Woodmont College

School Catalog

Academic Year 2023-2024
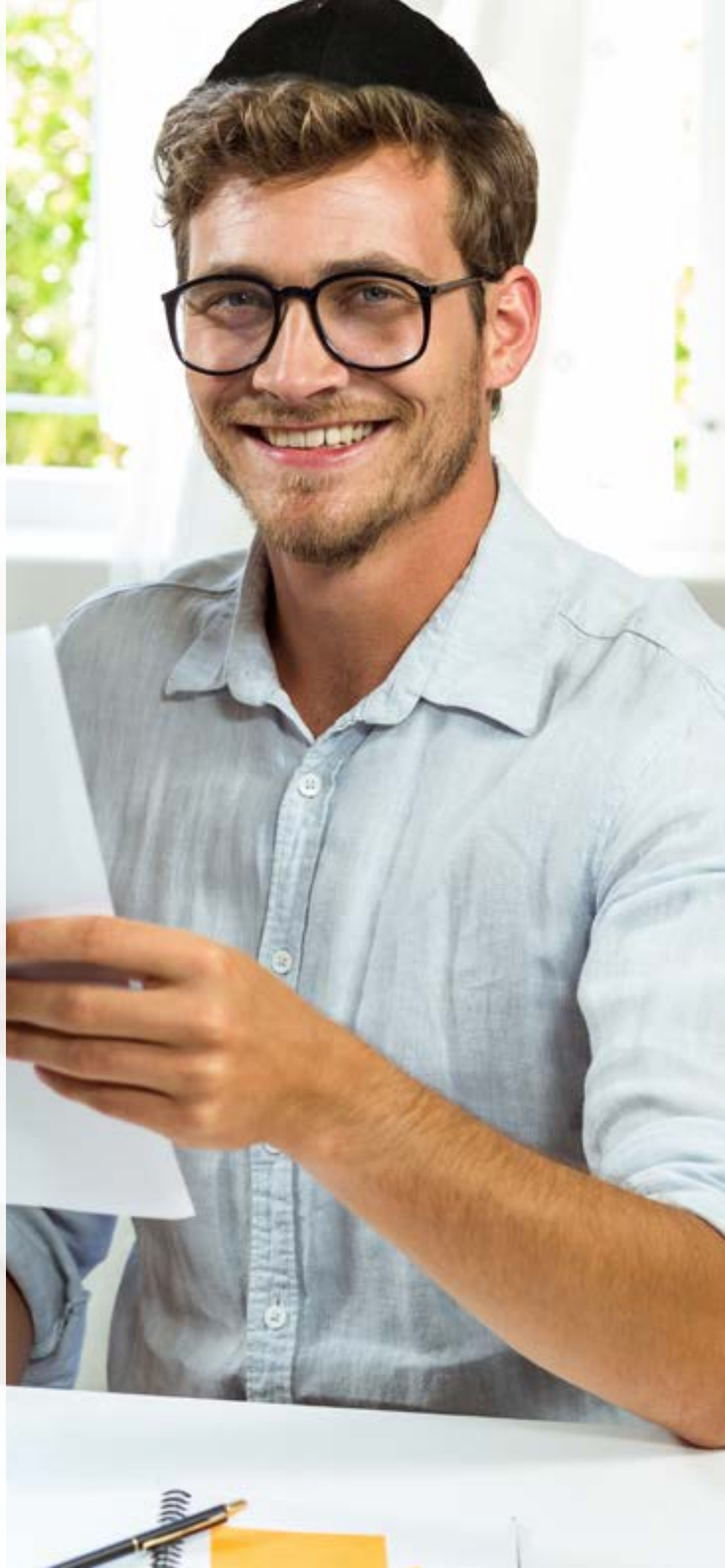
EDITION 15

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Introduction

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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 New England Commission of Higher Education (NECHE). NECHE 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
President, Woodmont College

Introduction

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 Board of Trustees:

Murry Englard, CPA - Chair

Trustees:
- Orital Weinroth
- Rabbi Aaron Ishida
- Rabbi Yosef Rosen
- Jonathan Goldstein
- Meira Millet

Woodmont College Governing Board:

Chair: Diana Chadi

Vice Chair: Jonathan Feiner, PhD

Board Members:
- Eli Bamberger
- Dovid Charnowitz
- Meechal Litzenblatt
- Steve Sorotzkin, JD
- Rabbi Eliyahu Weisman

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 time during weekdays (Sunday through Thursday); 48 hour response time during weekends (Friday-Saturday). Due to considerations of the unique needs of the Woodmont student population, the Woodmont College workweek runs from Sunday-Thursday.

BOARD OF DIRECTORS

Executive Committee:
Eli Bamberger
Dovid Charnowitz
Rabbi Eliyahu Weisman

Academic Committee:
Jonathan Feiner, PhD
Diana Chadi

Financial Committee:
Murry Englard, CPA
Meechal Litzenblatt, CPA
Steve Sorotzkin, JD

ADVISORY COUNCIL

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

Computers
Steven Rudolph, PhD
Alan Minkoff, PhD
Shimon Lyons

LICENSURE AND ACCREDITATION

Accredited by the New England Commission of Higher Education (NECHE) (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and College, Inc.).

NECHE listed by the US Department of Education as a recognized accrediting agency, and is recognized by the Council for Higher Education Accreditation (CHEA).

The New England Commission of Higher Education (NECHE) is a voluntary, non-governmental membership association that serves as a regional institutional accreditor and promotes educational excellence and quality assurance to its member institutions. Member institutions are degree granting post-secondary educational institutions offering higher education and located inside or outside the United States, including, but not limited to, the States of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

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 may enroll California residents, and is exempt from registering with the California Bureau of Post-Secondary Education (BPPE) as a non-public, higher education, degree granting, non-profit, and accredited institution.

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

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

Introduction

ADMINISTRATIVE STAFF

Rabbi Dr. Harold Reichman	President	Rabbi.reichman@woodmontcollege.edu
Tzipora Klaver	Executive Vice President	Tzippy.klaver@woodmontcollege.edu
Talia Belsky	Chief Financial Officer	Financial.office@woodmontcollege.edu
Rabbi Hillel Rudolph	Chief Academic Officer	Hillel.rudolph@woodmontcollege.edu
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Rabbi Dr. Eliezer Brodt	Judaic Studies Faculty Chair	Eliezer.brodt@woodmontcollege.edu
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Joelle Nadjari	Admissions Director	Admissions@woodmontcollege.edu
Avital Lopiansky	Admissions Representative	Applications@woodmontcollege.edu
Elisheva Steinhart	Registrar	Registrar@woodmontcollege.edu
Elisheva Menchel	Bursar	Bursar@woodmontcollege.edu
Tzvi Broker	Career Services Director	Career.advising@woodmontcollege.edu
Leora Waldman	Internship Program Coordinator	Leora.waldman@woodmontcollege.edu
Devora Weisberger	Alumni Relations Director	Alumni@woodmontcollege.edu

FACULTY

Arielle Arielli: MS, Jewish Secondary Education, BA, Judaic Studies. Graduate of Stern College for Women and Azrieli Graduate School of Jewish Education and Religion. Mrs. Arielli teaches Judaic Studies.

Shimshon Ayzenberg: PhD, Jewish History, MA Judaic Studies, BA Judaic Studies. Graduate of Yeshiva University, Bernard Revel School of Judaic Studies, and Stanford University. Dr. Ayzenberg chairs the General Education department and teaches history and Judiac Studies.

Yoseph Back: MA, Archaeology and Land of Israel Studies, Rabbinic Ordination, BA, Liberal Studies. Rabbi Back is a graduate of Bar Ilan University, Aish Hatorah College of Jewish Studies, and Charter Oak State College. He is a licensed tour guide in Israel. Rabbi Back teaches Judaic Studies.

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 serves as the Chair of the Computer Science department and teaches Computer Science.

Eliezer Brodt: PhD, Talmud, MA, Talmud, BA, Talmud. Graduate of Bar Ilan University. Rabbi Dr. Brodt serves as the Chair of the Judaic Studies department and teaches Talmud.

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

Stephanie Glick: EdD, Educational Technology, MA, Jewish Communal Service, BA, History. Graduate of Pepperdine University, Brandeis University, and California State University. Dr. Glick teaches Education courses.

Michael Hamlin: PhD, Educational Psychology, MA, Educational Psychology, BA Psychology, BS, Biology. Graduate of Seattle University and University of Washington. Dr. Hamlin teaches Education and Psychology courses.

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

Dr. Aharon Chaim Markovitz: PhD, Biology, MA, Biology, BS, Bioenvironmental studies. Graduate of Metropolitan State College, Western State College, Wayne State University, and University of Michigan at Ann Arbor. Dr. Markovitz teaches Biology.

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 Science courses.

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

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.

Melissa Schafstall: MA, English, BA, English. Professor Schafstall is a graduate of the University of Georgia and the University of Oklahoma. Professor Schafstall teaches English writing and Language Arts courses.

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

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

Brian Singer: MBA, BA, Economics . Graduate of York University and University of Toronto. Professor Singer teaches Economics and Business courses.

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

Miriam Woolf: PhD, Chemistry, MS, Chemical Engineering, MS, Chemistry, BS, Chemical Engineering. Dr. Woolf is a graduate of University of Michigan, Cornell University, and Wayne State University. She serves as the Program Director for the MA in Education with a STEM concentration, and teaches Math, Science, and Technology courses.

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, 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.

Introduction

ACADEMIC CALENDAR - UNDERGRADUATE

Fall 2023

Applications Due	August 14, 2023
College Registration Deadline	August 21, 2023
Course Selection and Registration Deadline	August 28, 2023
Orientation Course Deadline	August 30, 2023
Classes Begin	September 4, 2023
Last Day to Add/Drop a Course w/o a W	September 18, 2023
Yomim Noraim Break	September 24 - October 8, 2023
Classes Resume	October 9, 2023
Last Day to Drop Course with a W	October 16, 2023
Last Day of Classes	December 31, 2023
Final Exam Week	January 1 - 7, 2024
Grading Week	January 8 - 11, 2024

Introduction

Spring 2024

Applications Due	January 1, 2024
College Registration Deadline	January 8, 2024
Course Selection and Registration Deadline	January 15, 2024
Classes Begin	January 22, 2024
Last Day to Add/Drop a Course w/o a W	February 5, 2024
Last Day to Add/Drop a Course with a W	February 19, 2024
Pesach Break	April 8, 2024 – May 5, 2024
Classes Resume	May 6, 2024
Last Day of Classes	June 10, 2024
Final Exam Week	June 11-16, 2024
Grading Week	June 17-21, 2024

Summer 2024

Final Applications Due	May 27, 2024
College Registration Deadline	June 3, 2024
Course Selection and Registration Deadline	June 10, 2024
Classes Begin	June 17, 2024
Last Day to Add/Drop a Course w/o a W	June 24, 2024
Last Day to Drop Course with a W	July 1, 2024
Last Day of Classes	August 15, 2024
Final Exam Week	August 19-25, 2024
Grading Week	August 26-29, 2024

Introduction

Fall 2024

Final Applications Due	August 12, 2024
College Registration Deadline	August 19, 2024
Course Selection and Registration Deadline	August 26, 2024
Classes Begin	September 2, 2024
Last Day to Add/Drop a Course w/o a W	September 16, 2024
Last Day to Add/Drop Course with a W	September 30, 2024
Yomim Noraim Break	October 10-27, 2024
Classes Resume	October 28, 2027
Last Day of Classes	January 6, 2025
Final Exam Week	January 13-19, 2025
Grading Week	January 20-23, 2025

ACADEMIC CALENDAR - GRADUATE

Master's Degree in Education with a Concentration in STEM Education

SEMESTER	COURSE SCHEDULE
Spring Semester A YR1 (8-weeks) *Feb-April 2024* 2/11, 2/18, 2/25, 3/3, 3/10, 3/17, 3/31, 4/7 **[3/24 no class – Purim]**	**EDU501:** Foundations of Learning and Implications for Teaching
April 8, 2024 – May 3, 2024	**Pesach Break**
Spring Semester B YR1 (8-weeks) *May – June 2024* 5/5, 5/12, 5/19, 5/26, 6/2, 6/9, 6/16, 6/23	**EDU 520:** Curriculum Theory and Design
Summer Semester YR1 (8-weeks) *July – Aug 2024* 6/30, 7/7, 7/14, 7/21, 7/28, 8/4, 8/11, 8/18	**EDU 531:** Assessment and Evaluation of Student Achievement
August 19, 2024 – Sep 6, 2024	**Summer Break**
Fall Semester A YR1 (8 weeks) *Sep – Nov 2024* 9/8, 9/15, 9/22, 9/29, 10/6, 10/27, 11/3, 11/10 **10/7 – 10/25 – Sukkos Break**	**EDU 532:** Methods and Strategies for Effective Instruction
Fall Semester B YR1 (8-weeks) *Nov 2024-Jan 2025* 11/17, 11/24, 12/1, 12/8, 12/15, 12/22, 1/5/25, 1/12/25 **[12/29 no class – Chanuka]**	**EDU 601:** Teaching to STEM
YR2 – Asynchronous course This course may be taken at any point during Year 2	**EDUC 540:** Ethics in Education
Spring Semester A YR2 (8 weeks) *Jan – March 2025* 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2, 3/9	**EDU 611:** Technology in the Classroom
Spring Semester B YR2 (8 weeks) *March – May 2025* 3/16, 3/23, 3/30, 4/27, 5/4, 5/11, 5/18, 5/25 **3/31-4/25 – Pesach Break**	**EDU 622:** Developing Innovators and Driving Innovation
June 1 - June 9, 2025	**Shavuos Break**
Summer Semester YR2 (8 weeks) *June – July 2025* 6/8, 6/15, 6/22, 6/29, 7/6, 7/13, 7/20, 7/27	**EDU 630:** Research methods
July 28, 2025 – Sep 5, 2025	**Summer Break**
Fall Semester A YR2 (8 weeks) *Sep – Nov 2025* 9/7, 9/14, 9/21, 10/19, 10/26, 11/2, 11/9, 11/16 **9/22-10/17 Chagim Break**	**EDU 700 (PT1):** Student Teaching and Capstone Project
Fall Semester B YR2 (8 weeks) *Nov 2025 - Jan 2026* 11/23, 11/30, 12/7, 12/14, 12/28, 1/4, 1/11, 1/18 **[12/21 no class – Chanuka]**	**EDU 700 (PT2):** Student Teaching and Capstone Project
Graduation	**February 15, 2026**

Please note: Vacations are scheduled for Tishrei Yamim Tovim and Pesach, as well as a three-week Summer break, to accommodate the needs of the student body.

EDUC 540: Ethics in Education is an asynchronous course that must be taken during the second year of the program. Students can choose when to take the course during the allotted timeframe.

ADMISSIONS

How to Apply - Undergraduate

• Complete Woodmont College Application: Go to Woodmontcollege.edu, click the Apply button on the top right corner of the homepage and select 'Apply Now - Undergraduate Degree'

• 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 or upload on the application page on the Woodmont College website.

Admissions Requirement - Undergraduate:
  • 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.

Introduction

How to Apply - Graduate

• Complete the Woodmont College Graduate School Application: Go to Woodmontcollege.edu. click the Apply button on the top right corner of the homepage, and select 'Apply Now - Graduate Degree'.

• Collect the following documentation:

• A copy of government issued ID

• College transcript showing completion of an undergraduate degree.

• Personal Statement:

> For your application essay, Please answer one of the questions below. Your essay should be approximately 500 words long.

1. What is one of the most important lessons you have learned as a STEM teacher? Describe it in detail and explain its significance.

2. What is one of the most important lessons you have learned as a teacher? Describe it in detail and explain its significance.

3. Describe your strengths as a teacher. How would you like to further develop those strengths, and how can Woodmont College's MA in Education help?

4. Describe an approach you take for teaching a specific STEM concept to your classroom.

5. Describe an approach you take for enhancing student engagement in your classroom.

6. How can an MA in Education help you develop professionally?

Admissions Requirements - Graduate:
- Applicants must have a minimum undergraduate GPA of 3.0.
- Application materials meet Woodmont College Admissions Standards.
- 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.

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): 71or 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 e-Transcripts should be ordered via Parchment or National Transcript Clearinghouse, and sent to Woodmont College. Email contact at Woodmont is: admissions@ woodmontcollege.edu.

Alternatively, official transcripts can be mailed to:

Woodmont College
16375 NE 18th Ave. Suite 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 6 credits.

CREDIT FOR PREVIOUS EDUCATION, TRAINING, & EXAMINATIONS

At Woodmont College our goal is to help our students succeed and complete their degrees in the most efficient way. A student can transfer up to 65% 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. Transfer credit can be used to satisfy either a major or general education requirement or elective.

TRANSFER CREDIT POLICIES - UNDERGRADUATE

General Education transfer credits:

- One can transfer up to 49% of general education requirements.
- Students must enroll in Woodmont College's Foundations course WC 101 X before enrolling in any other courses at Woodmont.
- As ethics is at the core of the Woodmont College mission, all students must take the Woodmont College ethics course, JPHL102.
- English Composition 101 cannot be transferred through a proficiency exam.
- 9 credits of the residency course requirement for General Education (excluding the ethics course requirement) must be taken from the following categories: Communication and Expression, Quantitative, Digital, and Scientific Literacy, and Social Science. 3 credits of the residency course requirement may be taken from Reason and Religion.

Major Requirements transfer credits:

- One can transfer up to 49% of major requirements.
- One must complete upper-level courses in the major at Woodmont College.

Transfer credit must fulfill the following conditions:

- The final grade for each potential transfer course must be a 'C' grade or higher.
- The transfer course cannot duplicate or overlap other transfer or required Woodmont College courses.
- Students can transfer up to 78 credits towards a bachelor's degree, and up to 45 credits towards an associate's degree.
- Within the major, transfer credit is only applied to lower-level courses.
- A maximum of 49% of major courses can originate from transfer credits.
- A maximum of 20 credits per semester can be transferred.

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

- Course codes or numbers

- Course titles or descriptions
- 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. If not included in the transcript, Woodmont College also may ask for the credit hour calculation.

Computer programing and technology courses can be transferred if they were completed within five years of student's attendance at Woodmont College.

U.S. Based Institution Transfer Credits

Students transferring credits from a US based educational institution must submit a transcript originating from an institution accredited by an association recognized by the U.S. Department of Education. Judaic Studies courses may be transferred from faith-based institutions such as Yeshivot and seminaries (see Faith-based Program Credit Transfer).

Credit Recommendation Services

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). To find out whether your institution is a member of ACE click here https://www2.acenet.edu/crm/members-directory/. To find out whether your institution is a member of NCCRS click here http://www.nationalccrs.org/colleges-universities.

NCCRS and ACE review and recommend college credit for courses, training programs, and proficiency exams. Woodmont College will transfer credits from all possible modalities. However, proficiency exams will be restricted to 25% of the degree. Students must provide documentation from the provider that delineates the modality of the course.

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, Hebrew literature, Bible, Talmud, law, history, philosophy, ethics, religion.

Woodmont College follows a process of review which includes determining if the faith-based institution has received any outside recognition from a government body, or accreditation

committee, or has been reviewed by a different American institution of higher education. In addition, Woodmont College retains the liberty to conduct its own review to ensure that the faith-based institution follows the same academic rigor as expected of these places of learning. This may entail requesting documentation from the institution and/or a campus visit. Students must submit a transcript that follows the protocols of a standard academic transcript. Academic Advising will be in touch with the student upon receipt of the transcript if further clarification of courses and academic expectations are needed.

Proficiency Exams

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

- Advanced Placement
- ALEKS
- DANTES
- CLEP
- StraighterLine
- Sophia

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

INTERNATIONAL TRANSFER CREDITS

Transcripts from General International Institutions

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-bycourse-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) School Catalog | Fall 2021 - Fall 2022 Introduction26
- International Education Evaluations (https://myiee.org/)

Transcripts from Israel

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. Official transcripts must be submitted in order for an official credit evaluation to take place.

IB Diploma Program

Woodmont College accepts transfer credits from the Internationally recognized International Baccalaureate (IB) Diploma Program. Only credits from Higher Level (HL) courses are accepted. To see the course equivalencies, view the IB Diploma Program Course Equivalent Chart in Appendix I.

SECOND BACHELOR'S DEGREE REQUIRMENTS:

- 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 degree students must complete a minimum of 30 credits at Woodmont College as part of their second degree.
- Students must complete at least half their major at Woodmont College.
- Students must transfer or complete all the prerequisites required for the major.
- Students who completed a general education component in their first degree are exempt from Woodmont College's general education program requirements EXCEPT for the three credits in Ethics.
- A Bachelor of Talmudic Law (BTL) is not considered a first degree for general education exemptions. Students who have earned a BTL must fulfill general education requirements when pursuing a second degree at Woodmont College.
- Students who wish to pursue a second bachelor's and a master's degree simultaneously must apply and be admitted to each program separately. Graduate coursework may not be applied to the second bachelor's degree.

ARTICULATION AGREEMENTS:

Woodmont College students often transfer college credit from other institutions of higher education or from institutions whose courses have been recognized by a college credit recommendation service. Articulation agreements lay out a transfer plan between Woodmont College and the other institutions. They help students by ensuring all completed classes (credits) taken at other institutions transfer smoothly into Woodmont College's degree requirements and show a clear pathway for continued advancement. Woodmont

College has articulation agreements with the most common institutions found on student transcripts. The articulation agreements include a clear table identifying which courses will transfer and which requirement each course will fulfill. Students can review the articulation agreement and choose courses with confidence that credit will transfer.

Disclaimer: Any proficiency exam credits transferring from these educational sources will be limited to 25% of the degree.

Why do articulation agreements matter?

Articulation agreements streamline the transfer process for everyone involved. This helps to alleviate the stress surrounding the application process, the credit transfer process, and several other issues students might encounter when applying to a baccalaureate program.

Institutions included in Woodmont College's Articulation Agreement listing:

Torah Accreditation Liaison (TAL)

Torah Accreditation Liaison (TAL), an NCCRS member since May 2005, was established in 2004 to provide opportunities for interested individuals to demonstrate their Judaic knowledge on proficiency examinations and distance education courses that document college comparable coursework as confirmed through an assessment by NCCRS.

See Appendix I to view the list of TAL courses that can fulfill various Woodmont requirements.

Consortium for International Studies (CIS):

Consortium for International Studies (CIS), an NCCRS member since September 2018, offers high-quality, college-level self-study courses in Business, Psychology, Education, English, Math, and more. The courses consist of self-study, video lectures, instructor interaction, assignments, projects, and proctored examinations through an online environment.

See Appendix I to view the list of CIS courses that can fulfill various Woodmont requirements.

Coopersmith Career Consulting:

Coopersmith Career Consulting, an NCCRS member since June 2013, facilitates the preparation of nontraditional post-secondary students for careers that match their interests and abilities.

See Appendix I to view the list of Coopersmith courses that can fulfill various Woodmont requirements.

TRANSFER CREDIT POLICIES - GRADUATE:

The MA in Education with a concentration in STEM Education is a cohort-based program and no transfer credits are accepted.

PROCEDURE FOR TRANSFERRING CREDITS

Procedure for Transferring Credits:
To transfer credit, students should:

1. 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 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
2. Submit Online Official Transcript Evaluation Request Form
3. Pay $50 official credit evaluation fee.

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

TRANSFER OF WOODMONT COLLEGE 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.

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 in the Direct Assessment session.

ASSESSMENT FOR LEARNING

The SMART Learning Path at Woodmont College allows students to earn Judaic Studies, General Education, and Elective courses in Assessment for Learning (AfL) 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 personnel. Courses taken in AfL format are listed on the student transcript with an 'X' added to the end of the course code.

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 (LMS).

All courses taken through Woodmont College are offered online. Courses are offered via live or 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.

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.

FACILITIES

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:

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.

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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. 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:

Graduates will be able to:

- Communicate effectively using multiple forms of expression.
- Exhibit quantitative and scientific reasoning.
- Research, organize, and assess information using qualitative thinking.
- Reflect on knowledge studied in the classroom and apply it to their personal and professional lives.
- Examine human and social behavior in diverse contexts and frameworks.
- Appreciate and understand the human experience through the study of physical and social sciences, arts and humanities, and math and technology.
- Demonstrate knowledge of digital literacy.

Academics

General Education Program format and requirements- Bachelor's Degree:

A minimum of 45 credits is required, divided into 6 categories.

1. Foundations (3 credits)

Foundations is an orientation course. In this course, students will learn the foundations of what it means to be a college student and, specifically, a student at Woodmont College. Students are required to complete the Foundations course before enrolling in any other courses at Woodmont College.

2. 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)

3. 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)

4. 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)

5. 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)

6. GEP Electives (9 credits)

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

Department	Course Title	Credits
Orientation	Foundations	3
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		9
Total General Education Requirements		**45 Credits Total**

Students can fulfill their general education requirements at Woodmont College or through transfer credit. Up to 49% of the general education requirements may be transferred in to Woodmont College. 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 requirements. Students can contact the academic advisement office, academic.advising@ woodmontcollege.edu, for guidance on transferring General Education credits, or check the Articulation Agreements in Appendix I of the Catalog.

General Education Program format and requirements- Associate's Degree:

A minimum of 21 credits is required, divided into 5 categories.

1. **Foundations** *(3 credits)*

Foundations is an orientation course. In this course, students will learn the foundations of what it means to be a college student and, specifically, a student at Woodmont College. Students are required to complete the Foundations course before enrolling in any other courses at Woodmont College.

2. **Communication and Expression** *(3 credits)*

Students are required to complete 3 credits within this category in English writing.

   1. English writing (3)

3. **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)

4. **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)

5. **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
Orientation	Foundations	3
Communication and Expression	English Writing	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
Total General Education Requirements		**21 Credits Total**

Students can fulfill their general education requirements at Woodmont College or through transfer credit. Up to 49% of the general education requirements may be transferred in to Woodmont College. 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 the academic advisement office, academic.advising@woodmontcollege.edu, or check the Articulation Agreements section in the school catalog, 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
Orientation	Foundations	3
Communication and Expression	English Writing	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
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
Orientation	Foundations	3
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		9
Total General Education Requirements		**45 Credits Total**

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	**42**
	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.

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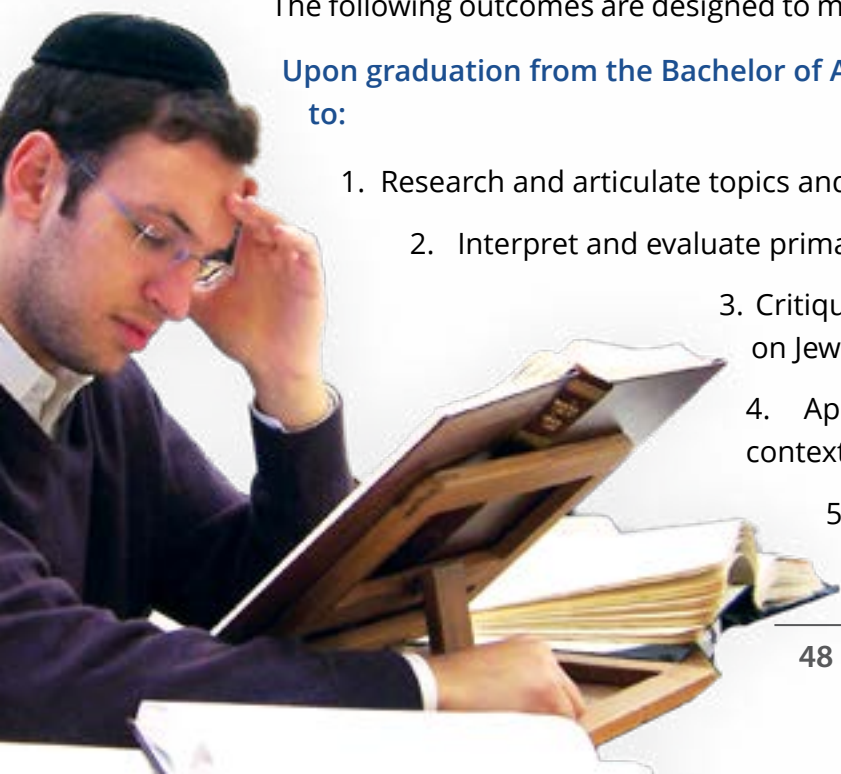
6. Assess social, civic and global responsibilities as it applies to Jewish ideals and principles.

7. Reflect and appraise Jewish laws and values within one's contemporary surroundings and situations in a lifelong learning process.

JUDAIC STUDIES PROGRAM REQUIREMENTS
General Education Requirements

Department	Course Title	Credits
Orientation	Foundations	3
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		9
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, 202, 301, 310	Choice of 2 Pentateuch (Chumash) Bible courses, one upper level and one lower level	6
BIBL 230	Early Prophets (Neviim Rishonim)	3
BIBL 210	Choice of Later Prophets (Neviim Acharonim)	3
BIBL 221, 222, 421	Choice of Scriptures (Kesuvim)	3
JPHL 200	Introduction to the Oral Tradition	3
JLAW 101, 301, 331, 332	Choice of Jewish Law	3
JPHL 101	Fundamentals of Jewish Thought	3
JPHL 121, 222, 320, 420	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 Code	**Course Title**	**Credits**
TALM 110, 210	Choice of lower level Talmud courses	6
TALM 310, 410	Choice of upper level Talmud courses	6
BIBL 101, 202, 300, 310	Choice of Pentateuch Bible course	3
JPHL 200	Introduction to the Oral Tradition	3
JLAW 101, 301, 331, 332	Choice of Jewish Law	3
JPHL 101	Fundamentals of Jewish Thought	3
JPHL 121, 222, 320, 420	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 Code	**Course Title**	**Credit Hours**
JLAW Elective 1	Jewish Law Elective I	3
TALM 110	Beginner Talmud	6
TALM 210	Learning the Talmud	6
TALM 310	Intermediate Talmud	6
TALM 320	Talmud with Rishonim	6
TALM 420	Advanced Talmud	6
	Total Major Courses	33
	Elective Courses	42
	Total Program Credits	120
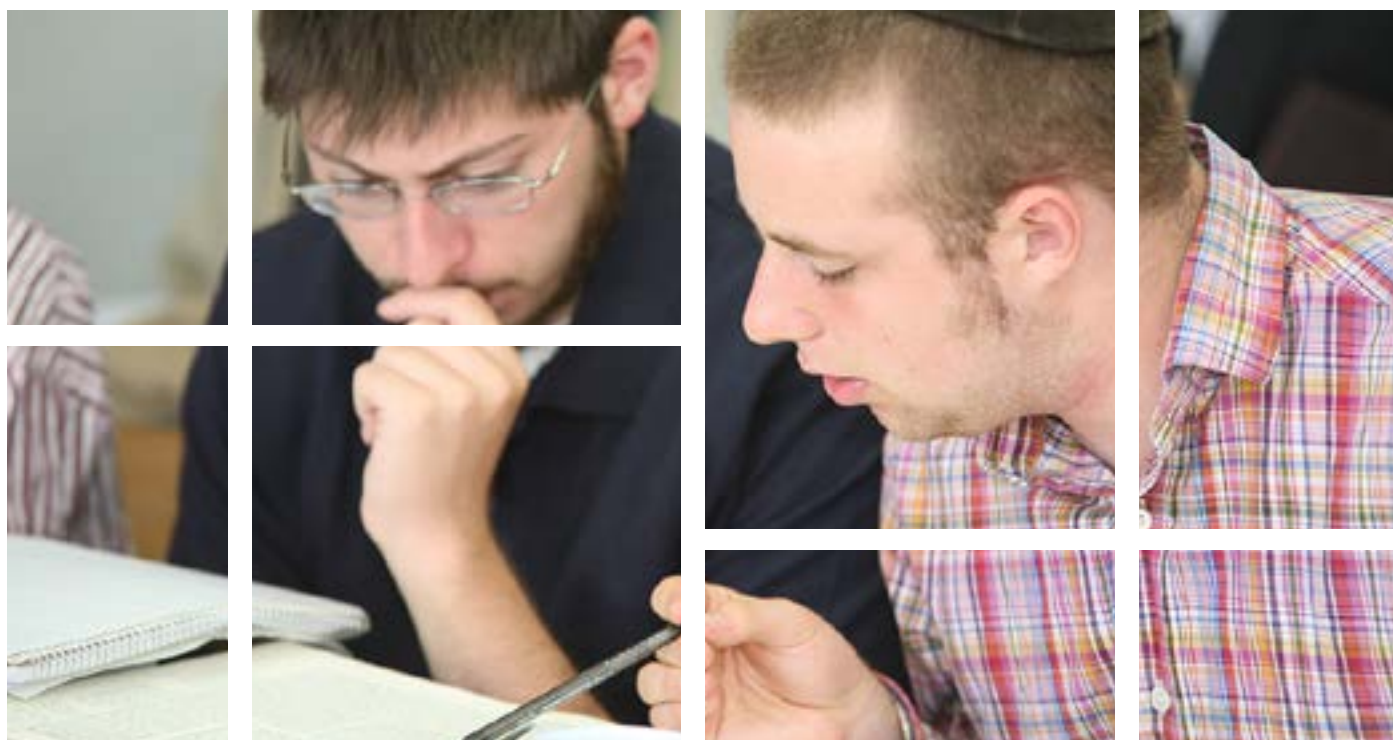
ELECTIVES LISTING - UNDERGRADUATE

Course Code	Course Title	Credit hours
GENERAL ELECTIVES		
Math, Science and Technology		
BIO 101	Foundations of Life: Creative Problem Solving with Biology	3
CHEM 101 (X)	The Chemistry of Life	3
CPT 101	Computer Applications	3
CPT 105 (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 (X)	College Algebra	3
MAT 201	Calculus	3
MAT 202	Statistics	3
PHYS 101	Physics: The World of Physics	3
ENSC 101 (X)	Examining the Environment	3
Communication and Expression		
ENGL101 (X)	English Composition	3
ENGL 102	English Composition II	3
ENGL111 (X)	Literary Analysis	3
ENG 301 (X)	Speech: Present like a Pro	3
HEB 101 (X)	Hebrew I	3
HEB 201 (X)	Hebrew II	3
HEB 202 (X)	Beginner and Intermediate Hebrew	6
Social Responsibility		
JPHL102X	Jewish Ethics Foundations	3
JPHL 131 (X)	Pirkei Avos – Ethics of our Fathers I	3

JPHL 220	Jewish Law and Ethics I	3
JPHL 231 (X)	Pirkei Avos – Ethics of our Fathers II	3
JPHL 320	Jewish Law and Ethics II	3
	Social Sciences and Humanities	
ECON 101(X)	Everyday Economics	3
GOV 101 (X)	US Government	3
HIST 101 (X)	Forensic History	3
HIST 420 (X)	Leadership in the Holocaust	3
JHIS 101 (X)	Survey of Jewish History: Destruction of the Temple to 16th Century	3
JHIS 200 (X)	A Survey of Modern Jewish History	3
PSYC 101 (X)	Psychology: Emotional Wellbeing	3
SOC 101	Social Intelligence	3
	Business	
BUS 301 (X)	Business Essentials I	4
BUS 302 (X)	Business Essentials II	4
	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
BIBL 230 (X)	Early Prophets	3
BIBL 300 (X)	Chumash in Depth	3
BIBL 322 (X)	Yirmiyahu	3
BIBL 402 (X)	Book of Yona	3
BIBL 421	Tehillim	3
	Education	
EDUC 250 (X)	Education and Technology	3
	Jewish Philosophy	
JPHL 101	Fundamentals of Jewish Thought	3
JPHL 121 (X)	Jewish Calendar: Tishrei to Shvat	3
JPHL 200 (X)	Introduction to the Oral Tradition	3
JPHL 301	Jewish Philosophy and the Individual's Search for Meaning	3

JPHL 321 (X)	Jewish Calendar: Days of Awe	3
JPHL 330 (X)	Chassidic Thought on the Parsha	3
JPHL 401 (X)	Character Development	3
JPHL 402	Writings of Maharal	3
JPHL 410 (X)	Tefilla	3
JPHL 420 (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 (X)	Hebrew I	3
HEB 201 (X)	Hebrew II	3
HEB 202 (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 420 (X)	Advanced Talmud	6

MA IN EDUCATION WITH A CONCENTRATION IN STEM EDUCATION

Program Description:
Looking to make a difference in the next generation? An MA in Education with a STEM focus is a great place to start. STEM teachers are positioned to make the most profound impact on society by instructing future technology innovators. At Woodmont College, educators master the skills and knowledge of today's instructional methods to be that inspiring teacher. Aspiring educators learn to apply the most advanced teaching pedagogies to build a dream classroom. Gain the confidence to motivate and educate tomorrow's leaders.

Who Will Benefit

- Creative educators seeking to enhance student learning through innovative methodologies
- Current STEM teachers who seek to advance in their profession
- Individuals seeking to transition into the education field
- Recent graduates of undergraduate education programs seeking to continue their professional development
- Technology professionals who would like to educate students in their areas of expertise

MASTER OF ARTS IN EDUCATION

[STEM Ed Concentration]

Program Details:

- Duration: Approximately 2 years
- Program requirements: 33 credits, including a 6-credit Capstone project

Program Outcomes:

Students will be able to:

1. Implement current pedagogies and methods for teaching science, engineering, and mathematics education
2. Analyze student learning to develop rich learning experiences
3. Use educational technology to enhance instruction and assessment
4. Research methods and analyze data to develop new practical approaches to education
5. Design and deliver curricula to maximize student achievement, while aligning with state standards
6. Develop an ethical approach to teaching that helps build a sensitive and respectful classroom culture

Academics
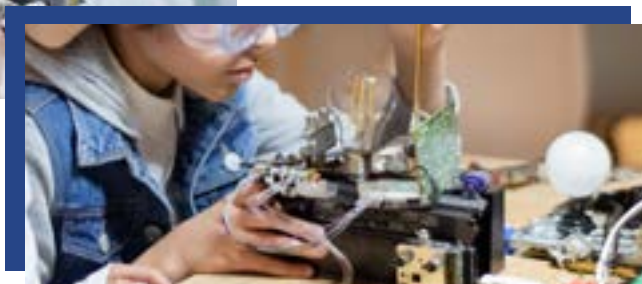
Course ID	Course Name	Credits
Education Core		
EDU501	Foundations of Learning and Implications for Teaching	3
EDU520	Curriculum Theory and Design	3
EDU531	Assessment and Evaluation of Student Achievement	3
EDU532	Methods and Strategies for Effective Instruction	3
STEM Concentration		
EDU601	Teaching to STEM	3
EDU611	Technology in the Classroom	3
EDU622	Developing Innovators and Driving Innovation	3
Woodmont College Essentials		
EDU540	Ethics in Education	3
EDU630	Research methods	3
Capstone Course		
EDU 700	Education Capstone Project	6
Total		**33**

COURSE DESCRIPTIONS - UNDERGRADUATE

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 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 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 311 (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 421 (X) 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 301 (X) Business Essentials I   4 Credits
Before their start in business courses, students first need an understanding in economics. A 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.

BIO 101 (X): Principles of Biology I   3 Credits
This introductory course covers fundamental principles of biology, including cell structure and function, metabolism, reproduction, plant physiology, genetics, and molecular biology. Objectives include understanding core biological systems and mechanisms, exploring key scientific experiments and discoveries, and developing scientific problem-solving skills. Upon completion, you will not only grasp the tapestry of life at the microscopic level but also cultivate the analytical mindset of a budding biologist.

CHEM 101 (X) The Chemistry of Life
3 Credits
Gain a comprehensive understanding of basic chemistry concepts in this course. Explore fundamental topics such as atomic structure, bonding, reactions, and intermolecular forces. Dive into advanced subjects like thermodynamics, chemical reactions, and organic chemistry. Develop skills in balancing equations, understanding acids and bases, and applying chemistry to practical scenarios. By the end, you'll be proficient in articulating chemistry concepts and applying them in real-world contexts.

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 (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.

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 (X) 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 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 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 105, CPT 202, at least one semester of mathematics
This course is designed to prepare students to take the CompTIA Network+ N10-007 exam. The 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 105, CPT 202, CPT 210, CPT 311, two semesters of any programming language
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 105, CPT 202, CPT 210, CPT 311, CPT 401, Two semesters of any programming language (at least one Object-Oriented language), one semester of mathematics.
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 object0oriented designs using classes and interfaces, managing operating-system process, building GUIs with JavaFX, hiding information, inheritance, abstratc 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 courses stresses the 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 105, CPT 202, CPT 210, CPT 401, two semesters of any programming language

In this course, students will learn the security concepts required in building applications that include security as a priority throughout the entire application design/development process. The course begins with a discussion of core concepts like trust, threats, mitigation, secure design patterns, and cryptography. We then cover the process of designing and reviewing a software design with security considerations in mind. Finally, students will learn about the most common coding flaws that create vulnerabilities, making copious use of code snippets written in C and Python to illustrate implementation vulnerabilities

ECON 101 (X) Everyday Economics   3 Credits

Student will be looking at economics from a real world perspective and not as an academic exercise. In formal terms: Economics supply us with a set of analytical tools that help us make sense of the world. After completing this course, students will understand that economics is the study of why and governments and people behave in various ways as a result of various factors that are in play in their everyday lives. On a broad level. we will cover topics that, will help you better understand and evaluate different areas of economics.

EDUC 250 (X) Education and Technology
3 Credits

This course will combine educational pedagogy with different digital technologies. Teaching strategies, such as active and game-based learning, offer students new perspectives on teaching. Students learn how the use of technology in education enhances the learning experience.

ENGL 101 (X) English Composition   3 Credits

English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing, such as process, description, narration, analysis, persuasion, and research

ENGL 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.

ENGL 111 (X) Literary Analysis   3 Credits

Animal Farm" is a political allegory written by George Orwell in 1945. This course will explore the novel's themes and symbolism, as well as its historical and cultural context. Students will analyze the characters, plot, and structure of the novel, and will also consider its relevance to contemporary

society. Through close readings of the text, discussions, and writing assignments, students will gain a deeper understanding of the novel and its place in the literary canon. Additionally, the class will also explore the historical background of the novel and how it reflects the political climate of the time.

ENSC 101 (X) Examining the Environment 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.

HEB 101 (X) Hebrew I   3 Credits

This comprehensive course is designed for individuals who have no prior knowledge of the Hebrew language and want to learn it from scratch. It covers all language aspects, including listening, speaking, reading, and writing. Students benefit from engaging video lessons, interactive exercises, and practice materials that help them solidify their learning of practical vocabulary and grammar rules. By the end of the course, students will have a good grasp of Hebrew grammar, be able to read and write in Hebrew, and have the foundation necessary to continue learning the language independently or through further instruction.

HEB 201 (X) Hebrew II   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 (X) Beginner and Intermediate Hebrew   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.

HIS 420 (X) Religious Leadership and Heroism in the Holocaust   3 Credits

This course examines the survival of Jewish religious life in the Holocaust. Learn how, despite the countless horrors committed against them, many Jews observed the commandments and preserved their faith. Discover the profound moral and Halachic dilemmas they faced in ghettos and concentration camps or on the run. Be inspired by the courage of ordinary people and those who led them, preserving their deep Emunah in the face of untold suffering and tragedy.

JHIS 101 (X) Survey of Jewish History

3 Credits

This course covers the history of the Jewish people from the destruction of the second temple until the 16th century; post-destruction existence in Israel, settlement in Babylon, development of the Talmud, influences of Rome, Christianity and Islam, and the transition to Spain and Europe. 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 it commentaries and major figures during these eras.

JHIS 200 (X) A Survey of Modern Jewish History
3 credits

This course covers the history of the Jewish people from the 16th century until the establishment of the State of Israel; Initial Jewish Return to Israel, Religious Renaissance in Tzfat, the 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, and events leading up to the modern-day State of Israel.

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

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, Tzitizs, 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 102 (X) Foundations of Jewish Ethics
3 Credits

This course examines the fundamentals of Jewish ethics by addressing three interconnected questions: What exactly is Jewish ethics?

What exactly is the purpose of Jewish ethics? Lastly, how does one apply Jewish ethics in their daily life? Throughout the course, using Orchos Tzaddikim as our guide and additional explanatory multimedia, with Halachic, Mussar, or Chassidic sources, we examine how one's role in the world in relation to other people is inseparable from one's duties to Hashem in terms of thought, speech, and action (Tzelem Elokim). And, we gain that understanding by examining key concepts and characteristics, such as, shalom, anavah, ahavah, emes, or chessed, or the importance of tzedakah and the main principles of business ethics.

JPHL 121 (X) Tishrei to Shvat   3 Credits
In depth study of the Jewish calendar, from the month of Tishrei until Shevat. The course 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 131 (X) Pirkei Avos – Ethics of our Fathers   3 Credits
Pirkei Avos is a tractate of mishnayos Nezikin, Damages. Students will study Prikei 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.

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.

JPHL 220 (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.

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 231 (X) Pirkei Avos – Ethics of our Fathers II   3 Credits
Pirkei Avos is a tractate of mishnayos Nezikin, Damages. Students will study Prikei 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.

JPHL 301 (X) Jewish Philosophy and the Individual's Search for Meaning   3 Credits
This course will examine how Jewish Philosophy views life's meaning and purpose and how this view affects the way a person relates to their own sense of meaning and purpose on an individual level. We will uncover a foundational theme of Jewish philosophy and demonstrate how it is found in every facet of life. In addition, we will

also demonstrate why education has been the primary focus of the Jewish people since their inception. The course will analyze the classic texts of Judaism using the major philosophical works produced between the 16th and 18th Centuries. We will investigate these texts in their original language accompanied by a line by line translation thereby enabling the student to draw their own conclusions.

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 Cordevoro, 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 320 (X) Jewish Law and Ethics II
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 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.

JPHL 321 (X) 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, Al HaTeshuva, which discusses repentance and self-improvement as a means to growth and ascension in service of Hashem.

JPHL 330 (X) Survey of Chassidic Thought on the Parsha
3 Credits

Over the last two hundred years, the insights of the great Chassidic masters have helped us to uncover deeper understandings of the Torah that have transformed and enhanced our ability to serve Hashem and develop ourselves. Based upon the Sefer Shem Mishmuel, written by the Chassidic Rebbe, HaRav Shmuel Bornsztain זצ"ל, the second Sochatchover Rebbe, and its English commentary, Living the Chassidic Legacy - Lessons Based on the SHem Mishmuel, by Rav Herschel Reichman שליט"א, this course is centered on the weekly Torah portion. Within each Torah portion, Rabbi Reichman analyzes one or two topics based on the book of Chassidic discourses, the Shem Mishmuel. This course attempts to deepen one's understanding of the themes presented in the Book of Breishit

(Genesis) and Shemot (Exodus), by discussing the narratives presented in this book, and synthesizing them 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 Torah to modern-day issues and challenges.

JPHL 402 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 (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 420 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 102 (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.

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 (X) 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.

PHYS 101 (X) Physics: The World of Physics
3 Credits

Course Description: Explore the underlying principles of the world around you with your senses! Be able to appreciate and apply physical concepts such as Newton's laws of motion, the electromagnetic spectrum, the Doppler effect, and electric charge to your life. Use these concepts to analyze halachic questions and to experiment with projects on force, light, and music. Be able to communicate your understanding to others in informative and engaging outlets.

PSYC 101 General Psychology   3 Credits

Course Description: This engaging online course explores the fundamentals of psychology, including human behavior, cognition, emotion, sensation, perception, learning, and family, community, and workplace relationships. It also addresses common issues such as stress and how to manage it, identifying and treating certain psychological disorders, methodological-ethical concerns in the field, or how psychology may relate to Jewish life. So whether you are new to psychology or want to brush up on old knowledge, this course will serve as a comprehensive guide, offering valuable insights into the complex nature of the human mind and behavior.

PSY 210 (X) Introduction to Counseling
3 Credits

This course will give students an overview of the field of counseling psychology, its history, theories and methods. Students will also be introduced to the ethical and legal challenges of this profession as it is practiced in a multicultural society. The course will explore a number of counseling theories and techniques. In addition, students will become acquainted with the many applications and settings in which counseling takes place.

SOC 101 (X) Social Intelligence   3 Credits

This engaging introductory course offers students a thorough exploration of the field of sociology. Learners will delve into the complexities of social behavior and human groups, focusing on social structure, interaction, and change. Key topics covered include culture, socialization, social institutions, social stratification, race and ethnicity, family, education, and the impacts of technology, media, and globalization on society. Students will also be introduced to the various theoretical perspectives in sociology, including functionalism, conflict theory, and symbolic interactionism. The course emphasizes critical thinking, encouraging students to apply sociological concepts and theories to their everyday experiences and to analyze current social issues. Through this course, students will gain an understanding of the social forces that shape modern industrial and post-industrial societies.

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
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 420 (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.

WC 101 (X) Foundations   3 Credits
Foundations is an orientation course. In this course students will learn the foundations of what it means to be a college student and, specifically, a student at Woodmont College.

COURSE DESCRIPTIONS - GRADUATE:

Education Core (12 credits):

EDUC 501: Foundations of Learning and Implications for Teaching   3 credits

Required Foundation course, pre-requisite for all other courses

Examine theories and philosophies of how students learn and relate them to current educational aims and practices. Strengthen your own philosophy about education and thoughtfully implement it in your own classrooms.

EDUC 520: Curriculum Theory and Design
3 credits

Identify, study, and apply curriculum design models across learning environments to meet learning objectives, state standards, and student needs. Practically apply curriculum planning, development, implementation, and evaluation within the classroom. Describe and analyze your own instructional planning, teaching practice, and learning environment. Use state standards to design learning activities, assessments, and scoring guides that will prioritize learning based on the curriculum.

EDUC 531: Assessment and Evaluation of Student Achievement   3 credits

(Pre-requisite: EDUC 520)

Analyze the role of assessment in curricula to determine authentic assessments. Develop and build assessments using measurement methods and through data-driven decision-making.   Explore the different types of assessments and their use for guiding curricular decisions, differentiating instruction, fostering student achievement, and improving teacher performance. Investigate the importance of reliable assessments through fair grading practices, rubrics, portfolios, and student feedback. Master education technology tools as means for assessment alternatives.

EDUC 532: Methods and Strategies for Effective Instruction   3 credits

(Pre-requisite: EDUC 520)

Examine instructional trends that engage students in learning through instruction or learning strategies such as graphic organizers, class-wide peer tutoring, paraphrasing, station rotations, and the Socratic Seminar. Excel in the active learning methodology and practice using technology and multimedia as part of instruction. Describe and reflect on your instructional planning, teaching practice, and learning environment. Peer review other participants' reflections.

STEM Concentration (9 credits):

EDUC 601 Teaching to STEM   3 credits

Research philosophy, perspectives and pedagogy that make STEM learning successful. Discover and discuss the different methodologies and engagements necessary for truly integrated STEM learning. Incorporate technology and engineering tools, practices, and standards that contribute to K-12 Science, Technology, Engineering, and Mathematics (STEM) education in your curriculum.

EDUC 611: Technology in the Classroom
3 credits

Investigate the theoretical underpinnings of the field of Educational Technology. Study current methods and research projects in effect, as well as future trends, as technology in learning evolves as a practice. Learn how to use technology as an effective learning tool and leave equipped with a robust arsenal of digital tools and instructional techniques that can be used to enhance learning outcomes in your classroom.

EDUC 622: Developing Innovators and Driving Innovation   3 credits

(Pre-requisite: EDUC 601)

Design content-based integrated STEM curricula with appropriate assessments. Specialize in developing innovation capabilities in your students by fostering scientific and mathematical thinking and practices, and exploring discovery skills such as associating, questioning, observing, networking, and experimenting. Learn how to create a culture of innovation and provide learning opportunities that promote perseverance, encourage curiosity, and ignite intrinsic motivation.

Research (3 credits):

EDUC 630: Research methods   3 credits

Interpret and compare qualitative, quantitative, mixed methods, and action research studies. Evaluate the quality and value of different research methodologies. Apply statistical procedures conducted in educational research and program evaluation through both qualitative and quantitative techniques. Use experimental, quasi-experimental, and non-experimental designs to determine the best solutions to educational problems and issues. Study components of research papers such as ethics in educational research, the development of a research question, an annotated bibliography, a literature review, statistical techniques, causation, validity and reliability, and testing and assessments relevant to educational settings.

Ethics (3 credits):

EDUC 540: Ethics in Education   3 credits

(Asynchronous)

Study Jewish sources for a theoretical and practical understanding of Jewish ethics concerning education and the role of the educator. Consider how particular philosophical ideas inform educational values, and how they might be articulated in your own ethical teaching practice. Apply fundamental moral principles in the Jewish faith to create a classroom culture of respect and sensitivity.

Project/Internship (6):

EDUC 700: Student Teaching and Capstone Project   6 credits

(Final course of the program)

Execute a solution to a research-based STEM Education issue in formal or informal educational settings. Review self-selected theoretical literature and their relevant pedagogical strategies to design an appropriate curriculum. Include in the curriculum effective instructional practices and assessment methods studied in the program. Implement the curricula in a school classroom or other educational setting, allowing for at least two observations by a supervisor. Maintain a portfolio with artifacts such as resources, strategies, assessments, and other related items. Submit a report that includes the research, design and development process, implementation, and evaluation of the curriculum as a STEM teaching practice.

Academics

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.

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Tuition

TUITION AND FEES - UNDERGRADUATE

Application Fee (nonrefundable)	Registration Fee (nonrefundable)	Price per credit	Textbooks (per course)	Testing/ Proctoring Fees (selected courses)
$45.00	$100.00	$300.00	Student Responsibility	Student Responsibility * $175 annual fee

TUITION AND FEES - GRADUATE

Application Fee (nonrefundable)	Registration Fee (nonrefundable)	Price per credit	Textbooks (per course)
$45.00	$100.00	$475.00	Student Responsibility

ADDITIONAL FEES

Late Registration Fee (non-refundable, per semester)	Technology Fee (non-refundable, per semester)
$50.00	$65.00

Official Credit Evaluation fee	Graduation Fee	Course Extension Fee	Transcript Fee
$50.00	$125.00	$120.00	$15.00

Additional Fees may be changed each semester.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE - UNDERGRADUATE

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 complete the Academic Scholarship application form on the Woodmont College website, on the Scholarships page.

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, 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 this scholarship should complete the Need-based Scholarship application form on the Woodmont College website, on the Scholarships page. Be prepared to submit two years of tax returns and to answer questions about your finances.

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. The Dean's Scholarship is a unique scholarship designed to give these individuals the opportunity to attend college.

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

Terms of Scholarship: Dean's Scholars benefit from a significant tuition reduction, ranging from $120 - $250 per credit, depending on availability. 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, or 18 credits per year, 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 complete the Dean's Scholarship application form on the Woodmont College website, on the Scholarships page.

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 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.

Tuition

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 two 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 complete the Jewish Educator's Scholarship application form on the Woodmont College website, on the Scholarships page

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.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE - GRADUATE

Woodmont College does not offer internal scholarships for the MA in Education with a Concentration in STEM Education.

Woodmont has partnered with The Jewish Education Project to offer a Professional Development Scholarship to NYC general studies teachers, of up to $10,175 towards tuition. Eligibility for the scholarship is determined as part of the admissions process.

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 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.

Tuition

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.

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

Tuition

After seven weeks of a 15 week 3-credit online course	0%	$0.00

Refund Schedule: 12-week AfL 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 AfL 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

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%

Tuition

Refund Calculation Example – Summer

$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 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 Calculation Example - Graduate Course - 8 Weeks

$1425 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 an 8 week 3-credit online course	87.5%	$1247
After two weeks of an 8 week 3-credit online course	75%	$1069
After three weeks of an 8 week 3-credit online course	62.5%	$891
After four weeks of an 8 week 3-credit online course	0%	$0.00

Policies

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.

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. Students are sometimes provided with an online calendar link to schedule appointments with their professors. Additionally, students may email the professor directly.

Professors inform students of their email address and any other contact information of their choice, and respond 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 oral assignments. 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.

Policies

For information on requesting an extension and earning an Incomplete grade, refer to the Incomplete grade Policy. Course extensions carry a fee of $120.

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 will be unable to complete an assignment by the due date, the student 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 industry-standard online proctoring services. Online proctoring services are modeled after the in-classroom experience. The proctoring services use specific protocol for identity validation, including having students show an official ID. The 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 an online proctoring service.

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.

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, maximum time frame is equal to 90 credit hours. For a bachelor's degree, maximum time frame is equal to 180 credit hours. If a student attempted 100 credit hours for a bachelor's degree, yet has 90 credit hours remaining to complete his degree, he or she is officially out of SAP.

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.

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.

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 via email at director@ woodmontcollege.edu. 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 to 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.

Definitions:

Cheating includes copying from another's work, or exam. Violations include facilitating cheating by divulging exam information to other students and helping 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 (quoted). This includes electronic sources as well. Plagiarism includes submitting the same assignment in two separate courses.

We encourage our students to reach out to each other for support. However, students may not complete assignments together and submit identical content unless the assignment is specified as a collaborative assignment. Working together on assignments that are not specified as joint projects violates the academic integrity policy.

Policies

The Moodle platform includes a plagiarism checker which reviews and scores all submissions. Any submission with a score of over 10% will be reviewed. Professors may also use 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, presenting oneself as another student for the purposes of completing an assignment, or taking an exam for another student. Using artificial intelligence to complete assignments also falls under this category. Work submitted must be completed by the student who is submitting it.

A note about artificial intelligence: Using artificial intelligence language models such as ChatGPT to complete assignments is prohibited at Woodmont College. It is equivalent to hiring someone else to write an assignment on one's behalf and violates Woodmont's academic integrity policy, the college's ethical and moral standards, and Torah values. It includes content that distorts Torah ideas and is not in line with Woodmont's religious identity statement.

DISCUSSING, REPORTING AND ADJUDICATING VIOLATIONS

Any form of academic dishonesty or inappropriate conduct 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.

Penalties

In the case of a first offense, faculty members have the option to allow students to re-do an assignment with a grade penalty, except if AI has been used. The use of AI to complete an assignment results in an automatic zero for the assignment. Students are placed on Academic Probation after a first offense. After a second infraction, the student will be dismissed from the college with no refund and a dismissal note in their transcript.

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 online interview helps the Admissions personnel to confirm that

personal identifying information is accurate, through informal discussion and verification of personal details.

A student applying to Woodmont College receives a unique login and password. Course content and online gradebooks can only be accessed when the student logs into the website with this identifying information.

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

Many courses culminate with a proctored exam. The exams are proctored through approved online proctoring services. Online proctors 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 student's "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 student's "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, the student's grade point average must be 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
- Insufficent 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
- 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 COMPLAINT 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 New England Commission of Higher Education, regarding their complaint:
New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

STUDENT COMPLAINT PROCEDURE

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, a Student Services representative 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 the 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, the student 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 satisfactorily, or if the student wishes to present the complaint formally, the student is encouraged to submit the complaint on the Official Student Complaint Form. Academic-related complaints should go to the Dean. Financial-related complaints should go to the Bursar.

1. The student complaint form is available online through the website, or by contacting the Student Services Department at student.services@woodmontcollege.edu. The student will need to provide evidence for his or her complaint.

2. The Dean will either personally investigate the complaint or formally appoint a designee with no prior involvement in the matter to undertake the investigation.

3. The Dean or designee will undertake the investigation with the intention of arriving at a solution that is acceptable to all parties involved. The administrator 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 noninstructional complaints to the FL-SARAPRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint Process page: http://www.fldoe.org/sara/complaint-process.stml

7. Students may also contact the New England Commission of Higher Education, regarding their complaint:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

GRADE APPEAL POLICY

Change of Grade

Only the facilitator responsible for a course may assign grades. All grades become final when they have been reported to the Office of the Registrar. A facilitator may report a correction of a final grade to the Office of the Registrar only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade. A grade may not be changed as a result of re-evaluation, re-examination, or the submission of additional work after the term ends. A change of grade must be made within one semester after the completion of the course for which the grade change is to be made. Any grade change must have the approval of the dean.

Student Appeals of Grades

Grades are not negotiable. In registering for a class, students implicitly agree to allow the facilitator to make a qualitative judgment of their command of the subject matter, which will be expressed as a letter grade. Any questioning or appeal of a grade should therefore be limited to procedure, e.g., to computational errors or failures to follow grading policies set forth in the syllabi.

Any system of grade-appeal should protect the rights of facilitators as well as the rights of students. The results of any system of grade-appeal should not be binding upon the facilitator. Any decision to initiate a change of grade should remain the facilitator's decision. Any procedural complaint regarding a change of grade must be initiated within four weeks of the beginning of the next scheduled term, not including summer sessions.

A student with a complaint must first discuss the matter with the facilitator. If the matter

is not resolved at this level, the student may then take the matter to the dean. The dean will discuss the case with the facilitator and may recommend that the facilitator review the grade.

This process of review gives the dean the right to discuss the matter with the facilitator, and if the dean thinks it appropriate, request that the facilitator review the grade. Any recommendations made will not be binding upon the facilitator against whom the complaint is lodged. The decision to change a grade remains with the facilitator.

GRADUATION REQUIREMENTS

Students enrolled in a bachelor's degree program must declare their chosen major by the end of their sophomore year. Students enrolled in an associate's degree program must declare their chosen major by the end of their 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, it is recommended for students to meet with an academic advisor to go over the courses already taken and plan out the course of study until graduation.

Graduate Students must follow the degree outline and fulfill all course requirements satisfactorily to be eligible for graduation.

When a student has completed planned courses, the student should complete an Intent to Graduate Form and pay the graduation fee. The Registrar confirms that all degree requirements have been completed successfully, all tuition has been paid, and that a minimum GPA was achieved. Final GPA and any graduation honors are calculated, and the necessary documents and diploma for graduation is prepared. To qualify for graduation, the student must have a minimum of 2.0 GPA overall.

Please allow four to six weeks from when eligibility to graduate is confirmed for the final diploma to be sent out.

WITHDRAWAL POLICY

- Students who sign an Enrollment Agreement yet fail to pay OR never participate in a course, are classified as non-starters. Non-starters are automatically withdrawn by the end of the semester.
- 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, or in person.

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. The Dean determines if there is cause for an extension that is longer than two (2) weeks, and the length of the approved extension. Course extensions are requested formally by submitting a Course Extension Form and paying the course extension fee.

COURSE EXTENSIONS

AfL Courses

The duration of an AfL course is 12 weeks. Once a student inputs an enrollment key to access the course, a 12-week countdown begins, and the course automatically locks when the 12 weeks are complete. If a student will be unable to complete all of the coursework on time, an extension may be requested, as long as the course has not closed yet. A course extension costs $120 and extends the course for an additional four weeks. Students may only extend their course twice. If a student hasn't completed all coursework in time and does not request an extension before the course closes, the student may re-enroll in the course at the full credit price.

Students can access the Course Extension Form for AfL courses from within each course, or by contacting the registrar's office: registrar@woodmontcollege.edu.

Traditional Courses

For traditional courses, extensions are not automatic and must be approved by the professor and Dean. Request a course extension form from the registrar's office once approval has been granted, at registrar@woodmontcollege.edu.

Direct Assessment Courses

No extensions are granted for DA courses. If a DA course closes without the direct assessment having been completed, students should re-enroll in the Direct Assessment course.

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 to 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 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) and99.35)

- 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)

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ACADEMIC AND STUDENT SERVICES

Woodmont College provides a wide array of student services to support student learning and college experience. 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 are provided with program requirements when they enroll. Additionally, they are encouraged to immediately submit all transcripts from previous institutions. Academic Advisement personnel then create a proposed degree plan for each student, which lists the courses the student needs in order to complete the program and graduate. The degree plan guides the students, helping them enroll in the most appropriate courses each semester. Academic advisement is also available to students as needed. They can contact the Academic Advisement office for guidance on which courses to enroll in and how to plan their studies throughout their time at Woodmont College.

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:
Woodmont College prioritizes consistent interaction between students and staff to ensure student success. Student Services personnel are available to help advise students regarding 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 the instructors 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.

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 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 submitted via the website on the relevant scholarship application form.

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.

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 and pay the $15 Transcript Fee. Students may not receive official transcripts or grade reports until all financial obligations to the College have been satisfied. Students may request an unofficial grade sheet from the Registrar at any time.

Career Services: Woodmont College offers guidance to students and graduates as they transition to the workforce. The Career Services office maintains a roster of students in their final semester at the college, initiating and maintaining contact with graduating students and alumni. Students are offered guidance in resume building and interview preparation, as well as personal coaching to help verbalize and present their unique talents and abilities.

Computer Science students can apply to join the Computer Science Internship Program, where they are placed with technology companies and given practical tasks in the computer science field.

Career Services also supports students in their job search. Woodmont College does not guarantee employment.

Resume Writing: Resumes and digital profiles constitute the first impression a job applicant will make on a potential employer. Students will receive expert advice on how to write resumes and build a LinkedIn profile.

Job Search: Searching for a job can be overwhelming. Career 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 short-term individual counseling on such issues as depression, academic concerns, substance abuse, stress and relationship problems. Woodmont College seeks 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 Batya Bronstein, PsyD, or Rabbi Shragie Bomzer, MSc, CASAC, via email or phone, to arrange an online or in-person counseling session. Dr. Bronstein and Rabbi Bomzer will also provide further guidance to anyone with additional needs that go beyond short-term therapy. Dr. Bronstein: Phone: +972 58 505 0679 Email: drbatyabronstien@gmail.com Rabbi 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 an online 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.

ARTICULATION AGREEMENTS:

Woodmont College students often transfer college credit from other institutions of higher education or from institutions whose courses have been recognized by a college credit recommendation service. Articulation agreements lay out a transfer plan between Woodmont College and the other institutions. They help students by ensuring all completed classes (credits) taken at other institutions transfer smoothly into Woodmont College's degree requirements and show a clear pathway for continued advancement. Woodmont College has articulation agreements with the most common institutions found on student transcripts. The articulation agreements include a clear table identifying which courses will transfer and which requirement each course will fulfill. Students can review the articulation agreement and choose courses with confidence that credit will transfer.

Why do articulation agreements matter?

Articulation agreements streamline the transfer process for everyone involved. This helps to alleviate the stress surrounding the application process, the credit transfer process, and several other issues students might encounter when applying to a baccalaureate program.

Articulation Agreement disclaimer:

Any proficiency exam credits transferring from these educational sources will be limited to 25% of the degree. Students must submit official documentation from the credit source that states the modality of the coursework earned through these credit-recommended experiences.

Institutions included in Woodmont College's Articulation Agreement listing:

Torah Accreditation Liaison (TAL)

Torah Accreditation Liaison (TAL), an NCCRS member since May 2005, was established in 2004 to provide opportunities for interested individuals to demonstrate their Judaic knowledge on proficiency examinations and distance education courses that document college comparable coursework as confirmed through an assessment by NCCRS.

The list below includes the TAL courses that can fulfill General Education Program requirements in **Communication and Expression**.

TAL Course	Credits	Woodmont Course Equivalent
Jewish Music	3	Communication and Expression
Ivris Advanced II	4	Communication and Expression
Ivris Advanced I	4	Communication and Expression
Ivris Intermediate	8	HEB 202 Hebrew II
Ivris Elementary	8	HEB 101 Hebrew I
Yiddish Advanced II	4	Communication and Expression
Yiddish Advanced I	4	Communication and Expression
Yiddish Intermediate	8	Communication and Expression
Yiddish Elementary	8	Communication and Expression
Lashon Hakodesh Intermediate	8	Communication and Expression
Lashon Hakodesh Elementary	8	Communication and Expression

The list below includes the TAL courses that can fulfill General Education Program requirements in Reason and Religion, as well as different courses in the **Bachelor of Arts, Judaic Studies major.**

TAL Course	Credits	Woodmont Course Equivalent
Jewish Literature	5	JPHL200 Introduction to Oral Law
Tefillah Advanced	6	JPHL310 Tefilla
Shabbos Advanced	6	Reason and Religion requirement
Moadim Advanced	6	JPHL121 Tishrei to Shvat
Tefillah Elementary	6	JPHL310 Tefilla
Hashkafa	3	JPHL101 Fundamentals of Jewish Thought
Moadim Elementary	6	Reason and Religion requirement

Shabbos Elementary	6	Reason and Religion requirement
Shabbos Introduction	1	JLAW301 Hilchos Shabbos
Gemara Elementary I (all sections)	6	TALM 110 Beginner Talmud
Gemara Elementary II (all sections)	6	TALM 210 Learning the Talmud
Gemara Intermediate I (all sections)	8	TALM 310 Intermediate Talmud
Gemara Intermediate II (all sections)	8	TALM 320 Talmud with Rishonim
Gemara Advanced I (all sections)	8	TALM 420 Advanced Talmud
Gemara Advanced II (all sections)	8	TALM 420 Advanced Talmud
Shoftim Adv	5	Reason and Religion requirement
Yehoshua Adv	5	Reason and Religion requirement
Devarim Adv	5	BIBL300 Chumash in Depth
Bamidbar Adv	5	BIBL300 Chumash in Depth
Vayikra Adv	5	BIBL300 Chumash in Depth
Shemos Adv	5	BIBL300 Chumash in Depth
Bereishis Adv	5	BIBL300 Chumash in Depth
Megillah Elem	5	BIBL222 Megillos
Shoftim Elem	5	Reason and Religion requirement
Yehoshua Elem	5	BIBL230 Sefer Yehoshua
Devarim Elem	5	Reason and Religion requirement
Bamidbar Elem	5	Reason and Religion requirement
Vayikra Elem	5	Reason and Religion requirement
Shemos Elem	5	Reason and Religion requirement

Bereishis Elem	5	BIBL101 Parsha Journeys

The list below includes the TAL courses that can fulfill General Education Program requirements in **Social Awareness and Responsibility.**

TAL Course	Credits	Woodmont Course Equivalent
Social Studies in Early Childhood Education	3	Social Awareness and Responsibility
Math and Science in ECE	3	Social Awareness and Responsibility
Literacy in Early Childhood and Elementary School	6	Social Awareness and Responsibility
Child Development	3	Social Awareness and Responsibility
Play and Development in Early Years	3	Social Awareness and Responsibility
Infant and Toddler Development and Care	3	Social Awareness and Responsibility
Education of Exceptional Children	6	Social Awareness and Responsibility
Foundations of Early Childhood Education	3	Social Awareness and Responsibility
Shmiras Halashon Advanced	6	Social Awareness and Responsibility Ethics requirement
Shmiras Halashon Elementary II	6	Social Awareness and Responsibility Ethics requirement
Shmiras Halashon Elementary	3	Social Awareness and Responsibility Ethics requirement
Jewish History Elementary I	6	JHIS101 Survey of Jewish History
Jewish History Elementary II	3	Social Awareness and Responsibility
Jewish History Advanced I	3	Social Awareness and Responsibility
Jewish History Advanced II	6	Social Awareness and Responsibility

Appendix I

Consortium for International Studies (CIS):

Consortium for International Studies (CIS), an NCCRS member since September 2018, offers high-quality, college-level self-study courses in Business, Psychology, Education, English, Math, and more. The courses consist of self-study, video lectures, instructor interaction, assignments, projects, and proctored examinations through an online environment

The list below includes the CIS courses that can fulfill General Education Program requirements in **Communication and Expression.**

CIS Course	Code	Credits	Woodmont Course Equivalent
Business Writing	BUS 102	3	Communication and Expression
Public Speaking	COM 101	3	Communication and Expression
English Composition 1	ENG 101	3	ENG 101 English Composition I
English Composition 2	ENG 102	3	ENG 202 English Composition II

The list below includes the CIS courses that can fulfill General Education Program requirements in **Quantitative, Digital, and Scientific Literacy.**

CIS Course	Code	Credits	Woodmont Course Equivalent
Management of Information Systems	CIS 105	3	CPT105 Management Information Systems
Computing and Design	CIS 101	3	Digital Literacy
Foundations of Earth Science	SCI 101	3	ENSC 101 (X) Examining the Environment
Introduction to Biology	SCI 102	3	Scientific Literacy
College Algebra	MAT 101	3	MAT 102 College Algebra
Introduction to Geometry	MAT 102	3	Quantitative Literacy
Statistics	MAT 103	3	MAT 202 Statistics

The list below includes the CIS courses that can fulfill General Education Program

requirements in **Social Awareness and Responsibility.**

CIS Course	Code	Credits	Specific Woodmont Course Equivalent
Educational Sociology	PSY 203	3	Social Awareness and Responsibility
Social Intelligence	SOC 101	3	Social Awareness and Responsibility
Human Growth and Development	PSY 102	3	Social Awareness and Responsibility
Introduction to Psychology	PSY 101	3	Social Awareness and Responsibility
Macroeconomics	ECO 101	3	BUS 301 Business Essentials I
Microeconomics	ECO 102	3	BUS 301 Business Essentials I
Family School and Community Collaboration	EDU 106	3	Social Awareness and Responsibility
Emerging Adolescent	EDU 306	3	Social Awareness and Responsibility
Research in Psychology	PSY 103	3	Social Awareness and Responsibility
Abnormal Psychology	PSY 201	3	Social Awareness and Responsibility
History and Systems of Psychology	PSY 204	3	Social Awareness and Responsibility

The list below includes the CIS courses that can fulfill General Education Program requirements in **General Electives:**

CIS Course	Code	Credits	Specific Woodmont Course Equivalent
Business Communications	BUS 107	3	General Electives

Business Writing	BUS 102	3	General Electives
Introduction to Business	BUS 108	3	General Electives
Organizational Behavior	BUS 106	3	General Electives
Principles of Supervision	BUS 109	3	General Electives
Public Speaking	COM 101	3	General Electives

Coopersmith Career Consulting:

Coopersmith Career Consulting, an NCCRS member since June 2013, facilitates the preparation of nontraditional post-secondary students for careers that match their interests and abilities.

The list below includes the Coopersmith courses that can fulfill General Education Program requirements in **Communication and Expression.**

Course Title	Course Code	Credits	Woodmont Course Equivalent
Introduction to Art	ART-101	3	Communication and Expression
Jewish Art of Antiquity	ART-301	3	Communication and Expression
The Music of the Orthodox Jew from Antiquity through the Twentieth Century	MUS 301	3	Communication and Expression
Nonverbal Communication	COM-201	3	Communication and Expression
Principles of Group Communication	COM-102	3	Communication and Expression
Principles of Intercultural Communication	COM-103	3	Communication and Expression

Computer Information Systems (Web Usability)	TCH 110	3	Communication and Expression
English Composition 1	ENG 101	3	ENG 101 English Composition I
English Composition 2	ENG 104	3	ENG 202 English Composition II
American Literature Survey: 1900 to Present	ENG-202	3	Communication and Expression
American Literature Survey: Early America to 1900	ENG-201	3	Communication and Expression
Business Writing	ENG-102	3	Communication and Expression
Constructing and Writing Logical Arguments	ENG-211	3	Communication and Expression
Information Literacy	ENG-103	3	Communication and Expression
Introduction to Public Speaking	COM-101	3	Communication and Expression
Medieval Hispano-Jewish Poetry	LIT-401	3	Communication and Expression
The Works of Arthur Miller	LIT-302	3	Communication and Expression
The Works of Herman Wouk	LIT-301	3	Communication and Expression
Visual Merchandising	FAS-305	3	Communication and Expression
Intermediate Biblical Hebrew	BIH-255	3	Communication and Expression
Introductory Modern Hebrew	HEB-101 and HEB-102	7	HEB 202 Hebrew II

Appendix I

The list below includes the Coopersmith courses that can fulfill General Education Program requirements in **Quantitative, Digital, and Scientific Literacy.**

Course Title	Course Code	Credits	Woodmont Course Equivalent
Anatomy and Physiology	SCI 201	3 (4 with lab)	Scientific Literacy
Computer Basics in Healthcare	TCH 201	3	Digital Literacy
Pathophysiology and Pharmacology	SCI 311	3	Scientific Literacy
Management Information Systems	BUS-203	3	CPT105 Management Information Systems
Introduction to Computing and Design	TCH 120	3	CPT105 Management Information Systems
Introduction to Computers	CIS 101	3	Digital Literacy
Motor Development	SCI-222	3	Scientific Literacy
Sports Nutrition	NUT-103	3	Scientific Literacy
College Geometry	MAT 103	3	Quantitative Literacy
College Algebra	MAT 101	3	MAT102 College Algebra
Introduction to Statistics	MAT 102	4	MAT 202 Statistics
Calculus	MAT-302	3	MAT 201 Calculus
Concepts in Math and Quantitative Analysis	MAT-301	3	Quantitative Literacy
Linear Algebra	MAT-305	3	Quantitative Literacy
Probability and Statistics	MAT-304	3	Quantitative Literacy
Quantitative Analysis	MAT-303	3	Quantitative Literacy

The Science of Nutrition	SCI 101	3	Scientific Literacy
Essentials of Earth Science	SCI 103	3	Scientific Literacy
Introduction to Chemistry	SCI 105	3	Scientific Literacy
Introduction to Life Processes	SCI 102	3	Scientific Literacy
Environmental Science	SCI 104	3	ENSC 101 (X) Examining the Environment

The list below includes the Coopersmith courses that can fulfill General Education Program requirements in **Reason and Religion.**

Course Title	Course Code	Credits	Woodmont Course Equivalent
Advanced Study of Blessings I	JST-315	3	Reason and Religion
Advanced Study of Blessings II	JST-225	3	Reason and Religion
Exodus I	BIB-101	3	Reason and Religion
Exodus II	BIB-102	3	Reason and Religion
Genesis I	BIB-103	3	BIBL 101 Parsha Journeys
Genesis II	BIB-104	3	BIBL 101 Parsha Journeys
Laws of Blessings	JST-225	3	Reason and Religion
Leviticus	BIB-105	3	Reason and Religion
Trees and Plants of the Torah	BIB-376	3	Reason and Religion

The list below includes the Coopersmith courses that can fulfill General Education Program requirements in **Social Awareness and Responsibility.**

Coopersmith Course	Code	Credits	Woodmont Course Equivalent
Ethics for Health Professionals	HCA 200	3	Social Awareness and Responsibility, Ethics Requirement
Introduction to Business Ethics	BUS-205	3	Social Awareness and Responsibility, Ethics Requirement
Macroeconomics	ECO-102	3	BUS 301, Business Essentials I
Microeconomics	ECO-101	3	BUS 301, Business Essentials I
Ethics of Speech I	ETH-330	3	Social Awareness and Responsibility, Ethics Requirement
Ethics of Speech II	ETH-335	3	Social Awareness and Responsibility, Ethics Requirement
Understanding Media, Culture, and Technology	MED-101	3	Social Awareness and Responsibility
Drugs, Society, and Human Behavior	PSY-305	3	Social Awareness and Responsibility
Family Therapy	PSY-306	3	Social Awareness and Responsibility
Group Counseling	PSY-307	3	Social Awareness and Responsibility
Introduction to Coaching	PSY-105	3	Social Awareness and Responsibility
Seminary of Integration	PSY-450	3	Social Awareness and Responsibility
Substance Abuse Counseling	PSY-320	3	Social Awareness and Responsibility
Therapeutic Interviewing	PSY-312	3	Social Awareness and Responsibility
Understanding ADHD	PSY-365	3	Social Awareness and Responsibility

Understanding Child Abuse and Neglect	PSY-380	3	Social Awareness and Responsibility
Introduction to Multicultural Studies	MCS-101	3	Social Awareness and Responsibility
Analyzing Children's Literature	ECE-304	3	Social Awareness and Responsibility
Applied Behavior Analysis for Early Learners	EDU-380	3	Social Awareness and Responsibility
Assessing Students with Special Needs	EDU-340	3	Social Awareness and Responsibility
Assessment in Early Childhood Education	ECE-310	3	Social Awareness and Responsibility
Classroom Management	EDU-300	3	Social Awareness and Responsibility
Creative Arts in the Classroom	ECE-350	3	Social Awareness and Responsibility
Cultural Diversity in the Classroom	EDU-330	3	Social Awareness and Responsibility
Early Childhood Curriculum	ECE-301	3	Social Awareness and Responsibility
Elementary Math Education	EDU-400	3	Social Awareness and Responsibility
Elementary Science	EDU-315	3	Social Awareness and Responsibility
Family-Centered Early Education	ECE-230	3	Social Awareness and Responsibility
Foundations of Education	EDU-501	3	Social Awareness and Responsibility
Inclusion: Effective Practices for all Students	ECE-355	3	Social Awareness and Responsibility
Infant and Toddler Development and Care	ECE-325	3	Social Awareness and Responsibility
Introduction to Early Childhood Education	ECE-210	3	Social Awareness and Responsibility

Literacy Development	ECE-320	3	Social Awareness and Responsibility
Literacy Instruction	EDU-510	3	Social Awareness and Responsibility
Literacy Instruction	EDU-250	3	Social Awareness and Responsibility
Music Education	ECE-302	3	Social Awareness and Responsibility
Supporting Children with Instructional Technology	EDU-320	3	Social Awareness and Responsibility
Teaching and Learning with Technology	EDU-372	3	Social Awareness and Responsibility
Teaching Elementary Social Studies	EDU-410	3	Social Awareness and Responsibility
Teaching English as Second or Other Language	EDU-360	3	Social Awareness and Responsibility
Teaching Students with Learning & Behavior Disorders Needs	ECE-370	3	Social Awareness and Responsibility
Sport and Exercise Psychology	PSY-340	3	Social Awareness and Responsibility
Jewish Participation in the Garment Industry	HIS-302	3	Social Awareness and Responsibility
The Social Psychology of Dress	FAS-201	3	Social Awareness and Responsibility
American Government	POL-121	3	Social Awareness and Responsibility
Comparing Political Systems of the World	PSC-201	3	Social Awareness and Responsibility
Eastern European Jewish Immigration and Settlement in the United States	HIS-301	3	Social Awareness and Responsibility
Educational Psychology	PSY 204	3	Social Awareness and Responsibility
Human Growth and Development	PSY 301	3	Social Awareness and Responsibility

Introduction to Psychology	PSY 101	3	Social Awareness and Responsibility
Research Methods in Psychology	PSY 201	3	Social Awareness and Responsibility
Abnormal Psychology	PSY-302	3	Social Awareness and Responsibility
Child Development	PSY-230	3	Social Awareness and Responsibility
Foundations of Stress Management	PSY-310	3	Social Awareness and Responsibility
Gerontology	PSY-330	3	Social Awareness and Responsibility
History and Systems of Psychology	PSY-304	3	Social Awareness and Responsibility
Introduction to Coaching	PSY-105	3	Social Awareness and Responsibility
Jewish Rabbinical Counseling	PSY-308	3	Social Awareness and Responsibility
Social Psychology	PSY-315	3	Social Awareness and Responsibility
Physiological Psychology	PSY-303	3	Social Awareness and Responsibility
Ethics of the Fathers I	ETH-340	3	SOC 201, Ethics of Our Fathers I
Ethics of the Fathers II	ETH-345	3	SOC 202, Ethics of Our Fathers II
Introduction to Sociology	SOC 103	3	Social Awareness and Responsibility
Social Ethics	SOC-104	3	Social Awareness and Responsibility Ethics Requirement
Sociology of the Ba'al Teshuva Movement	SOC-303	3	Social Awareness and Responsibility
The Jewish Child in Traditional Jewish Society	SOC-101	3	Social Awareness and Responsibility

IB Diploma Equivalency Chart

Woodmont College accepts transfer credits from the Internationally recognized International Baccalaureate (IB) Diploma Program. Only credits from Higher Level (HL) courses are accepted. To see the course equivalencies, view the IB Diploma Program Course Equivalent Chart below:

IB Subject	IB Score	Woodmont Requirement Equivalent	IB Score
Anthropology	4	Social Awareness & Responsibility	3
	5 or above		6
English	5 or above	Communication & Expression	3
Economics	4	Communication & Expression	3
	5 or above		6
Foreign Language	5 or above	Communication & Expression	3
Geography	4	Social Awareness & Responsibility	3
	5 or above		6
Global Politics	4	Social Awareness & Responsibility	3
	5 or above		6
History	4	Social Awareness & Responsibility	3
	5 or above		6
Natural Science	4	Quantitative, Scientific, Digital Literacy	4
	5 or above		8
Philosophy	4	Reason & Religion	3
	5 or above		6
Psychology	4	Reason & Religion	3
	5 or above		6