

Maalot College

Academic Catalog

2026 – 2027

Address: 6530 North 7th Street, Phoenix, AZ 85014

www.maalotcollege.org

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Maalot College operates as a trade name of Maalot Institute of Torah



This catalog contains important information relating to your education at Maalot. All students are required to read the catalog carefully and retain it for reference throughout the period of their studies. Failure to adhere to the policies detailed in the catalog can possibly delay your graduation as well as result in additional expenses. We expect all students to assume considerable personal responsibility for their education. The policies and procedures described in the catalog are current at the time of publication. Students who enroll and register for courses while this catalog is in use, are bound by the information listed in this catalog.

The college reserves the right to make changes to the catalog at any time.

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Welcome

Dear Student,

Education has the power to change the course of a life.

It broadens our understanding, strengthens our judgment, and prepares us to serve others with wisdom, skill, and integrity. At Maalot College, we believe that meaningful learning is both intellectually rigorous and deeply purposeful. Every course, assignment, and interaction is designed to help you grow into a knowledgeable professional, a thoughtful leader, and a lifelong learner.

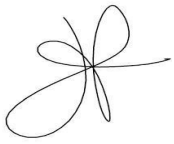
As Chief Academic Officer, my commitment is to ensure that your education reflects the highest standards of academic quality while remaining relevant, engaging, and centered on student success. Our faculty are more than subject matter experts. They are educators who are invested in your growth and dedicated to helping you achieve your goals.

Whether your aspirations involve advancing your career, deepening your expertise, or preparing to make a greater impact in your community, you have joined a learning community that believes your education should be both challenging and transformative.

I encourage you to approach this journey with curiosity, determination, and an openness to new perspectives. Ask questions. Embrace challenges. Learn from one another. The knowledge and skills you develop here will extend far beyond the classroom.

Thank you for placing your trust in Maalot College. It is an honor to accompany you on this journey, and I look forward to celebrating all that you will accomplish.

Warm regards,



Jannette Flores

Chief Academic Officer

History of Maalot

In This Section

- Our Mission
- Our Core Values
- Disclosure Statement
- Leadership
- Administration
- Directory

History of Maalot College

Maalot was founded in 1984 by Dr Avraham Schwartzbaum A"H, a pioneer in women's education. Dr Schwartzbaum and Rabbi Nosson Geisler שיחיה, found a solution for women who were focused on building Torah homes without losing sight of quality academic preparation for their chosen professions.

Together with Rabbi Refson, the founder and Dean of Neve Yerushalayim, they established Maalot. This new idea would be a continuation of the Bais Yaakov tradition: providing quality education to support every aspect of the goals of a Bais Yaakov graduate. They examined the many opportunities for education in America and found a way to provide serious education taught by instructors who were highly qualified professionally as well as paradigms of the lives they strive to inspire their students to live.

Over the last four decades Maalot Educational Network developed over 200 courses to provide the education needed for many professions and the advanced Judaic Studies necessary for facing the challenges of the workforce. These courses were originally reviewed by the American Council of Education (ACE) and later, the National College Credit Recommendation Service, (NCCRS) a division of the Board of Regents of New York. Thousands of students used these courses to graduate from regionally accredited colleges and continued to graduate schools and well-paying professions. Their quality education combined with the depth of Torah study created confident educated students-positive of their place as family and community role models.

Maalot College operates as a trade name of Maalot Institute of Torah. Maalot College is not a separate legal entity but operates under the legal identity of Maalot Institute of Torah. Accordingly, Maalot Institute of Torah is the underlying legal entity responsible for the institution's legal, financial, and organizational obligations, while Maalot College is the name under which its educational operations are conducted.

Maalot College is Licensed to operate in the State of Arizona, by AZPPSE, The Arizona State Board of Private Post-secondary Education and accredited by the Distance Education Accrediting Commission (DEAC). DEAC is recognized by the Council for Higher Education Accreditation (CHEA).

Our Mission

The mission of Maalot College is to provide quality post-secondary education to the student who places Torah values as central to both their personal and professional life. Maalot seeks to inspire our students to invest and excel in every aspect of their lives and become contributing members of their family, profession, and community by teaching skills and knowledge in an interactive online environment that supports their academic and professional goals.

Disclosure Statement

Maalot 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. Maalot 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.

Leadership

Board of Directors

Rabbi S. Vogel

President

Rabbi Vogel, President and founder of Maalot Institutes of Torah. He brings the perspective of successful business practice, intimate knowledge of the many Orthodox Communities and a personal mission of social responsibility and leadership. His energy and broad vision of the needs of every section of the community drives Maalot to continuously serve its students with more professional, creative and academic offerings.

He has adapted the methodology and outlook of the world renowned Dr. Feuerstein to provide specialized programs and resources to ensure the success of every child in school, no matter his religious or ethnic background and continuously searches for innovative programs to enable more people to enter the workforce with educationally sound academic programs.

Rabbi Dr. Dovid Refson

Rabbi Dr. Refson founded Neve College for Women in 1970. He saw Neve as a place for women, without a religious background, to explore Judaism. Neve has since broadened its mandate to offer a variety of Jewish studies programs relevant to the spectrum of modern-day Jewish life. Today, the Neve Campus is a huge, modern campus with beautiful gardens overlooking the city of Jerusalem. Rabbi Refson dedicated his life to make a Torah based education available internationally to students with all levels of commitment to Torah. Today, Neve is a magnet for world renowned instructors and adult students from around the globe.

Mr. Mechel Weiser

Mr. Weiser has long and successful experience creating systems and restructuring schools and organizations enabling them to grow to serve the public they seek to help. He comes with strong family values and a mission to help community projects, particularly in the field of education. He has seen firsthand the value of focused and experienced educators and seeks to add this value of quality and broadly encompassing education to enhance post-secondary institutions within the Orthodox Jewish community.

Mrs. Toby Vogel

Mrs. Toby Vogel, MA is a seasoned educator in Hassidic schools. When no acceptable textbooks were available, she drafted seasoned writers and created and published textbooks to support quality curriculum. She wrote syllabi and sourcebooks for post-secondary education to train women from Chassidic backgrounds in the important elements of classroom instruction.

Rabbi Joseph Rabinowicz

Rabbi Rabinowicz is a distinguished Torah scholar with extensive expertise in Jewish law. Recognized for his scholarship, leadership, and judicial service, he is also the author of significant works on Jewish law and thought. His wisdom and involvement with the community enhance Maalot College's operations and ensure its alignment with classical Torah values.

Administration

Jannette Flores

Chief Academic Officer,

Dr. Jannette Flores is a higher education leader and instructional designer with expertise in curriculum development, accreditation, online learning, and academic program administration. She has extensive experience leading cross-functional initiatives that strengthen academic quality, develop faculty, and design engaging, outcomes-based curricula across undergraduate and graduate programs. Her work spans instructional design, strategic planning, compliance with accreditation standards, and the integration of innovative educational technologies to enhance student learning. Dr. Flores is recognized for her ability to translate institutional goals into practical academic solutions, build scalable educational systems, and foster collaboration among faculty, administrators, and industry partners. She is committed to advancing student success through evidence-based practices, continuous improvement, and excellence in higher education.

Evelin Suij-Ojeda

Dean

Dr. Evelin Suij-Ojeda is a higher education leader, educator, and instructional design specialist with more than 27 years of experience advancing teaching excellence, faculty development, curriculum design, and online learning. She has held senior academic leadership roles directing institution-wide professional development initiatives, designing faculty competency frameworks, leading mentoring and classroom observation programs, and supporting accreditation and quality assurance efforts. Dr. Suij-Ojeda has extensive experience developing graduate and undergraduate curricula, teaching in international higher education settings, and promoting inclusive, evidence-based instructional practices. An accomplished scholar, speaker, journal editor, and reviewer, she has presented at international conferences and contributed to the advancement of teacher education and educational innovation worldwide. She is committed to fostering high-quality learning environments that strengthen faculty effectiveness and improve student success.

Directory

President: sv@maalotedu.org

Chief Academic Officer: jef@maalotedu.org

Academic Dean: eso@maalotedu.org

Operating Hours & Faculty/Staff Availability

Maalot College administrative services are open Monday through Thursday from 8:00 a.m. to 5:00 p.m. and Friday from 8:00 a.m. to 1:00 p.m. Mountain Standard Time (Arizona). Offices are closed on holidays and during institutional breaks, as listed in the Academic Calendar.

The Canvas learning platform is available to students 24 hours a day, seven days a week.

Students may contact the College at **info@maalot.org**. Administrative inquiries are generally acknowledged or responded to within two business days. When additional time is needed to resolve a request, the College will provide follow-up information as appropriate.

Faculty communicate with students through the contact methods identified in each course and are generally expected to respond to student messages within two business days. Faculty availability, including opportunities for virtual meetings or office hours, is provided in the course syllabus and/or Canvas.

Program Advisory Council

Maalot College maintains a Program Advisory Council for each of its academic programs. Each council brings together practitioners and scholars from the field who advise the College on curriculum relevance, program learning outcomes, and current professional practice. Councils meet formally once each academic year and support program review throughout the year.

COUNCIL LEADERSHIP

Dr. Evelin Suij-Ojeda, Dean, Maalot College, Chair
Dr. Jannette Flores, Chief Academic Officer, Maalot College, Co-Chair
The Chair and Co-Chair serve on both councils.

ASSOCIATE OF ARTS AND BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION

Education Program Advisory Council

NAME	TITLE AND ORGANIZATION
Dr. Jeffrey Miller	Dean of Student and Faculty Empowerment, School of Education, Dallas College
Nayeli Merino Chávez	Preschool and Kindergarten Lead Teacher, Stepping Stones Children Center
Kaylon Krukiel	Special Education Case Manager and Dyslexia/Reading Resource Teacher, Rockwall ISD
Zach Hurdle	Data Analyst, Mathematician, Utah Valley University and Southern Arkansas University

BACHELOR OF ARTS IN PSYCHOLOGY

Psychology Program Advisory Council

NAME	TITLE AND ORGANIZATION
Dr. Nisha D. Kavalam	Licensed School Psychologist, Frisco Independent School District
Dr. Beth Hedva	Psychologist, Clinical Consultant, and Psychotherapist
Dr. Denise Lott Arellano	Instructional Designer and Adjunct Instructor, Texas Woman's University

Section Three

Applications & Admission

In This Section

- Requirements for Admission
- Technology Requirements & Responsibility

Requirements for Admission

Applicants must have a high school diploma or a GED in order to be considered for admission. Applicants are required to provide an attestation and information regarding their high school graduation on their application, but Maalot may, at their discretion, request a diploma, proof of graduation, high school transcript, or other information or documentation regarding high school completion for any reason.

Applicants must be adept at using technology and have the requisite computer skills to participate in the online courses.

Applicants must be able to demonstrate emotional maturity as well as the ability and skills to study post-secondary level coursework and be able to complete assignments in English and provide suitable references to support these requirements.

Maalot may only recruit students who live in Arizona or in countries outside of the United States.

Non-Discrimination

Maalot is committed to providing equal opportunity in its education and admission policies to all. Maalot College does not discriminate or differentiate based on race, color, creed, age, gender, national origin, religion, sexual orientation or disability.

Procedure Definition of Terms:

Application: Students are required to submit a completed application form through the institution's secure online portal. The application includes personal identification details such as full name, date of birth, contact information, and educational history.

The institution's identity verification process also includes the submission of a clear, government-issued photo ID (e.g., passport, national ID card, or driver's license) to confirm their identity, as part of the admission and onboarding procedure. This document is reviewed by the admissions team to ensure it matches the personal information provided by the student in their application.

Acceptance: Applicants will receive a notice from Maalot administration with the determination if the applicant has been accepted, if their application has been denied, or if there is further information needed before a determination can be made.

Registration: If accepted, students will complete the course registration process and an enrollment agreement, which will include all financial and payment arrangements. All payment arrangements must be made before starting courses.

To apply for admission, students must submit a completed application form plus a $50 application fee. If admission is denied, the application fee will be refunded.

A Maalot administrator may interview all applicants and check references in order to support their assessment of the level of emotional maturity and academic ability to succeed in the program requirements.

Applicants must have a High School diploma or a GED in order to be considered for admission. Applicants are required to provide an attestation and information regarding their high school graduation on their application, but Maalot may, at its discretion, request a diploma, proof of graduation, high school transcript, or other information or documentation regarding high school completion for any reason.

All students must be proficient in the English language. If an applicant is not a native English speaker they will need to provide proof of proficiency in one of the following ways:

- A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT)
- A minimum score of 61 on the Internet Based Test (IBT)
- A minimum score of 6.0 on the International English Language Test (IELTS)
- A minimum score of 44 on the Pearson Test of English Academic Score Report.
- A high school diploma completed at an accredited/recognized high school, yeshiva or seminary, where the medium of instruction is English.
- A transcript indicating completion of at least 30 semester credit hours with an average grade of “C” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent where the language of instruction was English.
- Transcripts not in English must be evaluated by a third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. The evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

In the event that the student is denied admission, he or she will be notified with the reasons. Denials of admission may be appealed to the Dean of the school, whose determination on any such matter shall be final.

Policy and Procedure for Exceptions to Admissions Criteria

In the event that the student is denied admission because of a low GPA and it is determined by the Dean that the student would benefit greatly by admission to Maalot College, the student may be admitted with the understanding that they may register for up to 9 credits per semester until they have finished a complete semester with a GPA of 2.5. After one successful semester, the student will be allowed to register as a full-time student. At the end of this first full-time semester, the student will meet with the Dean to determine if the student can continue full time and add to his or her course load. This exception will only be considered for applicants who otherwise align with the values and mission of Maalot and whom the administration believes will benefit from and be an asset to the institution. Any other exceptions to criteria will be documented and include the reason that the exception was granted.

Technology Requirements & Responsibility

Students must have access to computers with reliable and consistent internet connections. Equipment must include a camera. A printer and scanner are highly recommended. Live sessions, when offered, are conducted via Zoom.

The student must have basic computer skills including use of Microsoft Word or other word processing programs. Excel or a similar type of spreadsheet program is recommended. Responsible use of technology is expected of all students. Students may not copy or modify any Maalot software or course material without proper authorization.

Unethical use of artificial intelligence software to complete course work is prohibited and will incur the same consequences as a plagiarism violation.

Students may not use Maalot software or platforms to communicate offensively to other users within the system.

Students may not use any Maalot College software or resources for profit or commercial promotion or profit.

Section Four

Tuition & Fees

In This Section

- Estimated Book Fees
- Tuition Payment Schedules and Discounts
- Refund Policy

Tuitions	
Tuition per credit	**$100**
Application fee	**$50**
Evaluation of transfer credit fee	$50
Graduation Fee	$100
Fees per semester Enrollment -registration	$50
Technology Fee (Sept - Aug)	$150

Estimated Book Fees

Most courses use Open Educational Resources (OERs) or instructor-provided materials at no cost to students. When a course requires a paid textbook or other paid materials, an additional fee will apply. Required materials and associated costs are listed in the course syllabus.

For Judaic studies courses and the 30 credit Judaic studies requirement in each of our degree programs, most of the textbooks can be found in the library of any traditional home or synagogue.

For additional technology fees for lab courses, please refer to specific course syllabi.

Tuition Payment Schedules, Discounts and Scholarships

Students register for courses for a single semester at a time and must make payment arrangements for the semester, in full, prior to the first day of each semester. Students may not be allowed to register for a new semester if there is a balance of unpaid tuition.

Maalot may occasionally offer an early-bird payment discount for specific semesters if payment is received in full by an indicated date or student location based discount. When offered, these reduced rates are available to any student. Check with the Maalot office or the school website for details.

Information on discounts at Maalot College is clearly published in the institution's informational materials. The website provides up-to-date details on available discounts, ensuring that students have access to the most current offers. The catalog outlines general discount options, such as the early bird special, and refers students to the website for more detailed and up-to-date discount information.

Institutional Scholarships

Maalot College may offer institutional scholarships to help students access its programs. Scholarships are funded by the College and reduce the tuition a student would otherwise pay.

Types of scholarships: Need-based scholarships are awarded using a consistent economic standard that considers household income range, household size, other tuition assistance, and the applicant's circumstances. Merit-based scholarships recognize defined academic achievement or other criteria established in advance.

Award amounts: Awards may cover 25%, 50%, 75%, or 100% of tuition, or another amount authorized by the College. Unless the award states otherwise, scholarships apply to tuition only.

Award terms: Each recipient receives a Scholarship Award Agreement stating the amount, the duration, and the actual reduction in cost, and accepts it in writing before the award is applied.

Keeping a scholarship: Recipients must remain enrolled in the approved program, maintain Satisfactory Academic Progress, and stay in good academic and institutional standing.

Withdrawal: If a recipient withdraws, the College's cancellation, withdrawal, and refund policies apply, and the scholarship is adjusted. Scholarships are never paid out in cash.

How to apply: Scholarship availability depends on eligibility, approval, and available funding, and applying does not guarantee an award.

For the full scholarship terms, current scholarship opportunities, eligibility criteria, and application requirements, please contact the College.

Refund Policy

Refund policy before the start date of the semester:

Five-Day Cancellation: An applicant who provides written notice of cancellation within five calendar days of signing an enrollment agreement is entitled to a refund of all monies paid. No

later than 30 days of receiving the notice of cancellation, the school shall provide a 100% refund. Refunds are made directly to the person who paid the tuition.

Other Cancellations: An applicant requesting cancellation more than five calendar days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid, minus the registration fee of $50

Sample Refund Calculation:

A student is enrolled in two 3-credit courses in a 15-week term. At the current tuition rate of $100 per credit, tuition is $300 per course, or $600 in total. The student completes the second week of classes and then submits a written notice of withdrawal to the registrar or dean, indicating the last date of attendance. Because the withdrawal occurs after the second week but before the end of the third week, the student is entitled to a refund of 70% of tuition under the refund schedule: $600 × 70% = $420. Weeks at Maalot College run from Sunday through Saturday, unless otherwise indicated.

The $50 application fee and the $50 evaluation of transfer credit fee, if paid, are retained by Maalot College and are not refundable. The refund of $420 will be issued within 30 days of the determination of the withdrawal date and will be paid to the party who paid the tuition.

Canceling Before Classes Start

- Students who cancel within 5 days of signing the enrollment agreement receive a full refund.
- Students who cancel after 5 days but before classes start receive a full refund minus the $50 application fee.
- Refunds are paid within 30 days to the person who paid.

Students Who Never Start

- Students must take part in each course during the first two weeks. Taking part means submitting work, posting in a graded discussion, attending a live session, or asking the instructor about course content. Logging in alone does not count.
- After Week 1, the College contacts students who have not started.
- Students who have not taken part in a course by Saturday of Week 2 (11:59 p.m. Arizona time) are withdrawn from that course.

- These students receive a 100% tuition refund for that course, and the course does not appear on their transcript.
- Students who believe they were withdrawn in error may ask the Dean for reinstatement within 5 business days.

Withdrawing After Classes Start

- To withdraw, students send a signed and dated written notice to the registrar.
- For students who do not return from an approved leave of absence, the withdrawal date is the scheduled return date.
- Students who stop taking part in all of their courses for 30 days in a row are dismissed. The withdrawal date is the date the student is told of the dismissal.
- Refunds are paid within 30 days of the withdrawal date.

Tuition charges/refunds:

- Before the start of the semester and during the first week of classes, the student is entitled to a refund of 100% of the tuition.
- After the commencement of classes, the tuition refund will be determined as indicated in the chart below, minus the $50 evaluation of transfer credit fee and the $50 application fee:

Tuition Refund Schedule

Percentage of Credit Hours Attempted	Tuition Refund Amount
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No Refund is required

Failed Courses

While the Maalot staff will work with students who may be struggling to help them succeed, occasionally a student will fail a course. Students who fail a course are not entitled to a refund

for the course. A failed course may be retaken and the second grade may replace the first, failing grade, however, standard course fees apply.

Section Five

Student Responsibilities

In This Section

- Academic Performance
- Online Conduct
- Code of Ethics
- Academic Integrity
- Online Testing & Verification
- Textbooks
- Updates
- Attendance Policy
- Student Complaint Policy
- Academic Complaints
- Student Counseling & Advising
- Student Services
- Degree Requirements

Satisfactory Academic Progress Policy

Maalot College expects students to maintain satisfactory academic performance throughout their studies. Undergraduate students must maintain a minimum cumulative GPA of 2.0, while graduate students must maintain a minimum cumulative GPA of 3.0. Some programs may establish higher standards when required by accreditation, licensing, or specific academic requirements.

A student whose cumulative GPA falls below the applicable minimum will be placed on academic warning for one semester and encouraged to work with an academic advisor to develop a plan for improvement. If the student does not achieve the required GPA by the end of the warning semester, the student will be placed on academic probation.

During probation, a student may be limited to nine credits per semester and required to follow an academic improvement plan. The student will return to good academic standing after achieving the minimum cumulative GPA required for the student's program level.

Academic standing and financial-aid eligibility are evaluated separately. Financial-aid requirements are described in the Satisfactory Academic Progress policy.

Online Conduct

Maalot courses may include optional live sessions held via Zoom. Students who choose to attend are expected to do so from the start of the session and to remain engaged for its full duration. Only registered students may attend live sessions.

Students attending live sessions are expected to appear on camera when possible. Students who are unable to use a camera for any reason are welcome to participate and should ensure their audio connection is reliable. Camera use is strongly encouraged as it supports engagement and community within the learning environment.

Students are expected to join from a tidy and appropriate environment and to appear dressed neatly and modestly. Loungewear, sleepwear, and casual sportswear are not in keeping with the academic nature of the session.

Students are expected to give their full attention to the session for its duration; engaging in unrelated work or activities is disrespectful to the instructor and fellow participants.

Students are asked to be mindful that eating during live sessions can be distracting to others and to use their discretion accordingly.

Students are expected to use respectful and professional language in all academic interactions, including live sessions, discussion boards, online forums, and all communication with faculty and staff.

Students may not record live sessions. Sessions may be archived by the institution for the current semester only. Course materials, assignments, test questions, and any copyrighted content may not be shared with anyone who is not a registered student, posted publicly or privately on any website, or reproduced in any form outside of the course.

Code of Ethics

Maalot College is committed to the highest standards of ethical conduct in teaching, learning, and administration. This Code of Ethics applies to all students, faculty, staff, and administrators, who are expected to uphold the following principles in all College activities.

PRINCIPLE	WHAT IT MEANS IN PRACTICE
Honesty	Presenting one's own work, credentials, and information truthfully and accurately.
Respect	Treating every member of the College community with courtesy and dignity, and valuing diverse backgrounds and perspectives.
Responsibility	Meeting academic and professional obligations and accepting accountability for one's actions.
Fairness	Applying policies consistently and making decisions free of bias, favoritism, or conflicts of interest.
Confidentiality	Protecting student records and personal information in accordance with FERPA and College policy.
Responsible Technology Use	Using College systems, course materials, and artificial intelligence tools lawfully and ethically.

REPORTING AND ENFORCEMENT

Violations of this Code are addressed under the College's Academic Integrity policy and Code of Conduct. Concerns may be reported to the Office of the Dean and are handled promptly and confidentially.

Academic Integrity

All work is expected to be the result of the student's own efforts. All work must be properly cited when using quotes or material from another source. Academic dishonesty is a very serious offense. Unacceptable behavior includes submitting another student's work as your own, cheating on examinations, and plagiarism in all forms. Students must give credit for ideas or materials taken from another source. Any passage, no matter what length, from an article or book should be enclosed in quotation marks and appropriately cited. APA format must be used to cite sources in research papers. **Guides to using APA format are available from your instructor.**

Academic integrity includes the violation of cheating which includes divulging exam information to another student thus helping them cheat.

Students who do not comply with the regulations for academic honesty are subject to disciplinary action which may include an "F" for the course and/or probation, suspension or expulsion from the program with no refund.

Policy on Use of Artificial Intelligence (AI)

Purpose and Scope

The following are the guidelines for the ethical use of artificial intelligence (AI) by Maalot College students. This policy aims to foster an environment of academic integrity and the responsible use of technology. It applies to all students enrolled at Maalot College in all programs.

General Expectations

Students must ensure that any AI-generated content used in assignments, research, or examinations is properly cited and does not violate the academic integrity policies of Maalot College. AI tools should be used to complement, not replace, students' own critical thinking and creativity.

Prohibited Use

The use of AI to complete assignments, examinations, or quizzes without proper disclosure is considered academic dishonesty. This includes using AI to generate essays, solve examination questions, or provide answers in a manner that misrepresents the student's own knowledge or abilities.

Disclosure and Citation

Students must disclose the use of AI tools in their work when AI has significantly contributed to or facilitated the creation of content. AI tools must be cited in APA style, with both an in-text citation and an entry in the reference list, in accordance with the College's citation guidelines.

Ethical Use

Students should not use AI in ways that disregard the privacy, intellectual property, or rights of others. Students must not use AI in ways that could be considered harmful, deceptive, or exploitative.

Privacy and Data Protection

Students must ensure that any AI tools they use comply with applicable privacy regulations and do not misuse or exploit personal data. Students are responsible for reviewing AI applications and AI-generated information with an awareness of data protection laws and Maalot College guidelines.

Critical Evaluation

Students must be aware of potential biases in AI tools and use them critically, in keeping with the Maalot College rules of conduct. Students must not assume that AI-generated output is accurate; they should carefully scrutinize all output for accuracy, potential bias, and legality.

Guidance

Students are encouraged to discuss the ethical use of AI with their instructor or the Dean.

Consequences

Violations of this policy may result in disciplinary action, including, but not limited to, academic penalties and other consequences as determined by the Dean.

Policy Updates

As AI technology continues to advance, Maalot College may issue additional policy statements and consequences regarding the misuse of AI in academic submissions. The College will notify students of any changes to this policy.

Online Testing & Verification

To ensure proper identification, the initial application requires a photo. During videoconference lectures with small classes, instructors become familiar with each student's face and voice, making it difficult for anyone to impersonate another due to the personal interaction that occurs.

Different courses may have varying testing procedures. Your instructor will inform you of the specific requirements for taking exams in your course to establish and verify student identity. Maalot College takes academic honesty very seriously; any cheating during an exam may result in failing the course and potential dismissal from the program, with no refund of tuition already paid.

The following policies may be in place for specific exams.

- Take the test with two cameras on - one in front and behind the test taker.
- Tests are proctored by the instructor via Zoom using online technology such as Focus Mode.

Textbooks

A list of required textbooks and a link to where they may be purchased is provided before registration. Some textbooks may be shared online at no charge. The instructor will post textbook information when the student registers for the course.

Updates

It is the students' responsibility to check the Canvas Platform daily. In the case of cancellation of a class because of instructor illness or otherwise, students will be notified by email.

Messages may include general updates and messages. Students will be advised of this at the beginning of the semester.

Attendance Policy

Students must log in at least once a week to complete their assigned classwork.

Videoconference attendance, when available, is encouraged. It is recommended that students watch the archived course lectures of any missed sessions. Excessive absences may result in a grade penalty in that it greatly reduces the amount of instructor-student interaction.

Student-instructor interaction is defined by any of the following criteria.

- Attend a live lecture, when offered
- Turn in an assignment
- Take an exam
- Post a substantial comment related to the course material on the message board

Lack of student interaction over a period of 14 consecutive calendar days may result in being withdrawn from the course. The 14 days do not include official school breaks.

In cases of extreme personal circumstances, the student may speak to the Dean for special accommodations.

NOTE: Absence does not relieve the student from the responsibility of meeting assigned deadlines for material, assignments or examinations.

Student Complaint and Grievance Policy

Maalot College (the "Institution") is committed to resolving student complaints fairly, transparently, and promptly, in compliance with the standards of the Distance Education Accrediting Commission (DEAC), and the rules of the Arizona State Board for Private Postsecondary Education (AZPPSE). The Institution prohibits retaliation against anyone who files a complaint in good faith or contacts an outside agency, and it does not require students to sign mandatory arbitration agreements.

What Is a Complaint

A complaint is a written statement that an action, decision, policy, or employee of the Institution has treated a student unfairly, has violated Institution policy, Arizona law, or DEAC standards, or has failed to provide a promised service. Current and former students, applicants, and other parties may file a complaint. The complaint form uses four categories:

- **Category 1:** Administrative, financial, enrollment, technology, or student services
- **Category 2:** Instruction, courses, programs, or the conduct of faculty or staff
- **Category 3:** Discrimination, harassment, or disability accommodation

- **Category 4:** Grades (follow the Grade Appeal Policy in the Academic Catalog)

Step 1: Informal Resolution (Optional)

Many concerns can be resolved quickly by contacting the instructor or staff member involved. This step is not required, and it should be skipped for concerns involving discrimination, harassment, retaliation, or safety. Keep copies of any emails or documents related to the concern.

Step 2: Formal Complaint

Submit a complaint within two months of the incident to the Complaint Administrator in the Office of Student Services:

- **Online:** Student Complaint and Grievance Request Form
- **Email:** compliance@maalotedu.org
- **Mail:** Office of Student Services, Attention: Complaint Administrator, 6530 North 7th Street, Phoenix, Arizona 85014

Describe what happened, when, and who was involved; any steps already taken; and the remedy requested. Attach any supporting documents. If the complaint involves the Complaint Administrator, send it to the Dean at eso@maalotedu.org; if it involves the Dean, send it to the Chief Academic Officer at jef@maalotedu.org. Students who need help filing may contact Student Services.

The Institution confirms receipt within 3 business days and sends a written decision within 10 business days. Any faculty or staff member named in the complaint is given an opportunity to respond before a decision is made. If more time is needed, the Institution may extend the deadline once, by up to 20 business days, with written notice explaining why.

Step 3: Appeal

If the requested remedy is denied, the student may appeal in writing to the Chief Academic Officer within 10 business days from upon the receipt of the original decision, using any method above. The Chief Academic Officer, who was not involved in the original decision, issues a written decision within 10 business days. That decision is final and completes the Institution's process. If no appeal is filed within 10 business days, the original decision becomes final. The full process, including any appeal, is completed within 45 business days.

Step 4: External Agencies

Students who are not satisfied with the Institution's final decision may contact the agencies below. Each agency decides, under its own rules, whether it can review a complaint.

Arizona State Board for Private Postsecondary Education (all students)

After completing the Institution's process, a student may file within two years after the latest of: the last date of attendance; the date the Institution's process was completed; or the date the student can show that the Institution did not follow its process. Non-students must file within one year of the event that led to the complaint. AZPPSE does not accept anonymous complaints, grade disputes, complaints about employment practices, or complaints about compliance with the Americans with Disabilities Act. A complainant may ask AZPPSE not to reveal their identity to the Institution, although AZPPSE cannot guarantee that it will not be disclosed.

1740 West Adams Street, Suite 3008, Phoenix, Arizona 85007 | 602-542-5709 | https://ppse.az.gov/student-complaint-procedure

Students in Arizona

Complaints from students located in Arizona, and complaints about the Institution's operations in Arizona, are resolved under Arizona law through the AZPPSE process above.

Fraud or criminal activity

Suspected fraud, criminal activity, or violations of Arizona consumer protection law may be reported at any time, without first using the Institution's process, to the Arizona Attorney General's Office: https://www.azag.gov/complaints/consumer

Accrediting agency

DEAC reviews complaints alleging that the Institution is not meeting DEAC standards or policies.

Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808, Washington, DC 20036 | (202) 234-5100 | https://www.deac.org/student-center/complaint-process/

Records

The Institution keeps the complete file for every complaint for five years from filing or until the completion of its next DEAC reaccreditation review, whichever is longer, and reviews complaint data each year to improve its services. This policy is published on the Institution's website, in the Academic Catalog, and in the Enrollment Agreement.

Student Counseling & Advising

Academic advisors assist students to evaluate degree options, select courses and effectively apply transfer credits to meet degree requirements. They inform students of independent learning options when appropriate. Advisors help students to estimate the total cost of their education and plan an appropriate time frame and strategy for realizing their educational goals. Maalot College does not evaluate prior learning experiences for credit. Academic advice is provided for all students. It is Maalot's goal to have every student reach their educational and personal aspirations.

While Maalot assists students in every way possible, it does not guarantee employment as a result of any of its courses or degrees.

Student Services

Maalot College supports students from enrollment through graduation. Questions about any of the services below may be directed to the Office of Student Services at studentservices@maalotedu.org.

Change of Contact Information

Students are responsible for keeping their contact information current. Changes to email address, mailing address, or telephone number can be made in the Populi student portal. Name changes require official documentation of the new legal name and are processed by the Registrar.

New Student Orientation

All new students complete an online, self-paced orientation before their first term. Orientation introduces the Canvas learning platform and the Populi student portal, key College policies, academic integrity expectations, and the support services available to students.

Graduation Ceremony

Degrees are conferred upon completion of all program requirements. The College celebrates its graduates at an annual commencement ceremony.

Alumni Services

Graduates retain access to their academic records and may request official transcripts at any time.

Career Services

Academic advisors help students connect their studies to career and graduate school goals and share career planning resources. The College does not offer job placement services and does not guarantee employment.

Honor Society

Maalot College does not currently sponsor an honor society. The College is exploring opportunities to establish one and will inform students when it becomes available.

Degree Requirements

Candidates for any BA program must complete 120 credits and fulfill degree requirements. Students must complete a minimum of 30 credits at Maalot College.

Candidates for any AA program must complete 60 credits and fulfill degree requirements. Students must complete a minimum of 15 credits at Maalot College.

Section Six

Academic Policies

In This Section

- Academic Freedom and Responsibility
- Prerequisites
- Leave of Absence, Dismissal, Withdrawal
- Grades and the Grade Point System
- Grading Scale
- Make-up Examinations
- Pass/Fail
- English Proficiency
- Name & Contact Info Changes
- Qualitative Standard
- Degree Completion Requirements

Academic Freedom and Responsibility

Maalot College supports academic freedom as essential to teaching, learning, and scholarly inquiry. Faculty may examine course-related topics, present evidence and differing scholarly perspectives, and exercise professional judgment in teaching and evaluating student work. Students are encouraged to engage in thoughtful inquiry, ask questions, and express reasoned disagreement. Academic freedom carries a corresponding responsibility to maintain academic standards, respect differing viewpoints, and ensure that evaluation is based on the quality of student work.

Prerequisites

Some Maalot courses have required prerequisites. If applicable, the prerequisites for the course are listed on each course syllabus and degree plan. Students should ensure that they have completed all prerequisites before registration in each course. Students who attend a course and have not completed the prerequisites, may not earn credit for that course. If the student has completed the prerequisite for the course from another source of credits, the registrar must be informed in advance. In certain circumstances there may be a waiver available for a prerequisite course. The waiver may be issued only by the dean or assistant dean.

Enrollment: A student is officially enrolled at Maalot College when they receive a counter-signed enrollment agreement from the registrar's office.

Leave of Absence, Dismissal, Withdrawal

Leave of Absence (LOA): If a student cannot attend classes for any reason, they may request an LOA for up to one calendar year. The student must have a designated date on which they will return to class. If students do not return by the designated date, they will be automatically withdrawn from their program. Students do not have access to their courses during a LOA. Refund policies apply.

There are no re-application fees if the student returns within 12 months. Students who leave Maalot for one semester will have access to the student advisors by appointment only. If students return to class within a year of completing their last semester at Maalot, they do not

have to reapply or re-enroll. Students who leave the college for more than one year without completing their degree or obtaining a leave of absence will have to reapply to the college.

Dismissal: A student unable to maintain satisfactory academic progress, may be dismissed. Additionally, if a student has been found to violate any Maalot policy including the Maalot Code of Conduct, the student can be dismissed from school without refund or option to complete their courses. See Codes of Conduct sections for further detail.

Withdrawal: A "W" in a course indicates that this course will not impact the student's grade point average (GPA). If a student requests a withdrawal from a course, the student must complete and submit a withdrawal request form. At the start of each term, students must complete a registration form listing all the courses in which they are enrolled. This registration form is part of the student enrollment form which outlines the general policies for attendance and refunds for the course.

If for any reason a student finds it impossible to complete a course, the student must officially withdraw from that course. Students who cease attending a course are not automatically withdrawn. To avoid receiving a grade of "F," they must submit the appropriate withdrawal form, dated at the time they notify the registrar's office. A grade of "W" – withdrawn – will be given when the student officially withdraws before completion of 50% of the class. An "F" is given for any withdrawals after that time. Students with extenuating circumstances should discuss if a leave of absence would be appropriate. In extreme cases, a student may be allowed to withdraw from the semester after the 50% cut-off point without an academic penalty only with approval from the Dean.

Refund policies are noted in a different section of this policy manual and are applied to student requests for withdrawal. Students may join a class after its start date with permission of the Dean. Any student who registers late is responsible to make up all work that has been missed. The student pays full course tuition even if they begin the course at a later date.

Auditing Courses Students may decide to audit a course for informational purposes, which means that they take the course for no credit. There is no reduction in tuition for auditing a course. All course prerequisites must be met unless waived by the course instructor. Students will be allowed to audit classes with special permission from the Dean via the registrar's office. Audited courses will appear on the Maalot transcript. The grade will be recorded as AU and will have no effect on the GPA.

Grades and the Grade Point System

Maalot uses a letter system of grading. Grades A through D are passing grades. The final grade for each course results from a compilation of all course assessments of the final examination.

Grading Scale

Letter grades are recorded at the end of each term by the due date listed on the Academic Calendar for that term. Grades are available on the Student Portal as soon as they are posted by the faculty. The progress and quality of students' work may be measured by a system of letter grades, numerical grades, and grade points.

> Please note that there is no A+.

The meaning of each grade and point value is as follows:

Letter Grade	Numerical Grade	Grade Point Value per Credit
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D	60-69	1.0
F	59	0.0

Grade Point Average (GPA)

These are calculated by multiplying the numerical value of the grade by the number of credits for the course. e.g. A 3 credit course at A- grade: 3x3.666 = 10.998

The grade point average is calculated on a 4.00 point system by dividing the number of grade points by the total number of credits completed (including courses failed). The average is rounded to the second decimal place.

Incomplete Grades

An Incomplete ("INC") is a temporary grade that may be assigned only with the instructor's approval. It may be granted when a student:

- has completed a substantial portion of the course requirements;
- is otherwise making satisfactory progress in the course; and
- is unable to complete the remaining work because of documented extenuating circumstances beyond the student's control.

An Incomplete is not granted automatically and may not be used solely to provide additional time to improve a grade.

The student and instructor must establish in writing the outstanding requirements and the deadline for completing them. Unless an extension is approved, all outstanding coursework and examinations must be completed within 7 calendar days after the last day of the course.

A student may request an extension from the Dean based on documented extenuating circumstances. The request must be submitted before the original deadline whenever reasonably possible. No extension may exceed six months from the last day of the course unless otherwise required by law or approved under an institutional accommodation.

After the student completes the outstanding requirements, the instructor will submit the final course grade. If the student does not complete the requirements by the applicable deadline, the INC will be converted to the grade specified in the written Incomplete agreement or, if no grade is specified, to an "F."

A student who misses a final examination or fails to submit a final paper without prior approval is not automatically eligible for an Incomplete and may receive a grade based on the work completed, including an "F," in accordance with the course syllabus.

Grade Appeals

A student who believes a final course grade was assigned incorrectly or inconsistently with the course syllabus or institutional policy may appeal the grade. A grade appeal is not a

reevaluation of an instructor's academic judgment solely because the student disagrees with that judgment.

The student must first discuss the concern with the instructor. If the matter is not resolved, the student may submit a written grade appeal to the Dean within 30 calendar days after the final grade was officially posted. The appeal must identify the grade being challenged, explain the basis for the appeal, and include any relevant supporting documentation.

The Dean will review the appeal and issue a written decision within 14 calendar days after receiving a complete appeal. If additional time is necessary, the Dean will notify the student in writing. The Dean's decision is final under the institution's internal grade-appeal process.

Final grades are maintained as part of the student's permanent academic record. A grade may be changed only in accordance with this policy or to correct an administrative or calculation error.

Make-up Examinations

Students are expected to take examinations as scheduled. A student who cannot do so must submit a Request to Reschedule an Examination, preferably before the examination date, and receive approval from the instructor.

A $50 fee applies when an examination is rescheduled for personal convenience and must be paid before the examination. The fee does not apply to approved accommodations, religious observances, documented emergencies, or other protected circumstances.

An unapproved absence may result in a grade of zero. Assignment and final-paper extensions are governed by the institution's late-work or Incomplete-grade policy. .

Pass/Fail

Unless there is specific notice, no courses may be taken on a P/F basis.

English Proficiency

English is the language of instruction and assessment at Maalot College. Applicants whose native language is not English, and who have not earned a degree or completed prior study at an institution where English is the principal language of instruction, must demonstrate college level proficiency in English before admission.

Maalot College accepts a range of recognized proficiency examinations and equivalency pathways. The current list of accepted examinations, minimum scores, exemption pathways, and submission instructions is published on the Maalot College website and is reviewed annually by the Dean in consultation with the Registrar. Official score reports must have been issued within two years of the date of application.

Applicants who meet the minimum accepted standard but score below the standard for full admission may be offered supported admission. Supported admission includes a reduced course load in the first term and required participation in academic writing support. Students in supported admission status are reviewed at the end of the first term and move to full standing upon satisfactory progress.

Name & Contact Info Changes

All students should use their legal name consistently on all correspondence, forms and documents. If the students change their name while attending Maalot, they must present a new social security card with the new name and the same social security number. Use the official Name Change document in order to make the change in the Maalot database. Students who change their contact information such as email or mailing address must notify the registrar.

Qualitative Standard

Matriculated students must maintain a cumulative grade point average (GPA) of at least 2.0, equivalent to a C average. Academic standing is evaluated at the end of each semester.

If a student falls below the satisfactory progress standards, the student will receive a warning. The warning period lasts for one semester and the student is expected to improve her academic performance. If the student does not succeed in reaching the SAP standard within the

warning semester, the Dean or relevant administrator will devise a study plan to enable the student to improve academic standing. This may include limiting the number of courses in which the student may enroll. If after the agreed upon time period, the student fails to meet SAP, the student may be subject to academic discipline which may include expulsion or suspension for the institution with no refund for the semester.

Quantitative Standard - Cumulative Grade Point Average

Students must pass ⅔ of the credit hours attempted or 67% of the courses attempted. This is calculated by dividing cumulative hours of credits completed successfully by cumulative hours of credits attempted.

Completion Ratio Repercussions for Federal Financial Aid are very specific. It is important to note that Maalot College, at this time, is not eligible for Financial Aid and therefore, these policies and procedures apply in an advisory capacity. They are included in this catalog since Maalot College students will be, at some point, eligible for Federal Financial Aid.

Degree Completion Requirements

Students must complete all program requirements before receiving their degree. This is best accomplished by working with an academic advisor who will advise the student in course selection for each semester until completion.

Students must fulfill all general education and Judaic studies requirements either in Maalot College or via transfer credits.

- All required courses for the major must be completed.
- The required number of upper level courses must be included in the degree.
- Students must have completed at least 25% of their credits through Maalot College.
- See program details for program specific graduation requirements.

Degree Program Requirements

Maalot offers courses of study leading to an AA and a BA. These degrees are suitable for students who wish to complete their college education in a variety of fields while retaining their personal standards of moral and ethical values.

The amount of time required to complete a degree varies widely from student to student and degree plan. Students are required to have an initial discussion with an academic advisor to help them plan their degree path balancing their goals, abilities, finances and time.

Transfer of Credit Policy

Maalot College will consider acceptance of up to 90 credits in transfer for the BA and 45 credits for the AA, according to fair and equitable criteria. This policy is in the college catalog and discussed with incoming students who enter the college with credits that they wish to transfer.

Maalot College accepts credits from colleges or universities that are accredited by an accrediting agency recognized by the US Department of Education.

As in generally accepted practice for transfer of credit, the course grade earned must be a C or higher to be considered for transfer. Maalot College accepts credits from foreign institutions if those credits are evaluated and recommended by a NACES recognized evaluation agency.

With regard to standardized tests, Maalot College accepts CLEP exams in transfer. NYU, Maalot Educational Network or Gratz Language Proficiency Exams. Credit awarded for equivalent learning, including test out credits, cannot exceed 25 percent of the credits required for an undergraduate degree.

Non-collegiate courses recommended by ACE, CCAP or NCCRS, may be accepted on a case-by-case basis, providing that they cover corresponding topics and reflect the same breadth and depth as similar Maalot College courses. When evaluating transfer credits, Maalot College prioritizes significant student-teacher interaction.

Students are aware that acceptance of credits earned at Maalot College is dependent on the receiving institution.

Section Nine

Transcripts & Student Records

In This Section

- Maalot Transcripts

Maalot Transcripts

Students may request an unofficial copy of their Maalot transcript during their studies. Students may request that an official copy of their Maalot transcript including all academic work completed at Maalot, be sent to a designated recipient. This request must be made in writing. Please allow a two-week turnaround time from receipt of transcript request. Rushed transcript requests are processed within 2-3 business days for an additional fee.

In order to request an official transcript, complete the transcript request form in the office. ONLY THE STUDENT may request that their transcript be sent to another college; transcripts are never forwarded to anyone without a student's express permission in the form of a transcript request form.

Before requesting an official transcript be sent to a college or graduate school, students should first check their courses to make sure that all courses are listed. Any INC (Incomplete grade) noted on the transcript automatically changes to an F if the missing material has not been submitted and graded within six months. It is the student's responsibility to make sure that the work has been completed.

If the student feels that the grade has been awarded mistakenly, it is the student's responsibility to appeal the grade within one month after it has been posted. Grades will not be changed after that time.

When a student requests a transcript to be sent to another college or graduate school, ALL courses will appear on the transcript.

FERPA Policy

The Federal Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) gives each student the right to know the following: what type of student records are maintained; who has access to these records and for what purpose; what are the procedures to access and review one's own records; how to amend any record which is inaccurate or misleading; and the cost of reproducing

copies of records from one's own file. At Maalot, academic records, including course grades and assignment and exam results, are maintained indefinitely. The assignments and exams themselves may be saved on the SLP and available to active students, but Maalot makes no guarantee as to their maintenance or the student's ability to retrieve them.

Students wishing to save their own assignments or exams are strongly encouraged to save them on their own computers and to please not rely on Maalot to maintain original copies of their assignment and exam submissions. Designated staff have access to secure academic records for any permitted school-related purpose. Students may access their academic records at any time by logging in to their student account. Students who were once enrolled but are now deactivated will still maintain access to their own academic records (i.e., courses taken and course grades) and their tuition and payment ledger. If the student notices anything about their records that they believe is inaccurate or misleading, they should please contact the Director of Operations with as much detail and specificity as possible and we will investigate the matter as expeditiously as possible.

Students may access and print their own academic records through Maalot's website at no cost. Students may also ask to be emailed an unofficial copy of your transcript at no cost. Students also have the right to control the distribution of information to others with the following exceptions: faculty and administrative staff of the school; local, state, and federal regulatory authorities: accrediting agencies; parents of dependent students; and release of information pertaining to health emergencies. Students who have questions or concerns regarding compliance with the Privacy Act are encouraged to contact the Dean. Maalot reserves the right to release certain directory information. Former students of Maalot have the opportunity to limit the release of directory information by notifying the office of student services in writing.

Students are eligible under the act to file a complaint with the address below if they believe that the institution did not comply with the requirements of the Act: U.S. Department of Education Family Policy and Regulations Office Federal Office Building, Number 6 400 Maryland Avenue, S.W. Washington, D.C. 20202.

Maalot maintains compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (amended in January 1975 and appearing in its final form in June 1976). FERPA defines

requirements designed to protect students' privacy concerning their educational records. The disclosure includes students' rights and the procedure to review their records and correct inaccuracies. Generally, student records will not be released to a third party without written authorization from the student, a lawfully issued subpoena or by judicial order. Educational records pertain to all records an institution maintains about a student.

If the student would like Maalot to share some or all of your academic or financial records with a parent, spouse, employer, or other designated person or persons, they can complete the FERPA form.

Graduation Requirements

In This Section

- Bachelor of Arts in Psychology
- Bachelor of Arts in Early Childhood Education
- Associate of Arts in Early Childhood Education

To graduate from Maalot College a student must complete the program requirements, which can be found in this catalog. All undergraduate programs require a grade point average of 2.0 and a 3.0 GPA in the required major subjects.

Bachelor of Arts in Psychology

Program Description: The Bachelor of Arts in Psychology is designed to enable students to observe and describe, understand and predict human behavior and psychological processes. The courses provide knowledge of the central concepts in major areas of psychology to enable students to apply their studies to understand the individual, personal development and behavior in social contexts.

Students will be able to understand and apply published research articles related to their studies. The courses are foundational courses for graduate studies or career opportunities not only in psychology itself, but also many related fields such as education, counseling and social work. Some courses are also required for fields in health services.

A minimum of 30 semester hours must be completed through Maalot.

Degree Requirement: 120 credits.

The Judaic Studies requirement may be fulfilled with Judaic Studies courses with no restriction on the number of lower level credits. Please refer to the transfer of credit policy in the catalog. These courses must be based on traditional and classic sources and may be in REL, PHI, LAN, TAL, OR ETH as they relate to Judaic Studies.

Program Learning Outcomes

At the completion of the Bachelor of Arts in Psychology, students will be able to:

1 Knowledge Integration

Develop and integrate knowledge of foundational theoretical models, historical trends, core principles, key concepts, and the diverse subdisciplines within psychology.

2 Critical Thinking

Critically, creatively, and scientifically formulate questions and evaluate psychological theories and empirical evidence. Distinguish among various research methodologies and their findings to draw well-founded conclusions.

3 Research Proficiency

Apply principles of research design and ethical practices to investigate psychological phenomena using experimental and non-experimental methods. Demonstrate proficiency

in hypothesis testing, including designing, conducting, analyzing, and interpreting psychological research.

4 Effective Communication

Communicate psychological research effectively through various formats. Demonstrate strong writing and oral communication skills by accurately reporting conceptual, methodological, and quantitative aspects of research, adhering to American Psychological Association (APA) standards.

5 Personal and Professional Development

Exhibit proficiency in self-awareness, interpersonal responsiveness, and effective, professional communication and collaboration skills in diverse settings.

6 Real-Life Application and Contribution

Apply psychological principles and research findings to address individual, communal, and societal challenges. Uphold ethical standards to promote positive contributions to personal well-being, community development, and societal progress.

Category	Course	Credits
Core Requirements	**English** English Composition I (ENG101) English Composition II (ENG102)	6 credits
	Math College Algebra (MAT121)	3 credits
	Natural Science Ecology (ECO101)	3 credits
	Social Science and History Macroeconomics (ECO111) Holocaust History: Selected Topics (HIS151)	6 credits
	Humanities Ethics of the Fathers (PHI280) Introduction to the Philosophy of Mitzvot (PHI299) Philosophical and Theological Foundations of Jewish Prayer (PHI374)	9 credits
	Social Responsibility and Diversity Ethical Interpersonal Communication (ETH299)	3 credits
Core Total		**30 credits**
Judaic Studies Requirement		**30 credits**
Psychology Major		**33 credits**

Category	Course	Credits
Required Courses	Introduction to Psychology (PSY101)	3 credits
	Developmental Psychology (PSY211)	3 credits
	Abnormal Psychology (PSY350)	3 credits
	Theories of Personality (PSY352)	3 credits
	Biopsychology (PSY374)	3 credits
	Introduction to Statistics (STA201)	3 credits
Electives (Choose 5)	Psychological Foundations of Education (PSY230)	3 credits
	Interpersonal Behavior in Small Groups/Group Dynamics (PSY282/SOC397)	3 credits
	Experimental Psychology (PSY322)	3 credits
	Industrial/Organizational Psychology (PSY363)	3 credits
	Social Psychology (PSY370)	3 credits
	Seminar in Social Psychology (PSY379)	3 credits
	Survey of Exceptional Children (PSY383)	3 credits
	Psychological Testing & Measurement (PSY392)	3 credits
	History and Systems of Psychology (PSY400)	3 credits
	Sociology of the Family (PSY460)	3 credits
Capstone (CST495)		**3 credits**
Electives		**27 credits**
	Total	**120 credits**

Bachelor of Arts in Early Childhood Education

Program Description: The Bachelor of Arts in Early Childhood focuses on children and their classroom (or daycare facility) in the context of their family, culture and community. The degree includes a range of courses in developmentally and culturally appropriate instruction and care.

The courses can lead to graduate studies or career opportunities in Early Childhood Education and related fields while providing enrichment in areas of personal interest.

A minimum of 30 semester hours must be completed through Maalot.

Degree Requirement: 120 credits.

The Judaic Studies requirement may be fulfilled with Judaic Studies courses with no restriction on the number of lower level credits. Please refer to the transfer of credit policy in the catalog. These courses must be based on traditional and classic sources and may be in REL, PHI, LAN, TAL, OR ETH as they relate to Judaic Studies.

Program Learning Outcomes

At the completion of the Bachelor of Arts in Early Childhood Education, students will demonstrate the following outcomes:

1 Child Development and Learning

Demonstrate an in-depth understanding of child development theories, stages, and milestones, and apply this knowledge to create developmentally appropriate and inclusive learning environments and experiences.

2 Curriculum Design and Implementation

Design and implement developmentally appropriate, evidence-based curricula and instructional strategies across key learning domains, including literacy, mathematics, creative arts, play-based learning, and social-emotional development.

3 Assessment and Data-Driven Instruction

Utilize diverse assessment tools and strategies to monitor children's progress, evaluate learning outcomes, inform instruction, and effectively communicate findings to families and stakeholders.

4 Health, Safety, and Wellness

Apply principles of health, safety, and nutrition to promote the physical and mental well-being of children. Develop and maintain safe, nurturing, and developmentally appropriate learning environments, and demonstrate preparedness for emergencies.

5 Creativity and Play

Foster creativity, play, and artistic expression as essential components of child development by designing environments and activities that encourage exploration, imagination, and innovation.

6 Diversity and Inclusion

Demonstrate cultural competence and responsiveness by creating inclusive learning environments that respect and address the needs of children with diverse cultural, linguistic, and developmental backgrounds, including those with special needs.

7 Family and Community Engagement

Build collaborative partnerships with families, schools, and communities to support children's holistic development. Implement strategies that foster family involvement, respect diverse family structures, and promote culturally responsive communication.

8 Program Leadership and Administration

Apply leadership and management skills to effectively administer early childhood education programs, including planning, evaluation, compliance with licensing standards, marketing, and personnel management, to ensure high-quality program operations.

9 Technology Integration

Incorporate appropriate technologies and digital tools into curriculum and instruction to enhance children's learning experiences, support diverse learners, and foster digital literacy and responsible technology use.

10 Professionalism and Ethical Practice

Exhibit professionalism, ethical decision-making, and reflective practices in early childhood education. Engage in continuous professional development and collaborate with colleagues to enhance teaching and learning outcomes.

Category	Course	Credits
Core Requirements	**English** English Composition I (ENG101) English Composition II (ENG102)	6 credits
	Math College Algebra (MAT121)	3 credits
	Natural Science Ecology (ECO101)	3 credits
	Social Science and History Macroeconomics (ECO111) Holocaust History: Selected Topics (HIS151)	6 credits

	Humanities Ethics of the Fathers (PHI280) Introduction to the Philosophy of Mitzvot (PHI299) Philosophical and Theological Foundations of Jewish Prayer (PHI374)	9 credits
	Social Responsibility and Diversity Ethical Interpersonal Communication (ETH299)	3 credits
	Core Total	**30 credits**
Judaic Studies Requirement		**30 credits**
Early Childhood Major		**33 credits**
Required Courses	Foundations of Early Childhood Education (ECE210)	3 credits
	Nutrition, Health & Safety in Early Childhood Education (ECE221)	3 credits
	Literacy Instruction in Early Childhood (ECE338) **OR** Teaching Math in Early Childhood (ECE340)	3 credits
	Introduction to Psychology (PSY101)	3 credits
	Developmental Psychology (PSY211)	3 credits

Electives (Choose 18 credits – limit of 2 Practicums)	Practicum in Early Childhood/Elementary Ed I (COP199)	6 credits
	Practicum in Early Childhood/Elementary Ed II (COP299)	6 credits
	Practicum in Judaic Studies Education (COP399)	6 credits
	Administration of Early Childhood Programs (ECE202)	3 credits
	Family & Community Partnership in Early Childhood Ed (ECE220)	3 credits
	Play & Creative Arts in Early Childhood (ECE240)	3 credits
	Classroom Management (EDU104)	3 credits
	Principles of Chassidic Education (EDU210)	3 credits
	Principles of Chassidic Philosophy on Methodology (EDU212)	3 credits

	Psychological Foundations of Education (PSY230)	3 credits
	Interpersonal Behavior in Small Groups/Group Dynamics (PSY282/SOC397)	3 credits
	Survey of Exceptional Children (PSY383)	3 credits
Capstone (CST495)		**3 credits**
Electives		**27 credits**
	Total	**120 credits**

Associate of Arts in Early Childhood Education

Program Description: The Associate of Arts (AA) in Early Childhood Education degree program prepares prospective teachers to serve as educators, tutors and assistants in the early childhood educational setting. The specific sequence of courses provide the basis for further education and starting positions in official small group or individual settings.

Degree Requirement: 60 credits. Practicums cannot be included. Many course combinations are possible.

The Judaic Studies requirement may be fulfilled with Judaic Studies courses with no restriction on the number of lower level credits. Please refer to the transfer of credit policy in the catalog. These courses must be based on traditional and classic sources and may be in REL, PHI, LAN, TAL, OR ETH as they relate to Judaic Studies.

Program Learning Outcomes

At the completion of the AA in Early Childhood Education, students will demonstrate the following outcomes:

1. **Child Development and Learning**
   Demonstrate an in-depth understanding of child development theories, stages, and milestones, and apply this knowledge to create developmentally appropriate and inclusive learning environments and experiences.
2. **Curriculum Design and Implementation**

Design and implement developmentally appropriate, evidence-based curricula and instructional strategies across key learning domains, including literacy, mathematics, creative arts, play-based learning, and social-emotional development.

3 Assessment and Data-Driven Instruction

Utilize diverse assessment tools and strategies to monitor children's progress, evaluate learning outcomes, inform instruction, and effectively communicate findings to families and stakeholders.

4 Health, Safety, and Wellness

Apply principles of health, safety, and nutrition to promote the physical and mental well-being of children. Develop and maintain safe, nurturing, and developmentally appropriate learning environments, and demonstrate preparedness for emergencies.

5 Creativity and Play

Foster creativity, play, and artistic expression as essential components of child development by designing environments and activities that encourage exploration, imagination, and innovation.

6 Diversity and Inclusion

Demonstrate cultural competence and responsiveness by creating inclusive learning environments that respect and address the needs of children with diverse cultural, linguistic, and developmental backgrounds, including those with special needs.

7 Family and Community Engagement

Build collaborative partnerships with families, schools, and communities to support children's holistic development. Implement strategies that foster family involvement, respect diverse family structures, and promote culturally responsive communication.

8 Program Leadership and Administration

Apply leadership and management skills to effectively administer early childhood education programs, including planning, evaluation, compliance with licensing standards, marketing, and personnel management, to ensure high-quality program operations.

9 Technology Integration

Incorporate appropriate technologies and digital tools into curriculum and instruction to enhance children's learning experiences, support diverse learners, and foster digital literacy and responsible technology use.

10 Professionalism and Ethical Practice

Exhibit professionalism, ethical decision-making, and reflective practices in early childhood education. Engage in continuous professional development and collaborate with colleagues to enhance teaching and learning outcomes.

Category	Course	Credits
Core Requirements	**English** English Composition I (ENG101) English Composition II (ENG102)	6 credits
	Math College Algebra (MAT121)	3 credits
	Natural Science Ecology (ECO101)	3 credits
	Social Science and History Macroeconomics (ECO111) Holocaust History: Selected Topics (HIS151)	6 credits
	Humanities Ethics of the Fathers (PHI280) Introduction to the Philosophy of Mitzvot (PHI299) Philosophical and Theological Foundations of Jewish Prayer (PHI374)	9 credits
	Social Responsibility and Diversity Ethical Interpersonal Communication (ETH299)	3 credits
	Core Total	**30 credits**
	Judaic Studies Requirement	**15 credits**
	Early Childhood Education Major	**15 credits**
Core Requirements	Foundations of Early Childhood Ed (ECE210)	3 credits
	Developmental Psychology (PSY211)	3 credits
Electives	Literacy Instruction (ECE338) OR Teaching Math (ECE340)	3 credits
	Early Childhood courses or EDU courses (no Practicums)	6 credits
	Total	**60 credits**

Academic Calendar

2026–2027 Academic Year

Fall, Spring, and Summer Semesters

Academic Period	Dates
Fall Semester	**September 7 – December 20, 2026**
Intersemester Break	December 21, 2026 – January 10, 2027
Spring Semester	**January 11 – April 25, 2027**
Intersemester Break	April 26 – May 9, 2027
Summer Semester	**May 10 – August 22, 2027**
Intersemester Break	August 23 – September 5, 2027
Fall 2027 Begins	**September 6, 2027**

Maalot College reserves the right to modify this calendar. Students will be notified in writing of any changes.

Course Descriptions

In This Section

Business/Accounting

Education

Early Childhood Education

English

History

Jewish Studies/Religion

Mathematics

Philosophy

Psychology

Natural and Physical Science

Note: Not all courses are offered every year. Courses open based on registration. Though many of these courses are not part of a degree program, they may be used as electives in other degrees.

Business/Accounting

ECO111 Macroeconomics

Course Description: Topics covered are: elements of supply and demand; measuring national output; consumption and investment; government fiscal and monetary policy (FRB); income distribution and wealth; and inflation and unemployment. Credit: 3 semester hours in Macroeconomics or Business.

Education

COP399 Practicum in Judaic Studies Education

Course Description: Topics covered, but not limited to, are: How to build a personal relationship with your students, lesson planning, Differentiated Course Description: learning style theories, students of differing abilities, Evaluation & Assessment: varieties of assessment (e.g. formative, summative etc.); assessment rubrics; how to provide effective feedback, Data-driven decision making-collecting, evaluating and applying collected data to make curricular decisions, grouping, seating and differentiated instruction decisions and more, classroom management, activating your students' critical thinking, active participation in the classroom. Credit: 6 semester hours in Education or Special Education.

Prerequisites: *Successful completion of PSY101, PSY211, ECE210, ECE221, ECE338 or ECE340, and EDU210 or EDU212.*

EDU104 Classroom Management

Course Description: Topics covered are: fundamentals of classroom dynamics, understanding children's behavior and their emotional needs, effective classroom management, and home-school communication. Credit: 3 semester hours in Education.

EDU210 Principles of Chassidic Education

Course Description: A study of the principles and philosophy of education through the lens and teachings of Chabad Chassidus. The course focuses on teaching as a mission, through the exploration of educational principles, policies, and practices sourced from traditional Jewish texts,

classical Chabad and modern Hassidic texts. Topics may vary. Credit: 3 semester hours in Education

EDU212 Principles of Chassidic Philosophy on Methodology

Course Description: A study of the fundamentals of methodology and guidelines for educators based on selected Chassidic philosophical texts. The course examines key concepts including the history of Torah education and the chain of tradition; teaching Hebrew reading as the foundation of Jewish education; and the role and halachos of parents in education. Credit: 3 semester hours in Education, Philosophy, Jewish Studies, or Religion.

SPE198 Approaches & Techniques of Educational Intervention I

Course Description: Topics covered are: diverse learning needs; Individualized Education Programs (IEPs); cultural and ethical considerations in interventions; principal intervention approaches and the techniques associated with them; the intellectual, physical, emotional, and external influences of successful intervention strategies; factors that foster healthy development within intervention milieus; and evaluation of selected approaches. Credit: 3 semester hours in Education.

SPE199 Approaches & Techniques of Educational Intervention II

Course Description: Topics covered are: components that make up the social systems of one's life; relationships between these various components; resources needed to assist individuals in special education settings; and various intervention approaches in times of crisis. Methods of instruction include lecture, discussion, and classroom activities. Credit: 3 semester hours in Education.

SPE299 Evaluation and Design of Integrated Intervention Project for Students with Diverse Needs

Course Description: Topics covered are: review of the various types of learning difficulties; technologies and computer software available for the special education population; application of computer software to specific learning difficulties; technology adaptations and modifications for children with special needs; and science and mathematics instruction using technology. Methods of instruction include lecture, discussion, classroom and computer activities, video presentations, and student presentations. Topics may vary. Credit: 3 semester hours in Education.

Early Childhood Education

COP199 A Practicum in Early Childhood/Elementary Education I

> Course Description: Topics covered are: course design, objectives and learning experiences; Bilingualism and Language in English speaking classrooms; the role of play in childhood development; appropriate physical and emotional learning environments; sensory processing; and effective communication strategies and skills for interacting with students. Topics may vary. Credit: 6 semester hours in Education. Credit: 6 semester hours in Education.
>
> **Prerequisites:** *Successful completion of PSY101, PSY211, ECE210, ECE221, and ECE338 or ECE340.*

COP299 A Practicum in Early Childhood/Elementary Education II

> Course Description: Topics covered are: course design, objectives and learning experiences; Bilingualism and Language in English speaking classrooms; the role of play in childhood development; appropriate physical and emotional learning environments; sensory processing; and effective communication strategies and skills for interacting with students. Topics may vary. Credit: 6 semester hours in Education.
>
> **Prerequisite:** *Successful completion of COP199.*

ECE202 Administration of Early Childhood Programs

> Course Description: The course explores essential principles and practices in the administration of early childhood educational programs. Emphasis is placed on the multi-dimensional role of the early childhood program administrator including leadership, management, and fiscal, legal, and technical responsibilities. Credit: 3 semester hours in Education or Early Childhood Education.

ECE210 Foundations of Early Childhood Education

> Course Description: Topics covered are: Examining child development from birth to 6 years, exploring developmental and learning theories, implementing curriculum in a classroom, modifying techniques for use with special needs children, evaluating children's progress, maintaining communication with families, implementing appropriate behavioral objectives. Credit: 3 semester hours in Education.

ECE220 Family and Community Partnership in ECE

> Course Description: Topics include the interplay between families, communities and early childhood educational programs, the teacher's role in establishing and maintaining collaborative relationships between the family, community, and school, creating partnerships which support student learning and well-being. Credit: 3 semester hours in Education or Early Childhood Education.

ECE221 Nutrition Health & Safety in Early Childhood Ed

> Course Description: A Practical and comprehensive study of the health, safety, and nutritional needs of young children. The course explores the interrelationships between health, safety, and nutrition and emphasizes the role of the educator in creating and maintaining an environment which promotes the wellbeing of children in their care. Credit: 3 semester hours in Education or Early Childhood Education.

ECE240 Play and Creative Arts in ECE

> Course Description: Topics covered are play and creative arts as a medium for cognitive and social emotional development in early childhood utilizing developmental theories and evidence based strategies to integrate creative arts and play to stimulate early childhood learning while meeting standards, differentiated instruction and when culturally appropriate- incorporating technology.
>
> Credit: 3 semester hours in Education or Early Childhood Education.

ECE338 Literacy Instruction in Early Childhood Education

> Course Description: Topics covered are current research, educational practices and materials utilized in early childhood literacy instruction. The course explores both the science and the art of teaching literacy with a focus on the practical application of theories, standards and strategies. Credit: 3 semester hours in Early Childhood Education or Literacy Education.
>
> **Prerequisite:** *ECE210.*

ECE340 Teaching Math in Early Childhood

> Course Description: Topics covered are strategies to promote, explore and facilitate mathematical thinking in young children within the context of cultural and ability diversity, instructional practices which reflect young children\s cognitive, linguistic, physical and social-emotional development.
>
> **Prerequisite:** *ECE210.*

> Special attention is given to teaching topics which help young learners make meaningful connections between math and their world and develop mathematical curiosity and strategies in ways that are playful and intentional. Credit: 3 semester hours in Education or Early Childhood Education

English

ENG101 English Composition I

> Course Description: Topics covered are: expository writing and basic techniques of the research paper. The course concentrates on staged development of a research project from topic selection, library use, thorough note-taking, outlining, drafting, to final writing. Credit: 3 semester hours in English.

ENG102 English Composition II

> Course Description: Topics covered are: expository writing and basic techniques of the research paper, personal essay development and examination of short stories and poems. Students learn basic library research and effective note taking. Additionally, students are required to write critical essays about a wide variety of topics, including short stories and poetry. Students also read several examples of published personal essays, and are required to write at least one personal essay. Credit: 3 semester hours in English.

History

HIS151 Holocaust History- Selected Topics

> Course Description: A study of the Holocaust and its aftermath from multiple perspectives, including the historical, Halachic, philosophical, economic, social, financial, and international angles of this tragic period. The course covers the major events leading up to the Holocaust until post war times, focusing on the human and Jewish Holocaust legacy. Credit: 3 semester hours in History.

Jewish Studies/Religion

CST495 Capstone

Course Description: Instruction is based on self-paced study synthesizing Judaic Studies with the student's major area of study. The monitored format includes periodic assignments and required completion date. Major topics include: definition and purposes of a Capstone; types of Capstone projects (research paper, creative project, applied project); research components; ethical research; plagiarism; annotated bibliography; Importance of background reading; crafting a thesis statement; and methodology. Methods of instruction include: required interaction and discussions with instructor, required text, supplemental readings, essay assignments, and homework. Topics may vary. Credit: 3 semester hours in Judaic Studies or the major area of study.

Prerequisites: A *minimum of 90 earned credits, including all required courses in the Early Childhood Education / Psychology major and the English core requirement.*

ETH299 Studies in Jewish Law: Ethical Interpersonal Communication

Course Description: Biblical and Rabbinic sources on verbal abuse and laws of slander, gossip, and the private and public exchange of information in Jewish Law. Methods of instruction include lecture, discussion and textual preparation. Topics may vary. Credit: 3 semester hours in Jewish Ethics, Religious Ethics, Judaic Studies, or Religious Studies.

REL206 Studies in Jewish Law: Laws of Shabbat I

Course Description: Topics covered include: Biblical source of melochos; categories of forbidden melachos; av and toldah; d'oraisa and d'rabbanan; meleches machsheves; psik reisha; plowing; planting; harvesting; gathering; threshing; winnowing; grinding; kneading; dyeing; cutting to size; cooking; yad soledes bo; ma'achal ben Drusa'I; kli rishon, sheni and shlishi; bein hashmashos. Topics may vary. Credit: 3 semester hours in Judaic Studies or Religious Studies.

REL231 Studies in Jewish Law: Dietary Law

Course Description: Topics covered include: classical laws of kashrut with particular emphasis on the modern practical applications. Topics may vary. Credit: 3 semester hours in Judaic Studies or Religion.

REL232 Studies in Jewish Law: Blessings

Course Description: Topics covered include: general principles of blessings, formal structures of blessings, Biblical and Talmudic sources of blessings, sequence of blessings, diverse types of

blessings, and blessings for life cycle events. Recitation of blessings in various situations (e.g. for another person, in vain, having forgotten to bless, change of place whilst eating). Topics may vary. Credit: 3 semester hours in Judaic Studies or Religious Studies.

REL233 Studies in the Book of Genesis

Course Description: Topics covered include: Creation of man; the Garden of Eden; creation of woman; Tree of Knowledge; man's sin, his denial, and punishment; Cain and Abel: their births and sacrifices; murder of Abel; Cain's confrontation with G-d, Cain's punishment; Tower of Babel; Sarah and Hagar; birth of Ishmael; Sodom; Jacob and Esau: the birth of the twins, the sale of the birthright, Isaac's blessings, and Jacob's encounter with the angel; Edom; Joseph and his brothers. Topics may vary. Credit: 3 semester hours in Hebraic Scriptures, Judaic Studies, or Religious Studies.

REL240 Studies in the Book of Psalms

Course Description: Topics covered include: analysis of the various Psalms in their historical context; themes and explications of selected Psalms in light of classical commentaries and rabbinic sources; significance of various headings; Psalms of Thankfulness; acrostic Psalms; nearly-acrostic Psalms; Psalms of the Steps; B'nei Korach; "sela"; Psalms for the days of the week; "Why have You forsaken Me?"; "Ashrei"; reasons for suffering; Divine Providence through natural and supernatural means; the mitzvah of joy in mitzvos; "Hallelujah". Topics may vary. Credit: 3 semester hours in Hebrew Bible, Judaic Studies, or Religious Studies.

REL244 Survey of Biblical Themes

Course Description: Topics covered include: The six days of Creation encapsulate the next 6,000 years, eizer k'negdo, the nature of spiritual trials, how discord spirals, why Lot and his family could not look back, Akeidah, Eliezer's signs, Rivkah's middos, Yakov, serenity vs. growth, precision of Divine Providence, the Plagues , Exodus, mitzvos involving Man and G-d are inseparable from mitzvos involving Man and Man, only one who has sinned intentionally will come to sin accidentally since G-d does not cause tzadikim to stumble, Nadav and Avihu, laws of kosher and non-kosher animals. Topics may vary. Credit: 3 semester hours in Hebrew Bible, Judaic Studies, or Religious Studies.

REL275 Chassidic Writings - Tanya I

Course Description: Topics covered are: the structure of Tanya, the basic terminology of Tanya, the Divine Soul, the self and the ways and means of achieving a closer understanding of G-d, self

and fellow man, the philosophy of Chabad as a practical manual for understanding of self-relationship

to fellow man, outlook on the world and relationship to Hashem, Unity of G-d, the interplay of emotion and intellect, “Nothingness,” “creation from nothingness, Gimatrias. Methods of instruction include lecture, discussion, and textual preparation. Topics may vary. Credit: 3 semester hours in Judaic Studies, Religious Studies, or Philosophy.

REL294 Studies in the Book of Ezra

Course Description: Topics covered include: Overview of the Book of Ezra; Cycles of Exile and Redemption; Causes of Destruction; The Sabbatical Year; Cyrus Permits Reconstruction; The Exodus from Egypt and the Return with Ezra; For Lack of Repentance; Remaining in the Diaspora; Reconstruction of the Altar; Sanctity of the Temple Mount; The First and Second Temples; The Commandment to Build the Temple; The Samaritans in Judea; Non-Jewish Participation in the Construction of the Temple; Hebrew and Assyrian Script; Significance of the Temple; Prophecy and Idol Worship; The Divine Presence Dwells Among Man; Dedication of the Second Temple; The Hebrew Months; Ten Tribes and Twelve Tribes; The Jewish People as One; Ezra the Scribe; The Men of the Great Assembly; Lineage; Intermarriage and Jewish Education. Topics may vary. Credit: 3 semester hours in Hebrew Bible, Judaic Studies, or Religious Studies.

REL295 Women in the Bible I

Course Description: Topics covered include: selected women in the Bible, based on proverbs 31 and the moral, practical and religious/philosophical implications of their lives and careers through study of the Scriptural, Talmudic and Midrashic sources. Topics may vary. Credit: 3 semester hours in Judaic Studies, Bible, or Religious Studies.

REL298 Women in the Bible II

Course Description: Topics covered include: Women of the Bible as role models using scriptural and Talmudic sources. Topics may vary.

Credit: 3 semester hours in Judaic Studies, Bible, or Religious Studies.

REL338 Midrashic & Aggadic Literature

Course Description: Topics covered include: attitudes toward midrashic and aggadic literature, literary forms in aggadic literature, rabbinic theology as reflected in the Midrash, esotericism and esotericism in aggadic literature, and a survey of major works of literature. Topics may vary. Credit: 3 semester hours in Rabbinic Literature, Religious Studies or Hebraic/Judaic Studies.

REL358 Studies in the Book of Leviticus

> Course Description: Topics covered include: The purpose of sacrifices; ritual purity and ritual impurity; sanctity; sacrifices and repentance; the sequence of events in Shemos, Vayikra and Bamidbar; milu'im; Nadav and Avihu; isarusa d'leila and isarusa d'letata; forbidden foods; avos hatumah; mikvah; leprosy; nega'im; the Yom Kippur service; se'ir la'azazel; vidui; kares; human responsibility to and for animals; reward and punishment in this world and in the world-to-come; dishonesty and theft; cursing the deaf; vengeance; grudges; "Love your neighbor as yourself"; the moon as the basis of the Jewish calendar; significance of the moon; shemittah and yovel; blowing the shofar. Topics may vary. Credit: 3 semester hours in Hebraic Scriptures, Judaic Studies, or Religious Studies.

REL359 Studies in the Book of Numbers: Texts

> Course Description: Topics covered include: The menorah: its construction, shape, the laws of lighting, why the mitzvah was given to Aharon; the Levites replacing the firstborn and the ceremony that took place at that time; the ages at which Levites can work; the sequence of events in Scriptures; Pesach in the midbar; traveling in the midbar; sounding the trumpets; deconstructing, traveling with, and erecting the Mishkan; the wars, trials, miracles and mitzvot of the time of traveling through the midbar. Topics may vary. Credit: 3 semester hours in Hebraic Scriptures, Judaic Studies, or Religious Studies.

REL396 Studies in the Writings of Rav Dessler

> Course Description: Topics covered include: The people and places that helped shape and disseminate Rabbi Dessler's philosophy; Free will; effects of Faith on worldly pursuits; the need for prayer; analysis of natural and supernatural phenomena; the relation between giving and love; obligation to share spiritual advantages; influence of surroundings on morality; ethics of individual, gratitude; the motivation to fulfill commandments; depth and superficiality of man; exile and redemption. Topics may vary. Credit: 3 semester hours in Jewish Philosophy or Religious Studies.

REL398 Advanced Topics in Prophets: Judges

> Course Description: Topics covered are: Hebron: who it was given to, its previous name, mourning for Moshe, Caleb's name, Osniel's name, Prayer, the cycle of the Book of Judges, mourning for Yehoshua, Aramaic, a nation's sar, Hebron, mourning for Moshe, Caleb, Osniel, G-d answers the

prayers of the broken-hearted, Amon and Moav, Devorah: song, palm tree, Sisera: his end, his mother, Gideon, the sun as a symbol of the temporal world, merits of the Forefathers, Dew: significance, difference between rain and dew, miracles, Ephod, Shechem, the necessity of self-knowledge in character growth, Jephtha, Human sacrifice, Samson: nazir, strength, parents, fox, jawbone, Delilah, sin, error, Philistines, Micha's idol, concubine of Giveah. Methods of instruction include lecture, discussion, and textual preparation. Topics may vary. Credit: 3 semester hours in Hebrew Scriptures, Judaic Studies, Literature or Religious Studies.

REL480 Jewish Holidays in Biblical and Talmudic Literature

Course Description: Topics covered include: Overview of the months of Elul through Tamuz, including their names, astrological symbols, and the Tribe and/or Hebrew letter associated with each month. Elul and repentance; Rosh Hashanah and the shofar; the Yom Kippur sacrifices; the Azazel sacrifice; Cheshvan, insights and events; Kislev and Chanuka; insights into the war with the Syrian-Greeks; Tevet, insights and events; fast days commemorating the destruction of the two Temples; the fast of the Tenth of Tevet; Shevat and Shabbat Shirah; the four "New Years" in the Hebrew calendar and the Fifteenth of Shevat; Adar; Moses' birth and passing on the Seventh of Adar; Parashat Zachor; the joy of Purim; Rosh Chodesh Adar II; Nisan; the date of the world's creation; Shabbat HaGadol; Birkat Ilanot and other mitzvot in Nisan; speech and Nisan; Hallel; Passover, supplementary study of selected topics; Iyar; Pesach Sheini and the Counting of the Omer; Sivan, insights and events; the Book of Ruth; the unique nature of Shavuot as the day the Torah was given at Sinai; Tamuz, insights and events; mourning the destruction of the two Temples. Topics may vary. Credit: 3 semester hours in Judaic Studies or Religious Studies.

REL499 Chassidic Writings - Tanya II

Course Description: Topics covered are: essential topics in Chabad Chassidus, such as: the Divine soul; the self, ways and means of achieving a closer understanding of G-d, self and fellow man; and penitence. Methods of instruction include lecture, discussion, and textual preparation. Topics may vary. Credit: 3 semester hours in Judaic Studies, Religious Studies, or Philosophy.

Mathematics

MAT121 College Algebra

> Course Description: Topics covered include: algebraic expressions, real and complex numbers, equations and inequalities, algebraic and graphic solutions, verbal applications and introduction to functions. Credit: 3 semester hours in Mathematics.

MAT231 Calculus I

> Course Description: Topics covered include: limits, derivatives, graphs using limits and derivatives, and verbal applications that use derivatives. Credit: 3 semester hours in Mathematics.

MAT232 Calculus II

> Course Description: Topics covered include: a continuation of Calculus I; antiderivatives, integration by u-substitution; areas as limits; the definite integral; area between two curves; volumes, length of plane curves; area of surface of revolution; logarithms and exponential functions; first-order differential equations; inverse functions; inverse trigonometric functions and their derivatives; integration by parts; and integration of powers of sine, cosine, secant, and tangent. Also included are verbal problems requiring the above concepts. Credit: 3 semester hours in Mathematics.

MAT320 Linear Algebra

> Course Description: Topics covered include: vectors, linear equations and systems of linear equations, matrices, vector spaces, basis and dimension, linear transformations, determinants, eigenvalues and eigenvectors, characteristic equation, diagonalization and general inner products. Credit: 3 semester hours in Mathematics.

MAT370 Discrete Mathematics

> Course Description: Topics covered include: logic, binary system, sets, functions, relations, equivalence relations, deduction, induction, recursion, algorithms in pseudocode, matrices, probability, graphs, connectedness, trees, paths, circuits, isomorphism. Credit: 3 semester hours in Mathematics, Business, Finance, Statistics, or Computer Science.

STA201 Introduction to Statistics

> Course Description: This is an introductory statistics course designed to give students the ability, skills and confidence to make meaningful statements concerning sets of data. They should

understand the important vocabulary of statistical statements and in which context they are applicable. They should be able to distinguish between valid and misleading statistical statements. Credit: 3 semester hours in Mathematics.

Philosophy

PHI280 Ethics of the Fathers

Course Description: Topics covered include: transmission of Torah, students, reward and punishment, chessed, particularism and universalism, meaning in challenges, the influence of surroundings, judging others favorably, jealousy, greed, the value of every person and every event, Interpersonal relationships, speech and silence in communication, gratitude, charity, altruism, selfishness, humility, asceticism, spirituality, Judicial ethics, Theodicy, eschatology. Credit: 3 semester hours in Philosophy, Hebraic/Judaic Studies, or Religious Studies.

PHI299 Introduction to the Philosophy of Mitzvot

Course Description: Topics covered include: the laws and customs of Shabbat, the blessings, selected prayers, and women's mitzvot. Credit: 3 semester hours in Philosophy, or Religious Studies.

PHI341 Iggros: Rabbinic Letters

Course Description: Topics covered include: Bibliographical information about each letter writer and his/her influence on Jewish history, the importance of knowing an author's historical context, major accomplishments, and the name by which he/she is known, the superiority of letters to published material in getting to know the author's mind, value of prayer, dual nature of trials, G-d responds in kind, spiritual aspirations and social life, fraternal love as the gateway to love of G-d, impact of Bais Yaakov on women of its generation and on ours, Purim as "letter" and personal message, G-dliness and Amalek, obligation to feel personal experience of the Exodus from Egypt, what Pesach celebrates, solitude and society, maintaining values even in hardship, modern idolatries, and growth-potential of milestones. Credit: 3 semester hours in Philosophy, Judaic Studies, Hebrew Bible, or Religious Studies.

PHI374 Philosophical and Theological Foundations of Jewish Prayer

> Course Description: Topics covered include: careful examinations of the texts of prayers, the purpose of prayer, intention and devotion during prayer, the Morning Prayer: its components, themes and laws. Credit: 3 semester hours in Religious Studies or Theology, Ethics or Hebraic/Judaic Studies.

PHI377 Studies in the Writings of Luzatto

> Course Description: History of the Ramchal; the Ramchal's systematic overview of how to learn Jewish theology; structure of Mesillas Yesharim – the objectives, the use of language according to the Ramchal; the purpose of creation; self-improvement as the means to come close to G-d; the body and the soul; man before and after the first sin; the material and the spiritual; the soul; the influence of the spiritual world on this world and the influence of the world on the spiritual world; the Sefirot; G-d's providence; the world-to-come; trials; the reason(s) for suffering; success of the wicked; the unique role of each individual; the concept of a heavenly court; Rosh Hashana; G-d's judgement and His mercy; four stages of humanity; different types of mitzvos; *Emunah* and *bitachon*; internal and external motivation; *menuchas hanefesh*; *daas Torah*; Topics may vary. Credit: 3 semester hours in Jewish Philosophy, Religious Studies, or Ethics.

Psychology

PSY101 Introduction to Psychology

> Course Description: Topics covered are: biological bases of behavior, perception, learning and memory, problem solving, mental health, psychological development, and social psychology. Credit: 3 semester hours in Psychology.

PSY211 Developmental Psychology I

> Course Description: Topics covered are: theory and research on physical, cognitive, emotional and social development from birth through middle childhood, Piaget's theory, Erikson's stages of psychosocial development, language and intellectual development. Credit: 3 semester hours in Psychology.
>
> **Prerequisite:** *PSY101 (BA programs).*

PSY230 Psychological Foundations of Education

> Course Description: Topics covered are: This course applies psychological concepts to learning and classroom instruction with an emphasis on teaching the whole child in their social context. Credit: 3 semester hours in Psychology.

PSY282/SOC397 Interpersonal Behavior in Small Groups/Group Dynamics

> Course Description: Topics covered are: groups, group formation and development, emergent group structures, mediating group processes, interpersonal power within groups, status and role, group tasks and group goals, groups in action, effective participation in groups, leadership styles. Credit: 3 semester hours in Psychology or Sociology.

PSY322 Experimental Psychology

> Course Description: This course is an introduction to research methods in psychology and social sciences. It provides an in-depth description of the characteristics of experimental, quasi-experimental, and non-experimental research approaches and an understanding of research design and evaluation. Included in the topics covered in this course are: scientific inquiry and the scientific method, hypothesis testing, research ethics, theory development, sampling, research design, experimental control, data analysis, and statistical significance. Students will learn how to review journal articles, analyze, and interpret research results, and conduct research ethically. They will design and conduct an original experiment and write an APA-style manuscript. Credit: 3 semester hours in Psychology.
>
> **Prerequisites:** *PSY101 and STA201.*

PSY350 Abnormal Psychology

> Course Description: Topics covered are: historical perspectives; major psychiatric (DSM-V) categories, causes and treatment; and the four major therapeutic orientations: Psychoanalytical, Biological, Cognitive-Behavioral, and Social Cultural. Credit: 3 semester hours in Psychology. **Prerequisite:** *PSY101.*

PSY352 Theories of Personality

> Course Description: Topics covered are: the nature of theoretical paradigms, major personality theories, development of normal and abnormal behavior, and historical influences on the development of various personality theories. Credit: 3 semester hours in Psychology.
>
> **Prerequisite:** *PSY101.*

PSY363 Industrial/Organizational Psychology

> Course Description: Topics covered are: history and science of industrial/organizational psychology, role of the industrial/organizational psychologist in job analysis, training and development in industrial/organizational settings, performance appraisal and feedback, motivation, attitudes, social dynamics, and stress in work settings, future trends in industrial/organizational psychology. Credit: 3 semester hours in Psychology.
>
> **Prerequisite:** *PSY101.*

PSY370 Social Psychology

> Course Description: Topics covered are: introduction to research and theory in social psychology, human processing of social information, social influence, persuasion and attitude change, social interaction and group phenomena. Additionally, students discuss the application of social psychological knowledge to current social problems. Credit: 3 semester hours in Psychology or Sociology.
>
> **Prerequisite:** *PSY101.*

PSY374 Biopsychology

> Course Description: Topics covered are: course introduces students to the basic principles of biopsychology, and to the fundamentals of the relationship between the nervous system and behavior. Included in the course content are topics such as research methodology in behavioral neuroscience, the structure and function of the nervous system and sensory and motor systems, brain mediation of physiological processes such as learning, emotion, and sleep, and neurological dysfunction and psychopathology. Credit: 3 semester hours in Psychology.
>
> **Prerequisite:** *PSY101.*

PSY379 Seminar in Social Psychology

> Course Description: Topics covered are: familiarizing the student with social psychological issues that pertain to children and adolescents, social psychological concepts such as motivation, self-esteem, gender differences, conformity, and aggression will be explored as they pertain to children and adolescents in educational contexts. Credit: 3 semester hours in Psychology.
> **Prerequisite:** *PSY211 or PSY370.*

PSY383 Survey of Exceptional Children

> Course Description: Topics covered are: Introduction to the study of exceptional children: laws and legislation regarding individuals with special needs, & early intervention, Regular Education

Initiative, learning disabilities, mental retardation, attention deficit and hyperactivity disorder, speech and language disorders, autistic spectrum disorder, hearing impairment, & visual impairment, emotional and behavioral disorders, physical disabilities and giftedness, the incidence of these phenomena, etiology, diagnosis and treatment, behavior management and intervention in the inclusive classroom. Credit: 3 semester hours in Psychology.

Prerequisite: *PSY101.*

PSY392 Psychological Testing and Measurement

Course Description: Topics covered are: assessments by intelligence tests and personality tests, both standardized and projective. The course also introduces educational, vocational, aptitude testing and interest inventories. Credit: 3 semester hours in Psychology.

Prerequisites: *PSY101 and STA201.*

PSY400 History and Systems of Psychology

Course Description: Topics covered are: exploring the development of the science of psychology, pre-scientific psychology such as mental healing, phrenology, the birth of the science of psychology including Wundt, Ebbinghaus, Scientific psychology in America, early schools of American Psychology, structuralism, functionalism, Applied Psychology in America, psychoanalysis, Freud; neo-Freudian (Adler, Erikson, Jung and Horney) behaviorism, radical behaviorism; social action and social change, gender differences, Gestalt and cognitive psychology. Credit: 3 semester hours in Psychology.

Prerequisites: *PSY101 and a minimum of 9 additional credits in psychology.*

PSY460 Sociology of the Family

Course Description: Topics covered are: an examination of definitions and varieties of families, family roles, relationships, and functions, problems facing the contemporary family, mate selection, divorce, death and remarriage, stress and conflict in family life, alternatives to the family and aging in the family, theoretical perspectives provide a framework for studying families. Credit: 3 semester hours in Psychology or Sociology.

Prerequisite: *PSY101.*

Natural and Physical Science

ECO101 Ecology

> Course Description: Topics covered are: general principles of environmental sustainability; Ecosystem dynamics, sustaining biodiversity within various types of ecosystems; analyzing the effects of climate on biomes and biodiversity; species interactions and population dynamics; effects of human energy use and agriculture on ecosystem; introduction to water resources. Credit: 3 semester hours in Introduction to Ecology.

Maalot College Code of Conduct

Please affirm that you have read and agree to abide by this code of conduct by signing the affirmation on your SLP.

Maalot College takes pride in the quality of its students and expects all members of the Maalot College community to behave in a respectful and dignified manner at all times.

As an institution that abides by the Torah values of honesty, respect for others, spiritual growth and moral ethics inform all activities and behavior of the Maalot College Board members, administration, faculty, staff and students.

Students who do not comply with the regulations for academic honesty are subject to disciplinary action which may include an “F” for the course and/or probation, suspension or dismissal from the program with no refund.