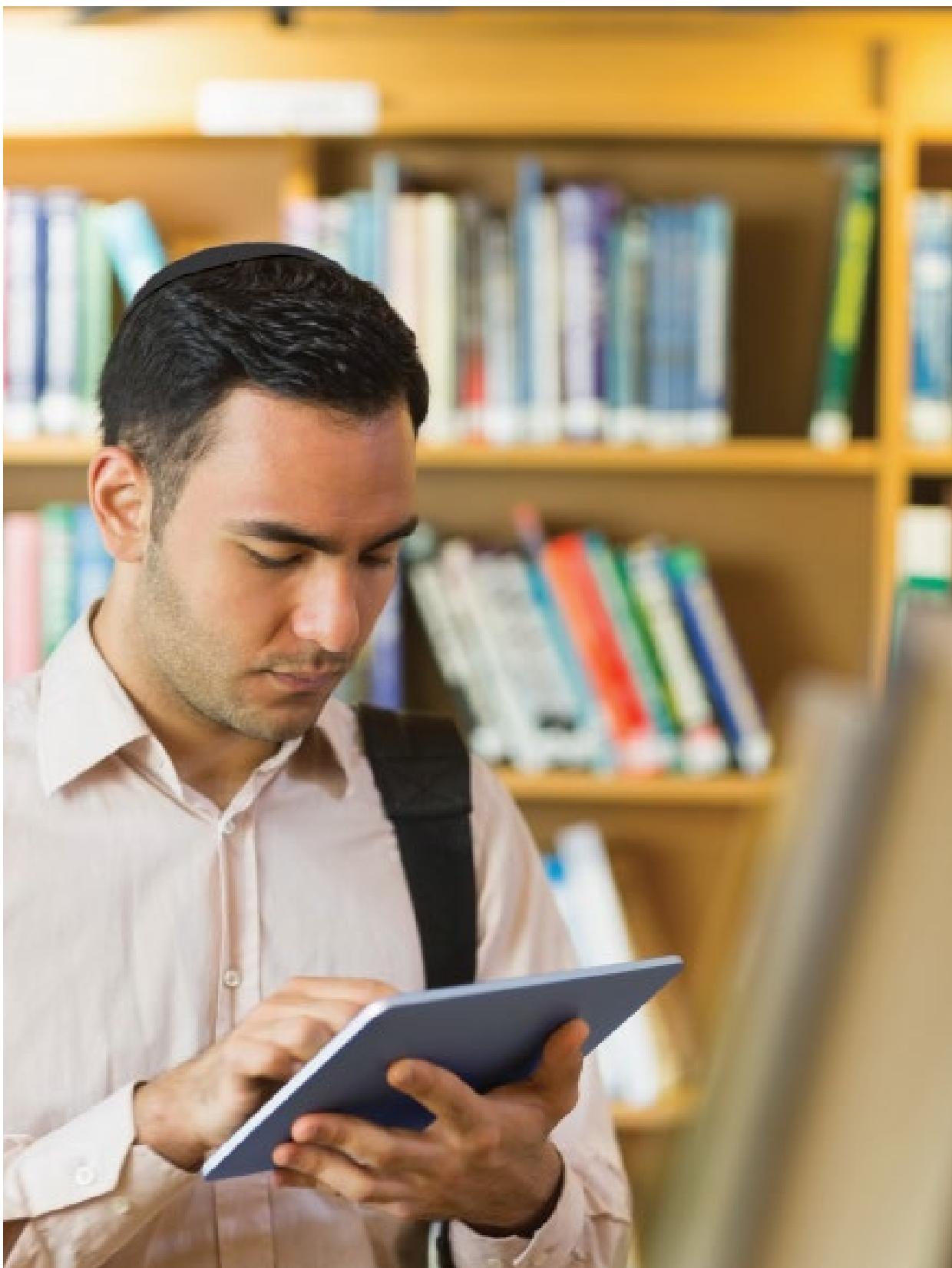
ACADEMICS

Department	Course Title	Credits
Communication and Expression	English Writing	3
	Language, Literature, Art, Music or Design	3
Quantitative, Digital, and Scientific Literacy	Math, Technology or Science Course	3
	Math, Technology or Science Course	3
Social Awareness and Responsibility	Ethics	3
	Other Social Science (psychology, history, economics, education, or political science)	3
Reason and Religion	Philosophy or Religion	3
General Education Electives		12
Total General Education Requirements		21 Credits Total

Students can fulfill their general education requirements through Woodmont College courses or through transfer credit. Transfer credit is thoroughly reviewed by the academic department to determine that the transfer credit fulfills the outcomes and the goals of the general education program. Woodmont College formulated agreements with providers of pre-approved college credit to assist students in completing their general education credits. Students can contact academic advising for the information of the providers and the courses that match general education requirements.



ACADEMICS





Woodmont College offers three undergraduate programs of study:



Associate of Science in Software and Web Development:

This program covers a wide range of computer and programming skills used in today's organizations, such as application programming and web development. This degree equips students with knowledge of numerous languages and skills, opening a spectrum of opportunities in the world of programming.



Bachelor of Science in Computer Programming and Technology:

This program covers a wide range of computer and technology aspects used in today's organizations such as application programming, security, networking and web development. The degree consists of a number of core courses that provide skills in different areas of programming. Students learn languages for software and web development. In addition to building and writing programs, students complete courses in the fundamentals of information technology. This program is employer driven, providing hands-on experience in the skills needed for entry level positions in a broad spectrum of companies.



Bachelor of Arts in Judaic Studies:

This program is designed to introduce students to basic Judaic principles and enable them to study Jewish texts in depth. This program enriches Jewish knowledge, enables its graduates to teach Judaic Studies, and enter programs offering higher degrees.



Associate of Science in Software and Web Development

PROGRAM DESCRIPTION:

Woodmont College's Associate of Science in Software and Web Development covers a wide range of computer and programming skills used in today's organizations, such as application programming and web development. Students learn JAVA as well as Python, becoming full-stack developers with knowledge of both client-side and server-side web development. This degree equips students with knowledge of numerous languages and skills, opening a spectrum of opportunities in the world of programming.

PROGRAM OUTCOMES:

The following outcomes are designed to meet the school's mission and program goals.

Upon graduation from the Associate of Science in Software and Web Development, students will be able to:

1. Explain the function of hardware and software components.
2. Program in modern object-oriented programming languages, leveraging appropriate patterns and structures.
3. Develop and optimize websites on the server and browser.
4. Consider the impact of technology on both the local and global society.
5. Research and investigate technologies to keep pace with the ever-changing field of computers and information systems.
6. Demonstrate awareness of ethical and social issues related to technology.



ACADEMICS

COURSE REQUIREMENTS:

General Education Requirements

Department	Course Title	Credits
Communication and Expression	English Writing	3
	Language, Literature, Art, Music or Design	3
Quantitative, Digital, and Scientific Literacy	Math, Technology or Science Course	3
	Math, Technology or Science Course	3
Social Awareness and Responsibility	Ethics	3
	Other Social Science (psychology, history, economics, education, or political science)	3
Reason and Religion	Philosophy or Religion	3
General Education Electives		12
Total General Education Requirements		21 Credits Total

Required Major Courses

Course Code	Course Title	Credits
CPT Intro Course	CPT 101 or 105	3
CPT 111	Programming in Java	3
CPT 121	Web Development I	3
CPT 202	Operating Systems	3
CPT 210	Database Management	3
CPT 212	Programming in Python	3
CPT 222	Web Development II	3
CPT 230	Web Development III	3
	Total Major Courses	24
	Total Elective Credits	21
	Total Program Credits	60



Bachelor of Science in Computer Programming and Technology

PROGRAM DESCRIPTION:

Woodmont College's Bachelor of Science in Computer Programming and Technology covers a wide range of computer and technology aspects used in today's organizations, such as application programming, security, networking and web development. The degree consists of a number of core courses that provide skills in different areas of programming. Students learn languages for software and web development. In addition to building and writing programs, students complete courses in the fundamentals of information technology. This program is employer driven, providing hands-on experience in the skills needed for entry level positions in a broad spectrum of companies.

PROGRAM OUTCOMES:

The following outcomes are designed to meet the school's mission and program goals:

Upon graduation from the Bachelor of Science in Computer Programming and Technology, student will be able to:

1. Explain the function of hardware and software components.
2. Implement and integrate networking and security procedures.
3. Program in modern object-oriented programming languages, leveraging appropriate patterns and structures.
4. Determine end-to-end software solutions for real-world problems through analyzing systems and developing processes
5. Develop and optimize websites on the server and browser
6. Consider the impact of technology on both the local and global society.
7. Research and investigate technologies to keep pace with the ever-changing field of computers and information systems.
8. Demonstrate awareness of ethical and social issues related to technology.



ACADEMICS

Computer Programming and Technology Major Requirements

General Education Requirements

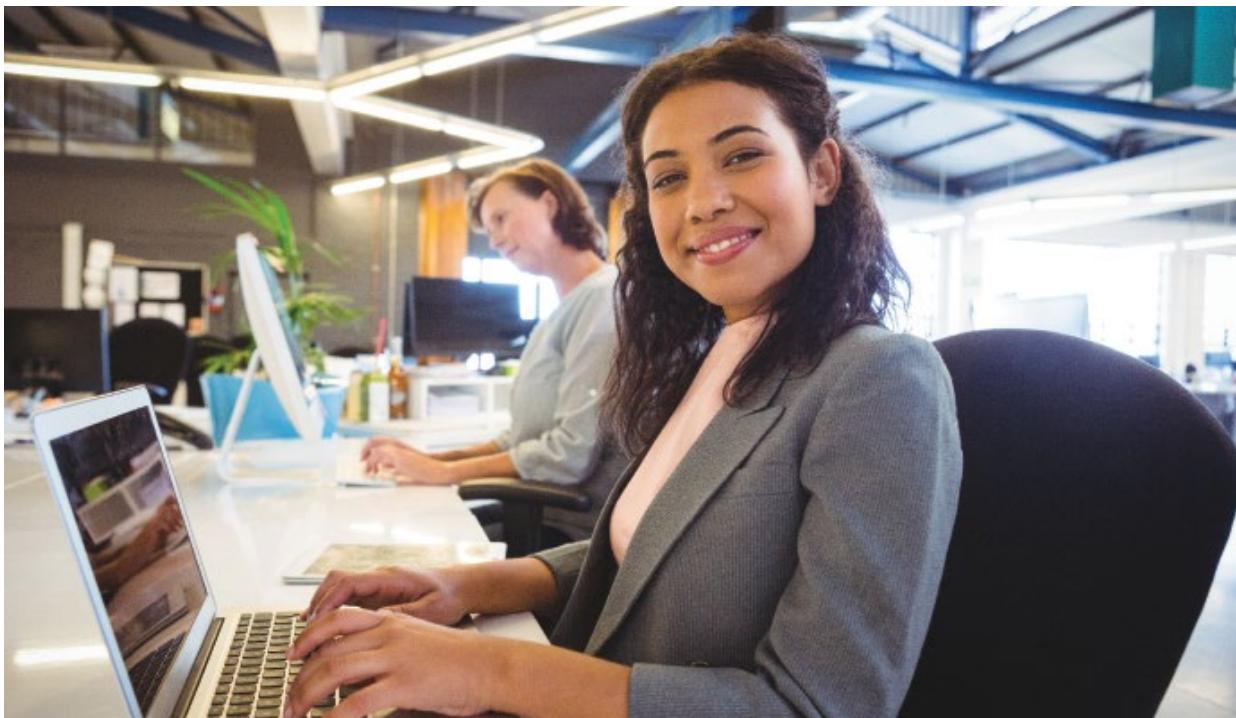
Department	Course Title	Credits
Communication and Expression	English Writing	3
	Language, Literature, Art, Music or Design	3
Quantitative, Digital, and Scientific Literacy	Math	3
	Science	3
	Technology	3
Social Awareness and Responsibility	Ethics	3
	Other Social Science (psychology, history, economics, education, or political science)	3
Reason and Religion	Philosophy	3
	Religion or Philosophy	9
General Education Electives		12
Total General Education Requirements		45 Credits Total



ACADEMICS

Required Major Courses

Course Code	Course Name	Credits
CPT 111	Programming in Java	3
CPT 121	Web Development I	3
CPT 202	Operating Systems	3
CPT 210	Database Management	3
CPT 212	Programming in Python	3
CPT 222	Web Development II	3
CPT 230	Web Development III	3
CPT 311	Fundamentals of Networking	3
CPT 401	Information Security	3
CPT Elective 1	CPT 250, 260, 450, 470, 480, 490	3
CPT Elective 2	CPT 250, 260, 450, 470, 480, 490	3
Total Major Courses		33
Elective Credits		57
Total Program Credits		120





Bachelor of Arts in Judaic Studies

PROGRAM DESCRIPTION:

The Bachelor of Arts in Judaic Studies program is designed to introduce students to basic Judaic principles and enable them to study Jewish texts in depth. There are three tracks for the Judaic Studies Program:

1. Tanach
2. Rabbinic Literature
3. Talmud

The Tanach track includes Bible (Parsha and Chumash), Prophets, Scripture, Classic Jewish Philosophy and thought, and Jewish law. It includes in-depth study of Chumash (Bible.) This program enriches Jewish knowledge, enables its graduates to teach Judaic Studies, and enter programs offering higher degrees.

The Rabbinic Literature track includes Bible (Parsha and Chumash), Prophets, Scripture, Classic Jewish Philosophy and thought, and Jewish law. It includes in-depth study of Gemara (Talmud.) This program enriches Jewish knowledge, enables its graduates to teach Judaic Studies, and enter programs offering higher degrees.

The Talmud track includes courses in Talmud and Jewish law. Talmud is the area of scholarship which forms the basis of contemporary Jewish Law and tradition. The program consists of survey courses in Talmud, intensive courses in Talmud, and Jewish law. It prepares students for a Rabbinical degree.

PROGRAM OUTCOMES

The following outcomes are designed to meet the school's mission and program goals:

Upon graduation from the Bachelor of Arts in Judaic Studies, students will be able to:

1. Research and articulate topics and themes in Judaic Studies.
2. Interpret and evaluate primary sources of Jewish Texts.
3. Critique interpretations provided by commentaries on Jewish literature.
4. Apply ethical and moral reasoning within the context of Jewish law and society.
5. Analyze Jewish laws, philosophies and values.
6. Assess social, civic and global responsibilities as it applies to Jewish ideals and principles.
7. Reflect and appraise Jewish laws and values within one's contemporary surroundings and situations in a lifelong learning process.



ACADEMICS

JUDAIC STUDIES PROGRAM REQUIREMENTS

General Education Requirements

Department	Course Title	Credits
Communication and Expression	English Writing	3
	Language, Literature, Art, Music or Design	3
Quantitative, Digital, and Scientific Literacy	Math	3
	Science	3
	Technology	3
Social Awareness and Responsibility	Ethics	3
	Other Social Science (psychology, history, economics, education, or political science)	3
Reason and Religion	Philosophy	3
	Religion or Philosophy	9
General Education Electives		12
Total General Education Requirements		45 Credits Total

There are three tracks for the Judaic Studies Program:

Tanach - Required Major Courses		
Course Code	Course Title	Credit Hours
BIBL 101 (X), 202 (X), 301 (X), 310 (X)	Choice of 2 Pentateuch (<i>Chumash</i>) Bible courses, one upper level and one lower level	6
BIBL 230 (X)	Early Prophets (<i>Neviim Rishonim</i>)	3
BIBL 210, 322	Choice of Later Prophets (<i>Neviim Acharonim</i>)	3
BIBL 402 (X)	Writings of Maharal	3
BIBL 221, 222 (X), 412	Choice of Scriptures (<i>Kesuvim</i>)	3
JPHL 200 (X)	Introduction to the Oral Tradition	3



ACADEMICS

JLAW 101, 301 (X), 202 (X), 310 (X)	Choice of Jewish Law	3
JPHL 101 (X)	Fundamentals of Jewish Thought	3
JPHL 121 (X), JPHL 320, JPHL 421	Choice of Jewish Calendar	3
	Judaic Studies Elective	3
	Total Major Courses	30
	Elective courses	45
	Total Program Credits	120

Rabbinic Literature - Required Major Courses

Course number	Course title	Credit hours
TALM 110 (X), 210 (X)	Choice of lower level Talmud courses	6
TALM 310 (X), 410 (X)	Choice of upper level Talmud courses	6
BIBL 101 (X), 202 (X), 301 (X), 310 (X)	Choice of Pentateuch Bible course	3

JPHL 200 (X)	Introduction to the Oral Tradition	3
JLAW 101, 301 (X), 202 (X), 310 (X)	Choice of Jewish Law	3
JPHL 101 (X)	Fundamentals of Jewish Thought	3
JPHL 121(X), JPHL 320 (X), JPHL 421 (X)	Choice of Jewish Calendar	3
	Judaic Studies elective	3
	Total Major Courses	30
	Elective courses	45
	Total Program Credits	120

Talmud - Required Major Courses

Course number	Course title	Credit hours
JLAW Elective 1	Jewish Law Elective I	3
TALM 110 (X)	Beginner Talmud	6
TALM 210 (X)	Learning the Talmud	6



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TALM 310 (X)	Intermediate Talmud	6
TALM 320 (X)	Talmud with Rishonim	6
TALM 420 (X)	Advanced Talmud	6
	Total Major Courses	33
	Elective Courses	42
	Total Program Credits	120





Electives Listing

Course Number	Course Title	Credit Hours
General Electives		
Math, Science and Technology		
SCI 101 (SP) (X)	Environmental Science	3
CPT 101	Computer Applications	3
CPT 105 (SP) (X)	Management Information Systems	3
CPT 111	Programming in JAVA	3
CPT 121	Web Development I	3
CPT 202	Operating Systems	3
CPT 210	Database Management	3
CPT 212	Programming in Python	3
CPT 222	Web Development II	3
CPT 230	Web Development III	3
CPT 250	Mobile Application Development	3
CPT 260	C# Programming with Visual Studio.Net	3
MAT 102 (SP) (X)	College Algebra	3
MAT 201	Calculus	3
MAT 202	Statistics	3
MAT 310	Finite Math	3
Language and Literature		
COM 101	Composition I	3
COM 102	Composition II	3
HEB 101 (SP) (X)	Hebrew I	3
HEB 201 (SP) (X)	Hebrew II	3
HEB 202 (SP) (X)	Beginner and Intermediate Hebrew	6
Social Responsibility		
SOC 101 (X)	Jewish Law and Ethics I	3
SOC 102 (X)	Jewish Law and Ethics II	3
SOC 201 (SP) (X)	Pirkei Avos – Ethics of our Fathers I	3
SOC 202 (SP) (X)	Pirkei Avos – Ethics of our Fathers II	3
Social Sciences and Humanities		



ACADEMICS

JPHL 101	Fundamentals of Jewish Thought	3
JHIS 101 (SP) (X)	Survey of Jewish History	6
JPHL 200 (SP) (X)	Introduction to the Oral Tradition	3
JPHL 310 (SP) (X)	Character Development	3
JPHL 410 X	Tefilla	3
JPHL 402	Writings of Maharal	3
	Accounting	
ACC 101	Principles of Accounting	3
ACC 201	Intermediate Accounting	3
ACC 202	Financial Accounting	3
ACC 301	Advanced Accounting	3
ACC 302	Tax and Business Strategy	3
ACC 310	Principles of Auditing	3
ACC 401	Cost Accounting	3
ACC 402	Managerial Cost Accounting	3
Course Number	Course Title	Credit Hours
	Business	
BUS 101	Management	3
BUS 201	Marketing	3
BUS 110	Business Law	3
BUS 112	Risk Management (Intro to Finance)	3
BUS 121	Microeconomics	3
BUS 211	Corporate Finance	3
BUS 221	Macroeconomics	3
BUS 301 (X)	Business Essentials I	4
BUS 302 (X)	Business Essentials II	4
BUS 311	Business Analytics	3
	Bible	
BIBL 101 (X)	Parsha Journeys	3
BIBL 202 (X)	Advanced Genesis	3
BIBL 210	Yechezkel	3
BIBL 221	The Books of Daniel and Trei Asar	3
BIBL 222 (X)	Megillos	3



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BIBL 230 (X)	Early Prophets	3
BIBL 300 (X)	Chumash in Depth	3
BIBL 310 (X)	Chassidut on the Parsha	3
BIBL 322 (X)	Yirmiyahu	3
BIBL 412	Tehillim	3
	Jewish Philosophy	
JPHL 101	Fundamentals of Jewish Thought	3
JPHL 200 (X)	Introduction to the Oral Tradition	3
JPHL 310 (X)	Tefilla	3
JPHL 401 (SP) (X)	Character Development	
JPHL 402	Writings of Maharal	3
JPHL 121 (X)	Jewish Calendar: Pesach and Shavuot	3
JPHL 320 (X)	Jewish Calendar: Days of Awe	3
JPHL 320 (X)	Jewish Calendar: Remembering the Destruction	3
	Jewish Law	
JLAW 101	Chofetz Chaim: Laws of Proper Speech	3
JLAW 301 (X)	Hilchos Shabbos	3
JLAW 331 (X)	Laws of Daily Living	3
JLAW 332 (X)	Laws of the Festivals	3
	Hebrew	
HEB 101 (SP) (X)	Hebrew I	3
HEB 201 (SP) (X)	Hebrew II	3
HEB 202 (SP) (X)	Beginner and Intermediate Hebrew	6
	Talmud	
TALM 110 (X)	Beginner Talmud	6
TALM 210 (X)	Learning the Talmud	6
TALM 310 (X)	Intermediate Talmud	6
TALM 320 (X)	Talmud with Rishonim	6
TALM 410 (X)	Advanced Talmud	6



COURSE DESCRIPTIONS

Undergraduate Courses

Accounting and Business Course listing

ACC 101 Principle of Accountings 3 Credits

Introduction to the double-entry system of debits and credits, journal entries and general ledger accounts, steps leading up to financial statement preparation and format of financial statements. Also included are studies of merchandising companies and determination of inventory balances and cost of goods sold, and an introduction to the accounting treatment of various assets and liabilities. US accounting standards (GAAP) are contrasted with international standards (IFRS).

ACC 201 Intermediate Accounting 3 Credits

Reviews financial accounting standards, as well as the conceptual framework underlying financial accounting. Includes an extensive review of the income statement and balance sheet, and the statement of cash flows. Particular emphasis is placed on the accounting for current assets such as cash, receivables and inventories, as well as long-term assets such as property, plant and equipment. This course also examines the accounting for intangible assets such as patents and goodwill, as well the treatment of various accounting changes and errors. US accounting standards (GAAP) are contrasted with international accounting standards

Managerial Accounting

ACC 202 Financial Accounting 3 Credits

Reviews financial accounting standards, as well as the conceptual framework underlying financial accounting. Includes an extensive review of the income statement and balance sheet, and the statement of cash flows. Particular emphasis is placed on the accounting for current assets such as cash, receivables and inventories, as well as long-term assets such as property, plant and equipment. This course also examines the accounting for intangible assets such as patents and goodwill, as well the treatment of various accounting changes and errors. US accounting standards (GAAP) are contrasted with international accounting standards

ACC 301 Advanced Accounting 3 Credits

Provides an overview of the accounting for partnerships, government and not-for profit organizations. Examines statement of cash flows preparation, as well as the issue of segment reporting. Introduces the concept of international accounting by reviewing foreign currency transactions and translation of foreign financial statements. Emphasis on the accounting for business combinations and preparation of consolidated financial statements.



ACADEMICS



ACC 302 Tax and Business Strategy

3 Credits

This course in taxation focuses on the federal taxation of regular and small business corporations as well as partnerships. An overview of complex corporate issues, such as stock redemptions, liquidations, and reorganizations, as well as complex partnership issues, is presented.

ACC 310 Principles of Auditing

3 Credits

Focuses on the audit process. Emphasis is placed upon the three phases of an audit engagement. Introduces the procedures employed in the audit of both balance sheet and income statement accounts in accordance with GAAP. Provides an in-depth study of the form and content of the auditor's standard report, as well as modifications thereto

ACC 401 Cost Accounting

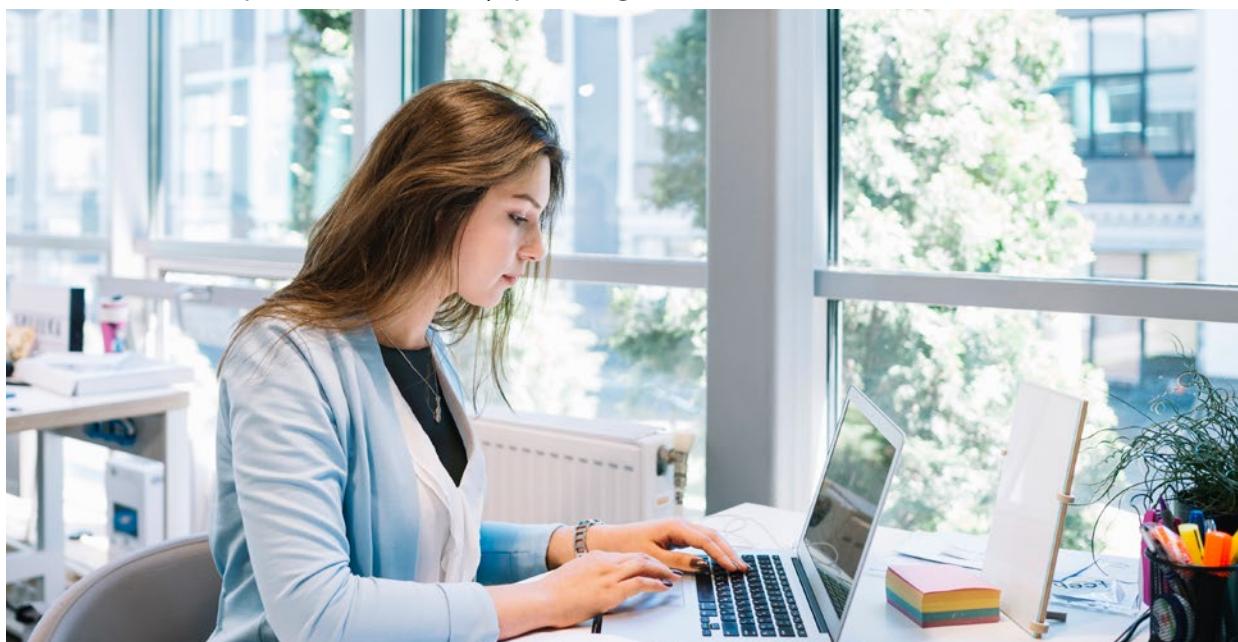
3 Credits

Focuses on cost determination for manufacturers, products and services. This includes the establishment and maintenance of job order and process cost systems, and the classification of costs as product or period, direct or indirect. Included are managerial techniques and systems such as budgeting and variance analysis, which enable a business to manage its affairs more efficiently.

ACC 402 Managerial Cost Accounting

3 Credits

Process costing techniques, utilizing actual, normal, and standard cost, problems of spoilage and waste, costing methods for joint and by-products; relevant costing concepts applied to the area of capital budgeting with its related tax aspects, techniques of discounted cash flow and the ranking of projects; income effects of alternative product costing methods, determination of cost behavior patterns, inventory planning, control and valuation, decentralization and





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transfer pricing, decision models under conditions of uncertainty.

BIBL 101 (X) Parsha Journeys

3 Credits

Parsha Journeys presents the complete storyline of the first two chapters of each of the weekly parshiyot (Torah portions), in addition to insights into some of the more famous events discussed.

BIBL 202 (X) Advanced Genesis

3 Credits

The course covers the entire text of the Book of Genesis (Creation, Man in the Garden, Genealogy of Mankind, Tower of Babel, Ten Trials of Avraham, Covenant, Sodom, Eliezer & Rivka, Laban, Avraham vs Isaac, Jacob's deception, Leah and Rachel, Laban, Eisav, Shechem, Yosef and the brothers, Yosef in Egypt, Persecution of brothers, Jacob's blessing) with a range of well-known Midrashim, sections from the Talmud, medieval and modern commentaries.

BIBL 210 (X) Yechezkel

3 Credits

Students study the first half of the book of Yechezkel, Ezekiel. The instructor explains the pshat, or basic meaning of the text, utilizing classical commentaries such as Rashi. Additionally, the instructor delves into the deeper meaning and messages of the text, applying its messages to life.

BIBL 221 The Books of Daniel and Trei Asar

3 Credits

The book of Daniel is a unique part of the Written Torah. It is mainly written in Aramaic and describes the fascinating and inspirational life of the prophet Daniel. Students study Daniel, focusing on timeless messages, many of which relate to the Exile and its eventual end. In the second part of the course, the instructor explores Trei Asar, the shorter prophesies of the late Era of Prophecy. These prophecies speak of fundamental concepts such as sin, retribution, repentance, forgiveness, and redemption.

BIBL 222 (X) Megillos

3 Credits

Students study the five megillot: Esther, Shir HaShirim, Kohelet, Eicha, and Ruth. The course focuses on the basic meaning of the text as well as the deeper meaning within it. Commentaries are included in the discussion which allows for broader understanding of the text.

BIBL 230 (X) Early Prophets

3 Credits

Students learn the first two books of the "Early Prophets:" Yehoshua, and Shoftim. Students attain thorough survey knowledge of the two books, developing basic familiarity with its history and personalities, and learn particular themes in greater depth. These involve the interpretations of the classical commentators over the centuries.

BIBL 300 (X) Chumash in Depth

3 Credits

Pre-requisite: Lower level Bible course (100-200)

Students take an in-depth look at Moshe's famous entreaty to G-d in Parshat Va'etchanan. Students also delve into the symbolism, hidden meanings, and G-dly promises of success and



ACADEMICS



survival in Exile that are contained in Jacob's famous dream of the ladder. This advanced class incorporates a close reading of the text along with a practical application of lessons learned.

BIBL 310 Chassidut on the Parsha

3 Credits

Pre-requisite: Lower level Bible course (100-200)

This course is centered on the weekly Torah portion. Within each Torah portion, one or two topics are analyzed and discussed based on the book of Chassidic discourses, Shem MiShmuel. This course attempts to deepen the student's understanding of some of the themes presented in the books of Genesis and Exodus by synthesizing their narratives with the comments of the Midrash, the Talmud, and Hasidic thought. The concepts presented are then connected to contemporary life, and the students are able to apply the lessons of the Bible to modern issues and challenges.

BIBL 322 (X) Yirmiyahu

3 Credits

Pre-requisite: Lower level Bible course (100-200)

Students study the themes inherent in the first half of the Book of Yirmiyahu. The course focuses on both the structure and beauty of the text, the historical background to the prophecies studied, as well as on the inspiration and spiritual impact that the timeless words of Yirmiyahu have on our lives today.

BIBL 412 Tehillim

3 Credits

Pre-requisite: Lower level Bible course (100-200)

Students analyze selected chapters in the book of Tehillim (Psalms). Topics include reward and punishment, Divine Providence, and expressing gratitude to Hashem. A superficial reading of the text will not reveal the uniqueness of each chapter of Psalms, as praise and pleading seemingly repeat themselves again and again.

Through the use of many commentaries, the instructor breaks down every chapter into its components and clarifies the distinctions between them. What emerges is a new understanding and appreciation of the precision and pathos contained in *Tehillim*.

BUS 101 Management

3 Credits

An introduction to the basic theory and practice of management. Examination of the managerial functions of planning, organizing, staffing, directing and controlling, and analysis of environmental influences on decision-making. Students will use micro-computer programs for business applications.

BUS 201 Marketing

3 Credits

A study of basic marketing theory and practice. Major topics include analysis of consumer market structure versus industrial market system; product planning; channels of distribution; pricing; promotion; and relevant government regulation.



ACADEMICS



BUS 110 Business Law **3 Credits**

Fundamental principles of law of contracts, contracts of guaranty and surety-ship, and the law of sales and secured transactions under the Uniform Commercial Code; the relationship of principal and agent and that of employer and employee; personal property, and bankruptcy.

BUS 112 Risk Management (Intro to Finance) **3 Credits**

An introductory study of the basic principles, instruments, and institutions in the financial marketplace. Topics include the concept of money; the Federal Reserve and the banking system; the provision and management of funds for both the short and long terms; the basic financial instruments; financial characteristics of the firm, including basic balance sheet analysis; the role of the stock and bond markets; interest rates and present value analysis; personal finance issues.

BUS 211 Corporate Finance **3 Credits**

Methods of capital budgeting and corporate financial decision-making; valuation techniques, market efficiency, capital structure, dividend policy, Betas, cost of capital, portfolio analysis and the Miller Modigliani principle are incorporated into the analysis; financial analysis under conditions of certainty and uncertainty.

BUS 121 Microeconomics **3 Credits**

An introductory course covering issues relating to individual economic units: namely, the individual consumer, the individual firm, the individual factors of production—land, labor, and capital. Topics covered include, but are not limited to, price theory, price determination through equilibrium, supply and demand, analysis of consumer demand, utility theory and marginal utility, consumer equilibrium, indifference curve analysis, analysis of supply, theory of production, pricing in perfectly and imperfectly competitive markets, types of imperfect competition, anti-trust laws in the U.S., and distribution of income

BUS 221 Macroeconomics **3 Credits**

An introductory course covering issues relating to the economy as a whole. Topics covered include, but are not limited to, the study of national income and the Gross Domestic Product (GDP), national income determination, investment, consumption and consumption theories; classical economic theories, Keynesianism, monetarism, rational expectations, supply-side economics; the business cycle, inflation, unemployment; money and the money supply, the banking system, the federal reserve system, monetary and fiscal policy, budget deficits and the national debt.

BUS 301 (X) Business Essentials I **4 Credits**

Before their start in business courses, students first need an understanding in economics. A



ACADEMICS



behavioral science, economics concerns how people behave in the economic environment. In this course we will examine the behavior of consumers and how they make decisions as well as the firm and how it makes decisions.

BUS 302 (X) Business Essentials II **4 Credits**

Many students come to an introduction to business class not quite sure what it's all about. The course has something for everyone, from those who have been in the business world a while to those just getting started. As the course unfolds, you'll develop an understanding of the foundations of business and will be able to apply what you already know (or what you are starting to learn) about business to many aspects of the course.

BUS 311 Business Analytics **3 Credits**

An integrated capstone course focusing on application of case studies to the nature, functions and activities of actual businesses, analyzing objectives, policies, and performance in relation to the outside environment. Emphasis is placed on ethical aspects of decision-making. Case studies are used to develop analytical skills. Knowledge and techniques developed in earlier courses are applied in this course.

COM 101 Composition I **3 Credits**

This course is designed to help students gain mastery over English grammar and writing skills. By the end of this course, students should feel comfortable writing documents, from a simple e-mail to a research paper.

COM 102 Composition II **3 Credits**

This course is designed to help students gain mastery over technical, descriptive and persuasive writing. Included are techniques for gaining information through critical thinking and analysis of the written word. By the end of this course, students should feel comfortable writing more in-depth documents with the ability to influence the reader.

CPT 101 Computer Applications **3 Credits**

Computer Applications is designed to enable students to become competent using computers and their applications. Emphasis in this course will be placed on Microsoft applications, in particular word processing (Microsoft Word), spreadsheets (Microsoft Excel), databases (Microsoft Access), and multimedia presentations (Microsoft PowerPoint). Students will also learn how to use Microsoft OneNote, Microsoft Sway, Microsoft Mix, and Microsoft Edge, applications which enhance productivity and make collaboration easy.

CPT 105 (SP) (X) Management Information Systems **3 Credits**

This course, an introduction to computer systems, is an excellent overview of all aspects of technology. The course provides current information ranging from the digital space to artificial intelligence. Students will cover a large variety of topics and become familiar with the entire landscape of technology in today's world.



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CPT 111 Programming in Java

3 Credits

Pre-Requisites: CPT 101 or CPT 105 (pre- or co-requisite), MAT 102

This course provides the beginning programmer with a guide to developing applications using the Java programming language. Java is popular among professional programmers because it can be used to build visually interesting graphical user interface (GUI) and Web-based applications. Java also provides an excellent environment for the beginning programmer - a student can quickly build useful programs while learning the basics of structured and object-oriented programming techniques.

CPT 121 Web Development I

3 Credits

Pre-Requisites: CPT 101 or CPT 105 (pre- or co-requisite), MAT 102, CPT 111 or CPT 212 (pre-or co-requisite)

This course teaches the three fundamental web development technologies: HTML, CSS, and JavaScript. Students will learn how to design a site's layout and typography using CSS, make elements move on a page with CSS transformations and transitions, animate with CSS and the HTML5 Canvas element and write HTML that's responsive web design-ready. Students will also learn to design a site for mobile devices.

CPT 202 Operating Systems

3 Credits

Pre-Requisites: CPT 101 or CPT 105

This course provides an introduction to operating system basics with the intent of giving students a deeper understanding of various operating systems. Operating systems covered include Windows 7 through Windows 10 desktop operating systems, Windows Server, UNIX/Linux, and Mac OS X operating systems. Students will learn some networking basics and information involving how to create mixed environments.

CPT 210 Database Management

3 Credits

Pre-Requisites: CPT 101 or CPT 105, MAT 102

This course gives students a solid foundation in database design and implementation. It provides in-depth coverage of database design, demonstrating that the key to successful database implementation is in proper design of databases to fit within a larger strategic view of the data environment. Topics covered include: using C++/Java to develop Web-based database applications, as well as relational data model, SQL and manipulating relational data; applications programming for relational databases; physical characteristics of databases; achieving performance and reliability with database systems; object-oriented and distributed information systems

CPT 212 Programming in Python

3 Credits

Pre-Requisites: CPT 101 or CPT 105 (pre-or co-requisite, MAT 102)

Python is a language with a simple syntax, and a powerful set of libraries. It is an interpreted



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language, with a rich programming environment, including a robust debugger and profiler. While it is easy for beginners to learn, it is widely used in many scientific areas for data exploration. This course is an introduction to the Python programming language for students without prior programming experience. Students are first introduced to the fundamentals of data storage, input and output, control structures, functions, sequences and lists, file I/O, and objects that are created from standard library classes. Students then learn to write classes, explore the topics of inheritance and polymorphism, and learn to write recursive functions. Finally, students learn to develop simple event-driven GUI applications.

CPT 222: Web Development II **3 Credits**

Pre-Requisites: CPT 101 or CPT 105, CPT 121, MAT 102, CPT 111 or CPT 212

Web development consists of coding for both the client side and server side. Using real-world examples and a step-by-step approach, in this course students will learn to code for the server-side of web development. Languages such as PHP together with MySQL, or node.js, is taught, together with the issues and challenges that face the server-side developer.

CPT 230 Web Development III **3 Credits**

Pre-Requisites: CPT 101 or CPT 105, CPT 210, MAT 102, CPT 121, CPT 222, CPT 111 or CPT 212

This advanced web development course builds on Web Development II. In this course, students will learn how to use advanced web development technologies such as REACT, ES6 modules, webpack, and other JavaScript frameworks.

CPT 250 Mobile Application Development **3 Credits**

Pre-Requisites: CPT 101 or CPT 105, MAT 102, CPT 111 or CPT 212

Students study the design and development principles for mobile iOS applications using the Swift language. The course also provides general knowledge of mobile hardware; cell networks; mobile architectures, operating systems, languages, development environments and simulators, and user interfaces; location-based services; data storage and retrieval.

CPT 260 C# Programming with Visual Studio.net **3 Credits**

Pre-Requisites: CPT 101 or 105, MAT 102

This course uses C# as the programming language for software development; however, the basic programming concepts presented can be applied to a number of other languages. Instead of focusing on the syntax of the C# language, this course uses the C# language to present general programming concepts. Once you develop a thorough understanding of one programming language, you can effectively apply those concepts to other programming languages.

CPT 311 Fundamentals of Networking **3 Credits**

Pre-Requisites: CPT 101 or CPT 105, MAT 102, CPT 202 (pre-or co-requisite)

This course is designed to prepare students to take the CompTIA Network+ N10-007 exam. The



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qualification obtained upon successful completion of the exam provides students with a solid foundation of networking, and is the prerequisite to more advanced CompTIA certifications. This qualification will enable students to begin a career in network administration. The Network+ exam is recognized by employers globally as a statement that an individual has a core set of skills, which are required for most entry-level IT jobs everywhere.

CPT 401 Information Security

3 Credits

Pre-Requisites: CPT 101 or CPT 105, CPT 202, CPT 311, CPT 111 or CPT 212

This course prepares students to take the CompTIA Security+ SY0-501 certification exam. Students will gain competency in topics such as threats, vulnerabilities, and attacks, system security, network infrastructure, access control, cryptography, risk management, and organizational security. This course covers each of the domains for the Security+ SY0-501 certification to help students prepare for that exam. The fundamentals taught in this class will help prepare students for a career as a cybersecurity analyst.

CPT 450 Systems Analysis and Design

3 Credits

Pre-Requisites: CPT 101 or CPT 105, CPT 202, MAT 102, CPT 311

This course presents the latest systems development methods, tools, and techniques. This course concentrates on the fundamentals of systems design, analysis of information requirements, and the analysis process. Students learn prototyping, how to manage projects and use CASE and OOM tools. Students will be able to, upon completing this course, analyze a problematic system and design a solution.

CPT 470: Programming in JAVA II

3 Credits

Pre-Requisites: CPT 101 or 105, MAT 102, CPT 202, CPT 311

Continuing where CPT 111 left off, this course delves into more advanced topics, such as implementing object-oriented designs using classes and interfaces, managing operating-system process, building GUIs with JavaFX, hiding information, inheritance, abstract classes, design patterns, listeners, exception handling, and more. At the end of this course, students will be equipped with the skills necessary to write robust, scalable, and optimal Java code effectively.

CPT 480: Embedded Systems

3 Credits

Pre-Requisites: CPT 101 or 105, MAT 102, CPT 202, CPT 311

This course introduces students to the theoretical hardware and software foundations of embedded systems and expands into the areas of signal integrity, system security, low power, and hardware-software co-design. The course builds upon earlier material to teach students how to apply reliable, robust solutions to a wide range of applications operating in today's often challenging environments. Students will explore each of the key theoretical and practical issues to consider when designing an application in today's world. This course stresses the



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importance of security, safety, and reliability in the design and development of embedded systems and provides a balanced treatment of both the hardware and the software aspects.

CPT 490 Software Development **3 Credits**

Pre-Requisites: CPT 101 or 105, CPT 111, CPT 210, CPT 202, MAT 102, CPT 311

In this course, students will learn the principles of Agile development. They will learn how to choose the right Agile framework, how to implement systematic product delivery, and report progress with visualization. Students will be introduced to Scrum and Kanban, and they will learn to use JIRA to manage development strategies.

HEB 101 Hebrew I (SP) (X) **3 Credits**

The course provides a strong introduction to Modern Hebrew. The course reviews the basics of the Hebrew language and discusses the different forms of speech. Active forms of conjugation (*binyanim*) as well as passive forms of conjugation (*binyanim*) are reviewed at length. Students will be expected to write and translate each week to strengthen their grasp on the language.

HEB 201 Hebrew II (SP) (X) **3 Credits**

Pre-requisites: HEB 101

The course helps beginner students in Hebrew language to advance in the areas of speech, comprehension, reading, and writing Hebrew. This course begins where the beginner course, HEB 101 finished off. Exceptions in the root verbs are discussed. Students learn different noun and adjective patterns as well as numerals. This course covers some of the intricacies of the Hebrew language.

HEB 202 Beginner and Intermediate Hebrew (SP) (X) **6 Credits**

The course provides an intensive dive into Modern Hebrew. The course reviews the basics of the Hebrew Language and discusses the different forms of speech. Active binyanim as well as passive binyanim are reviewed at length. The course focuses on the grammar and writing rules of the Hebrew language. Students will conjugate verbs, associate nouns appropriately, as well as many other aspects of complex sentence structure.

JHIS 101 Survey of Jewish History (SP) (X) **6 Credits**

The covers the history of the Jewish people from the destruction of the second temple until the establishment of the State of Israel; post- destruction existence in Israel, settlement in Babylon, development of the Talmud, influences of Rome, Christianity and Islam, transition to Spain and Europe, Pale of Settlement, Chassidic movement, reformation, Zionism, etc . The course focuses on major population movements, economic and religious survival, influences of the host nations, chronology and basic geography, development of the Talmud and its commentaries and major figures during these eras.

JLAW 101 Chafetz Chayim: The Laws of Proper Speech **3 Credits**



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The Laws of Proper Speech, as codified in the book, Chafetz Chaim, are the foundation of many of the laws governing human interaction. Every class begins with a textual analysis, and then proceeds on to a discussion of real-life examples and ways to apply the principles discussed to daily living. The ultimate goal of the course is to encourage self-awareness and self-improvement in the areas of mitzvot bein adam l'chavero (human relations).

JLAW 301 (X) Hilchos Shabbos

3 Credits

This course contains an in-depth study of the Laws of Honoring Shabbat and the Laws of Prohibited Activity on Shabbat. Using Biblical verses as a starting point, students follow the halachic discussion in the Talmud, and then go on to the halachic rulings of the Medieval and Contemporary commentaries, ending with the final Halacha as it applies today. The main topics covered are cooking and reheating food on Shabbat, benefitting from a prohibited activity on Shabbat, and the melachot of dosh (grinding), memachek (erasing), sechita (wringing), libun (washing), and kotev (writing).

JLAW 331 (X) Laws of Daily Living

3 Credits

Students will study a halachic text such as Shulchan Aruch and a commentary on it, such as Mishneh Berurah or Aruch Hashulchan. Students will study the first section of Shulchan Aruch, Orach Chayim, which discusses a person's morning rituals and routine. The student will cover many *simanim* (sections) discussing Tefillin, Tzitzis, and davening.

JLAW 332 (X) Laws of the Festivals

3 Credits

Study of Halacha, Jewish law, pertaining to holy days and festivals. Students will study a halachic text such as Shulchan Aruch and a commentary on it, such as Mishneh Berurah or Aruch Hashulchan. Students will study the third section of Shulchan Aruch, Orach Chayim. Laws pertaining to festivals and holy days that students will study include bedikat chametz, chol hamoed, shofar, Ten Days of Repentance, Yom Kippur, Chanuka, and Purim.

JPHL 101 (X) Fundamentals of Jewish Thought

3 Credits

This course explores four fundamental aspects of Jewish philosophy and faith. Part I examines Maimonides' Thirteen Principles of Faith as well as the philosophical discussions of the Maharal on faith. Part II analyzes the concept of trust in G-d as the ultimate provider of all of Man's needs and desires in this world and the Next World. It explains how to focus on joy as the key to developing a trustful relationship with Hashem, and ways to properly face the challenging areas of life that require trust in G-d. Part III examines the role of the Torah as the source for directing the Jewish nation in their unique task in this world and defines the path towards the ultimate redemption. Part IV concludes with an in-depth analysis of the Ten Commandments and the meaning in mitzvot.

JPHL 121(X) Tishrei to Shvat

3 Credits

In depth study of the Jewish calendar, from the month of Tishrei until Shevat. The course



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will survey the various holidays and important calendar dates throughout these months, highlighting philosophical ideas, laws, and customs which apply during these periods of the year.

JPHL 200 (X) Introduction to the Oral Tradition

3 Credits

This course presents an overview of the structure and content of the Oral Law. The course focuses on Maimonides monumental works on this subject. The course compares Maimonides' understanding with other commentaries views regarding the subject. Topics include the history of the Oral Law, identifying important authorities and works, and the development of law through the ages.





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JPHL 201 Writings of Maharal

3 Credits

Students study the books *Netivot Olam* and *Netzach Yisrael*, by Rabbi Yehuda Loewe, the Maharal of Prague, a seventeenth century rabbi who authored many books of Jewish philosophy. Students examine the nature of the yetzer hara, the evil inclination. Students analyze where its power stems from and how to combat it.

Students focus on the causes of suffering, and how people can grow from suffering. Additionally, students examine the nature of discord, and define as well as analyze the inherent qualities of peace. Students focus on the causes for the destruction of the First and Second Temples, and the changes in perspective and behavior that must occur in order to rectify this damage.

JPHL 410 (SP) (X) Tefillah

3 Credits

Pre-requisite: Lower level Jewish Philosophy course (100-200)

This course evaluates the fundamentals of prayer, including the various forms of prayer as well as how prayer relates to the general service of Hashem. *Pseukei Dizimra*, *Shema*, and *Shemonah Esrei* will be studied, along with the lessons that can be learned from the different required prayers instituted throughout the day.

JPHL 310 (X) Character Development

3 Credits

This course studies selections from the classical ethical works, *Chovot HaLevavot* by Rabbenu Bachya ibn Pekuda, *Tomer Devora* by Rabbi Moshe Cordevero, and *Mesilat Yesharim* by Rabbi Moshe Chaim Luzzato. *Chovot HaLevavot* discusses Man's purpose in the world and his obligations to G-d in belief, behavior and character. *Tomer Devora* describes how Man should adapt and adopt G-d's Thirteen Attributes of Mercy, transforming himself from a mere human to a G-dly individual. *Mesilat Yesharim* follows a step by step plan of ascension to spiritual perfection, based on a Gemara which lists 15 steps to reach *Ruach Hakodesh*, Divine inspiration. The instructor explicates these fundamental works and looks at key themes found throughout the books and ways in which they can be applied to daily living.

JPHL 222 Jewish Calendar: Pesach and Shavuot

3 Credits

This course analyzes the sanctity, significance, and characteristics inherent in the festivals of Pesach and Shavuot. It also takes a profound multifaceted look at the period between these two festivals known as *sefirat ha'omer* (the counting of the omer).

JPHL 320 Jewish Calendar: Days of Awe

3 Credits

Pre-requisite: Lower level Jewish Philosophy course (100-200)

The Days of Awe, beginning with the month of Elul and concluding with Sukkot, are days of repentance, introspection, self-definition, prayer, and ultimate joy. This course takes a comprehensive look at this emotionally charged period, particularly focusing on the *Rosh HaShana* and *Yom Kippur* prayers, explaining their structure, the logical sequence of the prayers, and the meaning and symbolism of key *tefillot* (prayers).

Students also examine Rabbi Joseph B. Soloveitchik's important work on Jewish Thought,



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Al HaTeshuva, which discusses repentance and self-improvement as a means to growth and ascension in service of Hashem.

JPHL 421 Jewish Calendar: Remembering the Destruction **3 Credits**

Pre-requisite: Lower level Jewish Philosophy course (100-200)

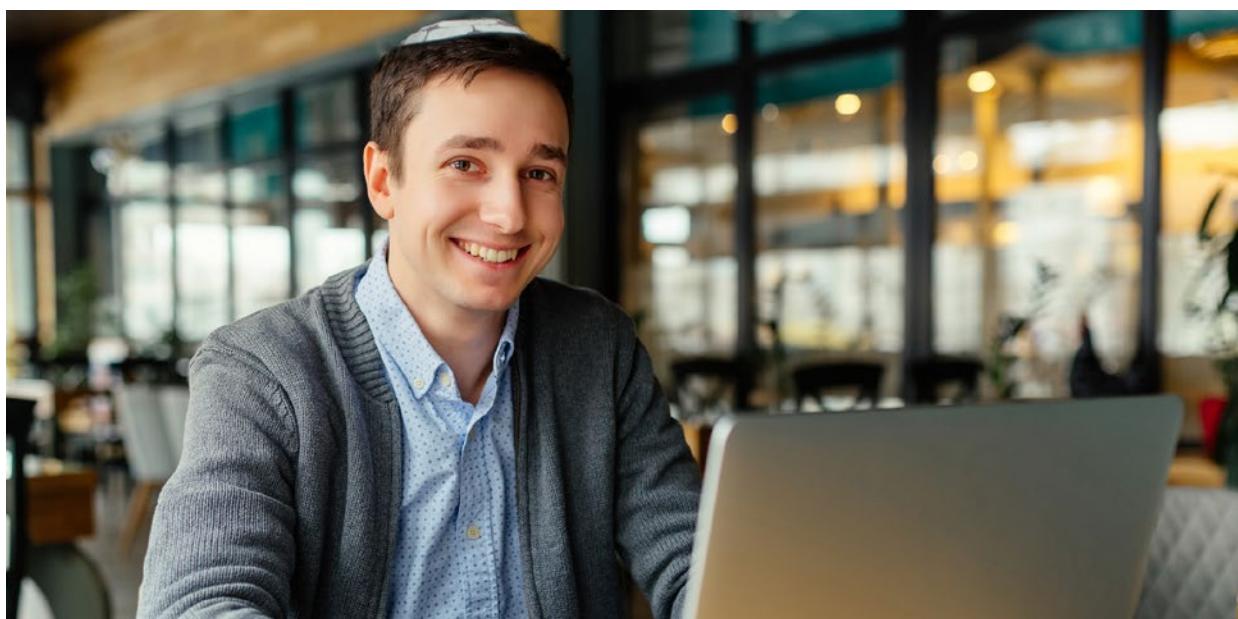
Jerusalem was once a city that shone with the Divine Presence and rang with the sounds of people serving their Creator. Today, the Temple no longer stands, and our primary goal of sanctifying the name of Hashem seems to be muted. What were the causes of this destruction? What should we do to return to our former glory as G-d's Holy people, serving Him in Jerusalem? How can we deepen our appreciation of Jewish unity in order to rectify the sin of disunity that caused the destruction? This thought-provoking course explores these questions and other topics relating to the Three Weeks, The Ninth of Av, and the Tenth of Tevet which commemorate the destruction of the Temple.

MAT 101 College Mathematics **3 Credits**

College Mathematics is the study of quantity, structure, space, and change. Through the use of abstraction and logical reasoning, the class takes students from whole numbers, calculation, and measurement, to the systematic study of the shapes and motions of physical objects.

MAT 102 (SP) (X) College Algebra **3 Credits**

The study of algebra assists students in the rules for manipulating formulae and algebraic expressions involving unknowns and real or complex numbers. The course facilitates the study of properties and patterns that seemingly are a different form of mathematical concepts. Students gain a thorough grounding in the concepts central to their success in mathematics by successfully connecting from concept to concept.





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MAT 201 Calculus

3 Credits

Pre-requisites: MAT 102

During this course, students learn that calculus is the study of how things change. It provides a framework for modeling systems in which there is change, and a way to deduce the predictions of such models. The course focuses on limits, functions, derivatives, integrals, and infinite series.

MAT 202 Statistics

3 Credits

Pre-requisites: MAT 102

This course is designed to introduce students to Statistics, which is the science of the collection, organization, and interpretation of data. Students deal with all the aspects of statistics including the planning of data collection in terms of the design of surveys and experiment. The course provides a first exposure to Statistics I that focuses on technological skills to increase statistical literacy, with detailed explanations presented in an easy conversational writing style. The lessons use a step-by-step problem-solving approach that helps students understand complex statistical concepts, while incorporating educational trends that stress student understanding of basic statistical concepts with the help of technological devices.

MAT 310 Finite Math

3 Credits

This course introduces concepts of mathematics that are applied in various disciplines with an emphasis on the use in business settings. This course is designed to provide the non-mathematics major with an intense foundational introduction to fundamental concepts in Mathematics. The course concentrates on pertinent and concrete examples and applications.

SCI 101 (SP) (X) Environmental Science

3 Credits

Earth's ecosystem directly affects all of us. Earth consists of many different components that create the environment for our existence. In this course, students will learn about many of these topics, covering the history through current events and status. Interesting and important, this course serves to present a strong overview of the world in which we live.

SOC 101 (X) Jewish Law and Ethics I

3 Credits

The portions of the Torah which address proper business interactions and respect for others' property and rights form the body of knowledge known as Business Halacha, or Jewish Monetary Law.

This course presents issues of integrity in business based on practical examples of Jewish law. The course presents modern issues in business ethics with examples of contemporary Rabbinic court cases for thought-provoking and engaging discussions. Topics covered range from copyright issues, to the fine line between profit-making and overcharging, and accidentally taking someone's umbrella. Course content has been selected to assist students in developing solid ethical and legal decisions.

SOC 102 (X) Jewish Law and Ethics II

3 Credits



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The portions of the Torah which address proper business interactions and respect for others' property and rights form the body of knowledge known as Business Halacha, or Jewish Monetary Law.

This course presents issues of integrity in business based on practical examples of Jewish law. The course presents modern issues in business ethics with examples of contemporary Rabbinic court cases for thought-provoking and engaging discussions. Topics covered include employer-employee relations, borrowed and rented property, business partnerships and client relationships. Course content has been selected to assist students in developing solid ethical and legal decisions.

SOC 201 (SP) (X) Pirkei Avos – Ethics of our Fathers **3 Credits**

Pirkei Avos is a tractate of mishnayos Nezikin, Damages. Students will study Pirkei Avos, Ethics of Our Fathers. They will demonstrate competency in the text and main commentators such as Rabeinu Yonah and Rashi. This course covers the first three chapters of Pirkei Avos.

SOC 202 (SP) (X) Pirkei Avos – Ethics of our Fathers II **3 Credits**

Pirkei Avos is a tractate of mishnayos Nezikin, Damages. Students will study Pirkei Avot, Ethics of Our Fathers. They will demonstrate competency in the text and main commentators such as Rabeinu Yonah and Rashi. This course covers the last three chapters of Pirkei Avos.

TALM 110 (X) Beginner Talmud **6 Credits**

In-depth study of Talmud at the introductory level: Students will analyze the text of Talmud line by line in the original Aramaic. They will focus on the grammar and structure of the Talmud while building skills to read, translate and punctuate the text of the Talmud.

TALM 210 (X) Learning the Talmud **6 Credits**

Pre-requisite: TALM 110

Skill-based study of Talmud at the beginner level: The beginner level incorporates the introductory course and expands on it with adding more skills and greater analysis of the text and commentaries. Students will analyze the text of Talmud line by line in the original Aramaic, developing their Talmud skills. Students will study pages of a Tractate in depth, through a combination of structured preparation time in a Beit Midrash setting and lecture.

TALM 310 (X) Intermediate Talmud **6 Credits**

Pre-requisite: TALM 210

In-depth study of Talmud at the intermediate level: Students analyze the text of Talmud and study it using Rashi and Tosfot, medieval commentators on the Talmud. They study 3-10 pages of a Tractate.

TALM 320 (X) Talmud with Rishonim **6 Credits**

Pre or co-requisite: TALM310

TUITION AND FEES





TUITION



In-depth study of Talmud at the intermediate level: Students will analyze the text of Talmud and study it using Rashi and Tosfot, medieval commentators on the Talmud. They will study 3-10 pages of a Tractate. The course will include later commentaries and require to apply the information learned to other contexts and tractates.

TALM 410 (X) Advanced Talmud

6 Credits

Pre-requisite TALM320

This is an advanced course in Talmud. This course focuses on learning the content of the Talmud, specifically in Masechet Gittin. The student will become familiar with the give and take in the Talmud and the interpretation of the commentaries on the Talmud.

COURSE NUMBERING SYSTEM

The first number indicates the grade level for the course and the last number indicates which semester one can expect the course to be offered. Courses that are part of a sequence usually have a 1 or a 2 as the third number and courses that are not part of a sequence often have a 0 to indicate that they may be offered equally between semesters. The second number identifies that course. Sequences generally have the same middle number but different end numbers. Those with higher middle numbers often indicate electives.

UNIT OF CREDIT

Woodmont College offers all degree programs on a semester credit hour basis. One semester credit equals 15 hours of academic engagement and 30 hours of preparation time totaling 45 hours. A 3-credit course includes 45 hours of academic engagement and 90 hours of preparation.



TUITION



TUITION AND FEES

Undergraduate Programs:

Application Fee (nonrefundable)	Registration Fee (nonrefundable)	Price per credit	Textbooks (per course)	Testing/Proctoring Fees (selected courses)
\$50.00	\$100.00	\$300.00	Student Responsibility	Student Responsibility * \$25-\$30 paid directly to proctoring service

ADDITIONAL FEES

Late Registration Fee (non-refundable, per semester)	Optional Live Class Fee (per course)	Technology Fee (non-refundable, per semester)
\$50.00	\$150.00	\$10.00

Official Credit Evaluation fee	Graduation Fee	Course Extension Fee	Transcript Fee
\$50.00	\$75.00	\$120.00	\$15.00

Additional Fees may be changed each semester.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

Undergraduate Programs:

General Academic Scholarship: Woodmont College appreciates the value of hard work and academic accomplishment. A student with a combined SAT score of 1300 (Verbal + math score) or above is eligible for up to 30% off of tuition, subject to availability. Students who wish to apply for a general academic scholarship should submit official score reports to admissions@



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[woodmontcollege.edu.](http://woodmontcollege.edu)

Need-based Financial Assistance: At Woodmont College, we believe that anyone should be given the opportunity of an excellent education, regardless of financial status. Need-based tuition reductions are offered to eligible students upon submission of two years of income tax returns. The Financial Assistance Department reviews the returns, and based on income and household size, and any extenuating circumstances that may increase expenses significantly for the household, determines how much a student can afford. Level of education may play a role if the applicant is seeking a first degree. Students are eligible for up to 30% off of regular tuition for Bachelor's degrees and 15% for Associate's degrees. Students who wish to apply for a need-based scholarship should contact admissions@woodmontcollege.edu to submit two years' tax returns and scholarship application form.

Dean's Scholarship: Woodmont College recognizes that there are individuals who are highly motivated to study and succeed, yet do not have the means to pay. This unique scholarship is awarded to a limited number of students, who have completed at least one semester at Woodmont College and have demonstrated high achievement and strong academic performance.

Eligibility: Scholarships are awarded based on student's performance and achievement at Woodmont College, evaluation of transcripts, and Dean's scholarship essay.

Terms of Scholarship: Dean's Scholars benefit from a significant tuition reduction of up to \$120 per credit. Dean's Scholars are expected to complete their program of study in a timely manner and maintain a 3.5 GPA (B+ average). Students must take at least 3 courses a semester in order to maintain their scholarships. Students are evaluated on an annual basis to ensure that they remain eligible for the Dean's Scholarship. Dean's Scholarships are granted based on available funding for the program, and may not be deferred. Students who wish to apply for a Dean's scholarship should contact admissions@woodmontcollege.edu to submit their scholarship essay.

Recipients of the Dean's Scholarship commit to completing their Bachelor's degree and graduating from Woodmont College. Dean's Scholars who withdraw from Woodmont College



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without completing their degrees will be retroactively charged full tuition for all courses they have taken at Woodmont, and will need to repay all scholarship monies to the institution. No leave of absences are extended to Dean's Scholars.

Jewish Educator Scholarship: Woodmont College salutes the dedicated professionals working as educators in Jewish educational institutions. The Jewish Educator Scholarship is available to Jewish educational professionals who are currently teaching at a Jewish educational institution, and who have been employed as educators in Jewish educational institutions for at least three years. Applicants must submit a letter of employment from their current employers confirming that the applicant is currently working as an educator in a Jewish educational institution and stating the years they have been employed as Jewish educators. Scholarships of up to 25% discount from full tuition are awarded on a course-by-course basis, based on availability. Students who wish to apply for a Jewish Educator scholarship should submit documentation to admissions@Woodmontcollege.edu.

Staff scholarship: As a gesture of appreciation to our staff and faculty members, Woodmont College offers a scholarship of up to 50% off of regular tuition for staff or faculty members who wish to study at Woodmont. A 30% discount of tuition is awarded to dependents of staff or faculty members.

Failure to uphold some terms of scholarships may result in students being retroactively charged full tuition for courses.

All scholarships and financial assistance packages refer to tuition fees only. There is no reduction for other fees or textbooks. All scholarship awards are at the discretion of the institution.

Non-matriculating and auditing students may not be eligible to apply for scholarships.

Some scholarships are limited to students who are pursuing their first degree.

Woodmont College does not offer discounts on tuition.

TUITION REFUND POLICY & PROCEDURES

CANCELLATION AND REFUND POLICY:

Should a student be terminated or cancel for any reason, all refunds will be made according to the following refund schedule:

NON-REFUNDABLE ITEMS – Testing/Proctoring Fees, Application and Registration Fees, Lab



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Supplies, Software/Technology, and Books. Nonrefundable fees regarding admission and registration of students shall not exceed \$150.

If Woodmont College does not offer a class that students have registered and paid for, Woodmont will refund the cost of the course to students. If students choose to withdraw from a course, their tuition refund depends on the date they withdraw from the course. Withdrawal dates and refunds are printed below:

1. Cancellation may be requested by phone, in person, via email, or via postal services.
2. All monies will be refunded if the student cancels within five (5) business days after signing the Enrollment Agreement and making initial payment, with the exception of the application fee.
3. If the school does not accept the applicant, all monies will be refunded with the exception of the application fee.
4. Cancellation after the fifth business day, but before the first class, will result in a refund of all monies paid with the exception of the application and registration fees.
5. Cancellation after attendance has begun, through 40% completion of the program, will result in a Pro Rata refund computed on the number of hours completed to the total program hours. Cancellation after completing more than 40% of the program will result in no refund.
6. Termination date: the termination date for refund computation purposes is the last date of actual attendance by the student unless earlier written notice is received. Actual attendance is measured by date of last communication between student and school representative or instructor.
7. Students who cancel their enrollment before having completed full payment for a course, will have their tuition recalculated and their pro-rata refund deducted from the full tuition price. Student will complete payment of tuition owed after the recalculation, as per the payment schedule.
8. Refunds will be made within 30 days of receipt of Cancellation Notice.
9. Students who cancel their enrollment after paying in full, but are not eligible for a refund, are entitled to retain access to the online courses they paid for as well as receive any applicable course materials.
10. A student can be dismissed, at the discretion of the Director, for insufficient progress, nonpayment of costs, or failure to comply with rules. Students who are dismissed will be refunded as per the college refund schedule.
11. If the school terminates a program for any reason, those who have paid will receive a 100% refund on monies paid to the school.
12. For a student who is on leave of absence, the termination date is the date the student was scheduled to return from the leave of absence and failed to do so.



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Refund Schedule – Fall and Spring Terms

Amount of Coursework Completed by Student	Percentage of tuition returned to the student:
After one week of a 15 week 3-credit online course	94%
After two weeks of a 15 week 3-credit online course	87%
After three weeks of a 15 week 3-credit online course	81%
After four weeks of a 15 week 3-credit online course	73%
After five weeks of a 15 week 3-credit online course	66.5%
After six weeks of a 15 week 3-credit online course	60%
After seven weeks of a 15 week 3-credit online course	0%

REFUND CALCULATION EXAMPLE

\$900 Paid in Tuition

Amount of Coursework Completed by Student	Percentage of tuition returned to the student:	Amount of tuition returned to the student
After one week of a 15 week 3-credit online course	94%	\$846.00
After two weeks of a 15 week 3-credit online course	87%	\$783.00
After three weeks of a 15 week 3-credit online course	81%	\$729.00
After four weeks of a 15 week 3-credit online course	73%	\$657.00
After five weeks of a 15 week 3-credit online course	66.5%	\$598.50
After six weeks of a 15 week 3-credit online course	60%	\$540.00
After seven weeks of a 15 week 3-credit online course	0%	\$0.00

Refund Schedule: Summer Term

Amount of Coursework Completed by Student	Percentage of tuition returned to the student:
After one week of an 8 week 3-credit online course	87.5%
After two weeks of an 8 week 3-credit online course	75%
After three weeks of an 8 week 3-credit online course	62.5%
After four weeks of an 8 week 3-credit online course	0%

Refund Calculation Example – Summer

\$900 Paid in Tuition



TUITION



Amount of Coursework Completed by Student	Percentage of tuition returned to the student:	Amount of tuition returned to students
After one week of an 8 week 3-credit online course	87.5%	\$787.50
After two weeks of an 8 week 3-credit online course	75%	\$675.00
After three weeks of an 8 week 3-credit online course	62.5%	\$562.50
After four weeks of an 8 week 3-credit online course	0%	\$0.00

Refund Schedule: 12-week CBE Term

Amount of Coursework Completed by Student	Percentage of tuition returned to the student:
After one week of a 12 week semester	92%
After two weeks of a 12 week semester	84%
After three weeks of a 12 week semester	76%
After four weeks of a 12 week semester	68%
After five weeks of a 12 week semester	60%
After six weeks of a 12 week semester	0%

Refund Calculation Example – 12-week CBE Term

\$900 Paid in Tuition

Amount of Coursework Completed by Student	Percentage of tuition returned to the student:	Amount of tuition returned to students
After one week of a 12 week semester	92%	\$828.00
After two weeks of a 12 week semester	84%	\$756.00
After three weeks of a 12 week semester	76%	\$684.50
After four weeks of a 12 week semester	68%	\$612.00
After five weeks of a 12 week semester	60%	\$540.00
After six weeks of a 12 week semester	0%	\$0.00

COURSE ENROLLMENT AND WITHDRAWAL POLICY

The Woodmont College Academic Calendar notes latest dates for students to withdraw from a course with or without a W. Enrollment in courses should take place one week before semester start; the last date a student can enroll in a course is the final date for Withdrawal with a W.



TUITION



ACADEMIC ENGAGEMENT POLICY

Academic Engagement Requirements:

Students are responsible for all material taught in a course. This includes material taught via lecture, interactive class session, or discussion board. Assignments must be submitted on time. The teacher may reduce the grade for an assignment as penalty for discussion posts or work submitted late. Graded work that receives below a 70% will require a discussion with the instructor.

Instructor Interaction: Instructor's interact with students via the Learning Management System, during weekly Office Hours, and via phone and email.

Office Hours: Instructors offer up to two hours per week to meet with students live. The office hours are usually by appointment, and posted on the course homepage as well as in the syllabus. These sessions will take place either by phone or online via web conferencing. Students are sometimes provided with an online calendar link to schedule appointments with their professors. Additionally, students may email the professor directly.

Every professor informs students of his/her email address and any other contact information of their choice, and responds within 24-hours, unless it is a holiday or weekend. Students may post general questions or comments in the appropriate venue within the course.

ASSIGNMENT SUBMISSION POLICY

All assigned coursework should be submitted in the format outlined, unless the student has received prior approval. This includes but is not limited to forum postings, projects, and instructor emails. Each assignment must be submitted by its due date. Assignments submitted late may be subject to partial credit, or in some cases not accepted as determined by the course instructor. All assignments should be submitted prior to the end of course date. Students who fail to submit all coursework by semester end will be issued a Fail (F) for the course. If special circumstances require an extension for submitting coursework past the end of the semester, students may request an extension and be issued an Incomplete grade. For information on requesting an extension and earning an Incomplete grade, refer to the Incomplete grade Policy.

Instructors have the option to modify the Woodmont College Assignment Submission policy. If an instructor selects to modify the Woodmont College Assignment Submission policy, the instructor is required to inform students of the policy during the first week of class. The default policy for late work is as follows:

Faculty and staff of Woodmont College realize that emergencies do occur. If a student knows

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that he/she will be unable to complete an assignment by the due date, he/she is to contact the instructor PRIOR to the due date. Early contact is best, as plans can be made to keep the student from falling behind, and ensure the highest possible grade.

GRADING SYSTEM

Woodmont College uses the following grading scale:

A	94-100	4.0	Exceptional work
A-	90-93	3.7	Excellent
B ⁺	87-89	3.5	Very good
B	83-86	3.0	Meets expectations
B-	80-82	2.7	Average
C ⁺	77-79	2.5	Average
C	70-76	2.0	Average
D ⁺	67-69	1.3	Must retake course
D	63-66	1.0	Must retake course
D-	60-62	.7	Must retake course
F	Below 62	0.0	Failing

Students earning below a C must retake the class. If a student retakes a class, the full tuition will be assessed. All assignments are graded using standard grading rubrics.



PROCTORED EXAMS

Many courses culminate with a final exam, which is proctored using ProctorU, an online proctoring service. The ProctorU service is modeled after the in-classroom experience. ProctorU uses specific protocol for identity validation, including having students show an official ID. ProctorU proctors monitor the students through audio and video connections and employ screen-sharing technology that allows the proctor to view the student's computer screen during the exam session.

Proctored exams are spread out within the program, with some lower level and some upper level courses requiring proctored exams. This ensures that students throughout the program will be properly identified. Standard general education courses such as algebra, introductory technology courses, and social science courses also require proctored exams. Many courses that require a final require students to complete the final exam with ProctorU.





STANDARDS FOR SATISFACTORY PROGRESS IN A PROGRAM

Satisfactory Academic Progress (SAP) is a tool that is used to evaluate whether students are progressing in their programs and are on track to graduate in a reasonable timeframe. Both qualitative and quantitative standards are used to evaluate student progress. SAP contains three elements: Cumulative Grade Point Average, Completion Ratio, and Maximum Time Frame.

1. Cumulative Grade Point Average (Qualitative Standard):

Undergraduate students maintain a cumulative grade point average of 2.0. Graduate students maintain a cumulative grade point average of 3.0.

2. Completion Ratio (Quantitative Standard):

Students pass 2/3 of credit hours attempted. In other words, students pass 67% of courses attempted. This is calculated by dividing cumulative hours of credits completed successfully by cumulative hours of credits attempted.

3. Maximum Time Frame:

Students are within SAP as long as they are on pace to complete the degree within 150% of the maximum time frame. Time frame refers to the number of attempted credit hours. For an associate's degree, that is a maximum of 90 credit hours. For a bachelor's degree, that is 180 credit hours, and for a master's degree, that is 54 credit hours. That means that if a student attempted 100 credit hours for a bachelor's degree, yet has 90 credit hours remaining to complete his degree, he is officially out of SAP.

SAP Appeals and Probation

Appeals

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 military service activation or other circumstances as deemed appropriate for consideration by the Dean.

To appeal, the student must submit a letter and supporting documentation to the Dean. 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.

Submit appeals to the SAP Appeals Committee care of: Registrar@Woodmontcollege.edu. Appeals are reviewed within 15 working days of receipt of all required documentation. Students will be notified by email if the above timeframe is revised during peak processing times.



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Academic Probation

A student who does not maintain a 2.0 cumulative grade point average (CGPA) annually will be placed on academic probation for the next term.

The student must meet with student services staff to create a plan for improving the student's performance at the institution.

Students will be evaluated at the mid-term and end of term to assess progress.

Students meeting the standards for satisfactory academic progress at the end of the probationary term will return to satisfactory status.

Students who do not meet the standards for satisfactory academic progress at the end of the probationary term must meet with student services personnel again in order to modify their academic plan.

Students may be withdrawn from the institution if they do not improve for two semesters. They may be withdrawn for lack of progress through the program.

Students have the right to appeal any decision for withdrawal.

Academic Dismissal

At the end of probation, a student must have brought his or her grade point average to a CGPA of 2.0. If this does not occur, the student may be dismissed from Woodmont College.

The student has a right to appeal the decision to the school director. The appeal should be submitted in writing within one week of the dismissal

ACADEMIC INTEGRITY POLICY

Woodmont College Statement of Ethics

The goal of higher education is to promote knowledge and to help students attain their aspirations. To accomplish these goals, ethical conduct and consideration of others is required.

VIOLATIONS:

At Woodmont College, we expect our student body maintain a strong honor code throughout their academic career at the college. This honor code begins from the very outset of their engagement with Woodmont College. Falsifying information on admission documents will be classified as a violation of the integrity policy.

All forms of academic dishonesty such as cheating, plagiarism, and misrepresentation are violations of academic integrity standards.



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Definitions:

Cheating includes copying from another's work, or exam. Violations include facilitating cheating by divulging exam information to other students for them to cheat.

Plagiarism refers to the presenting work of another as one's own i.e. not attributing the idea or statement to the rightful author. Any source which a student uses in an assignment, whether in a paper or even in a discussion post, must be properly cited. This includes electronic sources as well. Plagiarism includes submitting the same assignment to two teachers. Professors will be using Plagiarism checking technology such as Grammarly.com, PlagTracker.com, or Plagiarisma.net to check student work and detect plagiarism.

Misrepresentation includes forgery of official academic documents, as well as presenting oneself as another student for the purposes of completing an assignment or taking an exam for another student. Work submitted must be completed by the student who submits the assignments, posts on the discussion board or hands in an exam.

DISCUSSING, REPORTING AND ADJUDICATING VIOLATIONS

Any form of academic dishonesty or inappropriate conduct that a faculty member discovers must be reported directly to the Dean and will result in penalties ranging from a personal warning to dismissal from the College, depending on the nature and severity of the infraction. In the case of a first offense, faculty members have the option to allow students to re-do an assignment with a grade penalty. After a second infraction, the student will be placed on Academic Probation or dismissed from the College.

STUDENT IDENTITY VERIFICATION POLICY

Woodmont College takes measures to assure that students' identity is verified and only the individual who was accepted and is enrolled in the college has access to course materials, proctored examinations, and grade reports.

Student identity is verified during the application process by submitting a copy of a valid government-issued photo identification document, such as a driver's license or passport. In addition a phone or web-conferencing interview help the Admissions personnel to confirm that personal identifying information is accurate, through informal discussion and verification of personal details.

When a student applies to Woodmont College s/he receives a unique login and password. Course content and online gradebooks can only be accessed when the student logs into



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the website with his/her individual username and password.

Prior to sharing information with a student on the phone, the student is asked to provide identifying information.

Woodmont College courses are designed with various measures to ensure student identity. Each week, students participate asynchronously in an online lecture / conversation session. The instructors schedule a phone call with each student at least twice a semester. During these phone calls, the instructor and student discuss the course, student progress, and any pertinent questions or concerns.

Many courses culminate with a proctored exam. The exams are proctored through ProctorU, an online proctoring service which is widely used by various institutes of higher education. ProctorU personnel use legal photo IDs as well as publicly available information to verify the student's identity before giving the student access to the proctored exam.

The best indicator of student identity is the way Woodmont College assignments are designed. Many assignments require students to apply the new content knowledge to their personal situations. When completing these assignments, students use their own "voice". As teachers read and respond to students on a weekly basis, teachers get to know each students' "voice". With a small number of faculty members, faculty teach multiple classes and often teach students in more than one class. Therefore, the faculty and students develop a relationship with faculty recognizing each students' "voice."

ACADEMIC PROBATION

- A student who does not maintain a 2.0 cumulative grade point average (CGPA) or drops below 1.5 GPA for any term will be placed on academic probation for the next term.
- The student will also be given extra assistance in an effort to reach the expected level of performance.
- Students will be evaluated at the mid-term and end of term to assess progress.
- Students meeting the standards for satisfactory academic progress at the end of the probationary term will return to satisfactory status.
- Students who do not meet the standards for satisfactory academic progress at the end of the probationary term are withdrawn.
- Students have the right to appeal any decision for withdrawal.



ACADEMIC DISMISSAL

- At the end of probation, a student must have brought his/her grade point average to a CGPA of 2.0. If this does not occur, the student will be dismissed from Woodmont College.
- The student has a right to appeal the decision to the school director. The appeal should be submitted in writing within one week of the dismissal

GROUNDS FOR DISMISSAL

- Insufficient Progress
- Academic Matters
- Insufficient Attendance
- Failure to pay tuition fees
- Failure to adhere to Student Conduct Policy

STUDENT CONDUCT POLICY

Woodmont College is a religious institution. Students behaving in a manner that offends other students and their religious beliefs may be disciplined or expelled.

Unprofessional conduct that might discredit the school will be subject to termination of any student. The school reserves the right to terminate any student for one or more of the following:

- Non-compliance, or failure, to abide by school rules
- Unbecoming conduct
- Offending religious sensitivities of other students or of institution
- Use of drugs or narcotics of any kind, alcohol abuse
- Excessive absences
- Failure to pay school fees / tuition
- Cheating, stealing, plagiarism
- Sexual Harassment of another student, or of school personnel
- Harassment of any kind (Intimidation/Discrimination)
- Verbal or physical violence
- Use of abusive language, or profanity
- Willful destruction of school property, or another student's property
- Failure to maintain required academic progress
- Insubordination to faculty or staff



DISCRIMINATION, HARASSMENT, HAZING, AND ASSAULT POLICY

- The school supports federal and state laws which prohibit discrimination against any person because of race, color, creed, religion, national origin, age, sex, disability, marital status, or status with regard to public assistance.
- The school prohibits and will not tolerate discriminatory practices, harassment, hazing or assault of anyone connected to the school's community.
- Sexual harassment of employees is prohibited under Title VII of the Civil Rights Act. Sexual harassment of students is prohibited under Title IX of the Education Amendments of 1972.
- Assault is the commission of an act with the intent to cause fear in another or immediate bodily harm or death, or the intentional infliction or attempt to inflict bodily harm upon another. Sexual assault is forced sexual activity without the expressed consent of both parties.

STUDENT GRIEVANCE POLICY

- Any student who has a grievance with the school or an instructor should first discuss the problem with the instructor or Dean of Students.
- If a resolution is not reached, the student should make a written complaint and submit it to the school director asking for a written response.
- When a satisfactory resolution of the problem is not obtained, the student may contact Commission for Independent Education 325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399-0400 Telephone: (888) 224-6684
- Students may also contact the Distance Education Accrediting Commission, regarding their complaint:
DEAC
1101 17th Street NW, Suite 808
Washington, D.C. 20036
Tel: 202.234.5100

STUDENT COMPLAINT PROCEDURE

Woodmont College aims to provide a high quality service to all students. The student complaint procedure consists of a straightforward and informal method of resolving student concerns, with an option of a more formal, written procedure in cases where all efforts for resolutions have been attempted.

The following procedure is intended for complaints about service, support, or assistance



provided by academic, administrative or support departments. Complaints can be of academic matters such as instruction methodology or supervision arrangements or non-academic matters such as IT support, university services, policies etc.

Complaints and appeals relating to the appeal process for policies and violations and academic appeals will not be considered under this procedure. In such instances, the student should refer to the appeals process as outlined in this catalog. The complaints procedure depends upon the ability to collect appropriate information from all parties involved, therefore anonymous complaints are not normally considered.

All information submitted to Woodmont College while a student complaint is under investigation shall be treated as confidential and will only be available to the appropriate/involved parties. It is equally important that the student also respect the need for confidentiality throughout the complaint process. Students who submit a complaint should be aware that complete confidentiality cannot always be guaranteed if effective action is to be taken.

Where a complaint is in reference to a specific individual, the complaint cannot be investigated if the student does not wish the allegation to be made known to that individual.

Informal Student Complaint Procedure

1. A student should initially discuss concern(s) with those directly responsible. If the student is not comfortable or willing to approach that person, the student's Faculty Advisor or appropriate staff member may be approached. When possible, student complaints should be resolved during this initial and informal stage without the need to resort to formal proceedings.
2. If the complaint is in reference to an issue relating to a specific staff or faculty member, the student should raise the concern with that person either orally or in writing.
3. If a student is dissatisfied with an issue that relates to a specific staff member or a policy that the student is not willing to raise with that person, the student should present his/her concerns orally or in writing to any staff member. At this stage, student complaints will be responded to within five (5) business days.
4. If the student completes the above procedure and believes that the complaint was not resolved to the standard which could reasonably be expected from the College, he/she may opt to proceed to the formal student complaint procedure which is outlined below.

Formal Student Complaint Procedure

When a student believes that the complaint has not been resolved to his/her satisfaction, or if the student wishes to present the complaint formally, the student is encouraged to submit the complaint on the Official Student Complaint Form to the School Director.



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1. The student complaint form is available online through the website, or by contacting the Student Services Department at student.services@Woodmontcollege.edu.
2. The School Director will either personally investigate the complaint or formally appoint a designee with no prior involvement in the matter to undertake the investigation.
3. The School Director or designee will undertake the investigation with the intention of arriving at a solution that is acceptable to all parties involved. He/she may consult with the student or other persons as appropriate. The student will be advised in writing within 30 days of the receipt of the Student Complaint Form of the outcome of their complaint and of any consequential action to be taken. This will include a summary of the reasons for the decision.
4. A copy of the letter to the student will be kept in a confidential student complaint file to be securely maintained at the College.
5. When a satisfactory resolution of the problem is not obtained, the student may contact Commission for Independent Education 325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399-0400 Telephone: (888) 224-6684
6. Out-of-State Distance Education students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the FL-SARAPRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint Process page: <http://www.fl doe.org/sara/complaint-process.shtml>
7. Students may also contact the Distance Education Accrediting Commission, regarding their complaint:
DEAC
1101 17th Street NW, Suite 808
Washington, D.C. 20036
Tel: 202.234.5100

GRADUATION REQUIREMENTS

A student enrolled in a bachelor's degree program must declare his/her chosen major by the end of his/her sophomore year. A student enrolled in an associate's degree program must declare his/her chosen major by the end of his/her third term at the college. During this time students are advised to take general education courses common to all programs. At the time a major is declared, each student will meet with a member of the administration to go over the



courses already taken and plan out the course of study until graduation. Once a student feels s/he is ready to graduate, s/he must meet with a member of the administration again to go over his/her records to verify all requirements for graduation have been met. Once the student has met all requirements, s/he receives a signed form from the administrator declaring that s/he is eligible to graduate. This form will be submitted to the Bursar, who will confirm that the student does not owe any money to the college. The form is then submitted to office of the Registrar, who will complete the necessary documents and diploma for graduation. To qualify for graduation, the student must have a minimum of 2.0 GPA overall.

WITHDRAWAL POLICY

Students who sign an Enrollment Agreement yet fail to pay OR never attend class are classified as non-starters. Non-starters are automatically withdrawn by the end of the semester. They do not receive a withdrawal letter.

- Students who sign an Enrollment Agreement, pay, participate in a course for at least two weeks, and then stop participation and are not in contact with the college for the duration of the semester, and do not register for the following semester, will be automatically withdrawn from Woodmont College.
- Students can also withdraw by notifying Woodmont College that they are withdrawing, via email, phone, in person, or via postal services.
- Official withdrawal letters are sent out once a year, at the end of June. Withdrawal letters will be sent to the students via registered mail. Class attendance is measured by email contact with the professor or by posting on the discussion board.

LEAVE OF ABSENCE

Students are allowed to request a Leave of Absence (LOA) for up to one calendar year. To request a LOA, the student submits the Leave of Absence form to the Registrar. Included in the request is the expected date of return.

The Registrar maintains contact with the student during the LOA to monitor the student's plans to return to studies.

INCOMPLETE GRADE POLICY

Students have 15 weeks to complete a course. In cases with extenuating circumstances, students can request an Incomplete grade and have two (2) extra weeks to complete the course. The Dean can extend the time to complete outstanding work until the end of the following



semester. She determines if there is cause for an extension that is longer than two (2) weeks. She also determines the length of the extension.

Full time students have four years to complete associate degree programs and six years to complete bachelor degree programs. Once during their program of study, students are allowed to take a formal Leave of Absence for one calendar year. This Leave of Absence period is not counted towards a student's allotted program completion time.

STUDENT PRIVACY AND RECORD DISCLOSURE PROTECTION - FERPA POLICY

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Woodmont College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the



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FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Woodmont College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Woodmont College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Woodmont College.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Woodmont College will make a reasonable attempt to notify each student of these disclosures unless the school states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Woodmont College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

See the list below of the disclosures that postsecondary institutions may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student to other school officials, including teachers, within Woodmont College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General,



the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7)))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

SERVICES





SERVICES

STUDENT SERVICES

Woodmont College provides a wide array of student services to support student learning and experience at Woodmont College. These include academic support such as academic advising and tutoring, as well as non-academic support, such as counseling and financial assistance.

Students may contact Student.Services@woodmontcollege.edu for inquiries or requests relating to Student Services.

Student Services Mission:

The Student Services department commits to providing support services to Woodmont College's student population to facilitate student learning and achievement. Woodmont College seeks to provide personalized attention to ensure students' needs are met.

This mission was developed to align with the institutional mission of "... dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development.... We believe that education is the key to personal growth and success, and that students should be imbued with professional skills together with moral development and education for values."

Academic Services:

Academic services directly support student learning outcomes, providing students tools and resources for success in the Woodmont College learning environment. Current academic services include:

Academic Advising: Students receive guidance for course selection as they proceed through the degree. An Academic Program Plan (APP) is developed for each student. The APP outlines and tracks a student's progress through the degree requirements and electives to ensure the completion of the program. Students who wish academic advisement for choosing courses may contact either the Educational Director or the Dean before registering for courses for the following semester. Those who do not feel that they need advisement can still contact the Registrar for their updated APP.

Graduate Program Advisement: Students finishing their undergraduate degree at Woodmont College and are interested in pursuing graduate degrees at other institutions can reach out to the Student Services department for information and guidance regarding external graduate programs. Although the college provides guidance on graduate programs at other institutions, transferability of credit is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

Student Learning Support:



SERVICES

Woodmont College prioritizes consistent interaction between student and staff to ensure student success. Faculty proactively reach out to students who fail to submit work on time or meet their course responsibilities. Student Services personnel are available to help advise students on time management and creating a dedicated schedule for coursework completion. Student Services personnel can help determine any further needs or interventions such as tutoring or additional academic counseling.

Tutoring: Woodmont College strives to assist students as much as possible in learning and acquiring the knowledge needed to successfully achieve the course outcomes. Students who require learning support in any course can place a request for tutoring. Tutoring can take place in-person or online. A student can request tutoring help by approaching his or her instructor or Student Services personnel.

Library: Research is critical to a student's academic career, and the library is the place to gain those skills. The Woodmont College library provides a comprehensive list of websites and databases in which students can research topics and thesis papers. The library is built in the form of a guide, intended to help students find relevant academic articles for their research topics. The library includes links to appropriate tutorials that will help students search through and utilize those databases or search engines. The library is broken down into three categories and each menu category contains lists of research methods:

The "Search Engines" menu contains a list of the best semantic and lexical search engines for both open access and paywalled articles as well as search tips.

The "Resources" menu contains lists of websites where students can find ebooks, articles, and dissertations, as well as guides to help students access paywalled materials. In addition, Woodmont College students are provided with free membership to the Library and Information Resources Network, Inc (LIRN), which provides access to thousands of paywalled resources and journal articles.

The "Sample Searches" provides demonstrations of searches using different search engines.

The Woodmont College librarian is available to assist students with developing their research skills and guiding them in the use of the library. The librarian is available by appointment, at [library@Woodmontcollege.edu..](mailto:library@Woodmontcollege.edu)

Admissions, Financial Aid, Orientation (non-academic services):

Admissions: Admissions personnel guide and support students through the application process from the initial inquiry through signing an enrollment agreement.

Financial Assistance Department: Woodmont College does not participate in Federal Financial Aid. However, Woodmont College does provide internal need-based and academic



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scholarships. Students seeking financial assistance can approach the Registrar and receive the necessary guidance for applying for a Woodmont College scholarship. All financial information submitted as part of a scholarship application remains confidential, and should be emailed directly to financial.office@woodmontcollege.edu

Orientation: Students entering Woodmont College as new students can obtain support for navigating and adapting to college. Orientation regarding Woodmont College's Learning Management System as well as an overall college orientation is provided to all new students. Library orientation, who's who in Woodmont College, study tips and time management are all discussed in Orientation.

Student Records: Students who need information regarding their student history and records while studying at Woodmont College as well as forms such as transcript request, leave of absence and others can reach out to the Registrar. The Registrar manages student records and processes any requests. Students can make requests via email or by phone.

Career Services: One of the main goals of a college is to help students procure employment after graduation. Students can approach the Student Services department for resources, information and help as they proceed onto the next stage. Students seeking career services can email Student Services at student.services@woodmontcollege.edu. Through email and phone conversations students receive advice and input on resume writing and job searching skills. In addition, web-conferencing allows mock interviews through which Student Services personnel can advise students as to successful interview techniques. Woodmont College does not guarantee employment.

Resume Writing: Resumes and C.V.'s constitute the first impression a job applicant will make on a potential employer. Students will receive expert advice on how to write resumes and C.V.'s at Woodmont College Career Services.

Job Search: Searching for a job can be overwhelming. Student services personnel provide resources to students to assist in their job search.

Interview Preparation: Woodmont College Student Services personnel help prepare students for interviews with potential employers and assist students in developing an effective strategy for their job search.

Alumni Career Services: Alumni can contact Woodmont College Student Services to access career resources and support that is offered to students.

Counseling Center: Students mental health needs span a broad spectrum and therapies can involve different approaches. Woodmont College Counseling provides individual counseling on such issues as depression, academic concerns, substance abuse, stress and relationship



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problems. Woodmont College looks to help students succeed and one's mental well being is an important piece of the puzzle. Students can also receive help and resources for other issues beyond the current scope of Woodmont College Counseling Center.

Confidentiality: Woodmont College retains complete confidentiality regarding Counseling sessions.

Students who wish to make use of Woodmont College's Counseling Center can reach out to Mrs. Chaya Satt, MSW, or Rabbi Shragie Bomzer, MSc, CASAC, via email or phone, to arrange an online or in-person counseling session. Mrs. Satt and Rabbi Bomzer will also provide further guidance to anyone with additional needs that go beyond short-term therapy. Chaya Satt: Phone: +972-50-592-4415 Email: chayarsatt@gmail.com Shragie Bomzer: Phone and WhatsApp +972-52-864-0757 Email: rshragiebomzer@gmail.com

Disability Services

Woodmont College is committed to complying with the ADA and Section 508, the amendment to the Rehabilitation Act of 1973.

Woodmont College provides accommodations to qualified students with documented disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services and programs.

Those that require accommodations due to disability may fill out a form and submit for approval. The form must be supported by professional documentation. The form may be requested from the registrar and must be submitted to the Dean.

Woodmont College maintains complete confidentiality regarding a student's disability. Information about a student's disability is used strictly for the student's benefit.

Woodmont College does not discriminate on the basis of race, color, religion, ancestry, national origin, age, non-disqualifying disability, gender, sexual orientation, marital status, or veteran status in the recruitment of students or in the implementation of its policies, procedures, and activities.

Woodmont College is committed to ensuring that its main website is accessible to people with disabilities. Students who are hearing impaired can create captions for videos using free websites such as Amara.org or DotSub.com. Students who are visually impaired can download screen readers such as nvaccess.org or text-to-speech websites such as naturalreaders.com.

Woodmont College remains committed to maintaining full accessibility of its websites and digital materials. This includes the Woodmont College website and Learning Management System.



TRANSCRIPT REQUEST

Grade reports are issued by the Registrar 14 business days after the last day of the course. Any error in designation, grade appeal from a past course or any omission should be reported to the Office of the Registrar within 10 business days of receipt.

Official transcripts bearing the College seal will be made available upon written request by the student. To request transcripts, students are required to complete the Transcript Request Form by requesting it from the Registrar. The first transcript is free; after that, students must pay the \$10.00 transcript fee for each request. Students may not receive official transcripts or grade reports until all financial obligations to the College have been satisfied. Students may request an unofficial grad sheet from the Registrar at any time.

LIBRARY SERVICES

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