



# TALPIOT WOMEN'S COLLEGE

ACADEMIC CALENDAR 2010 – 2011





Talpiot is dedicated to education for Jewish women in an authentic Torah environment leading to increased employment opportunities.

## TABLE OF CONTENTS

1	<b>WELCOME TO TALPIOT</b> .....	5
1.1	Historical Overview .....	6
1.2	Academic Programs .....	6
1.3	Academic Affiliations .....	6
1.4	Registered Testing Centre .....	7
1.5	Academic Goals .....	7
2	<b>DEGREE PROGRAMS</b> .....	9
2.1	Education .....	10
2.2	Special Education .....	10
2.3	Speech Language .....	10
2.4	Accounting .....	10
2.5	Interior Design .....	10
3	<b>COURSES</b> .....	13
3.1	Jewish Studies ( <i>Limudei Kodesh</i> ) .....	14
3.1.1	Scriptural Exegesis & Languages ( <i>Tanach</i> ) .....	14
3.1.2	Legal Codes ( <i>Halacha</i> ) .....	15
3.1.3	Philosophy, Ethics and History ( <i>Mussar and Hashkafa</i> ) ...	16
3.2	Liberal Arts Prerequisite Courses .....	17
3.3	Specialization Areas .....	17
3.3.1	Education/Special Education .....	17
3.3.2	Speech-Language .....	19
3.3.3	Accounting .....	20
3.3.4	Interior Design .....	21
3.3.5	Additional Specialization Courses .....	23
4	<b>ADMISSION CRITERIA</b> .....	25
5	<b>COLLEGE REGULATIONS</b> .....	29
6	<b>TUITION AND FEES</b> .....	35
7	<b>TALPIOT ADMINISTRATION</b> .....	39
8	<b>IMPORTANT DATES 2010-2011</b> .....	40



# 1

## WELCOME TO TALPIOT

Talpiot Women's College is a unique, post-secondary academic institution, dedicated to providing education for Jewish women in an authentic Torah environment leading to increased employment opportunities.

Originally established in 1996 as Beth Jacob Academy, Talpiot today is a vital learning destination where students can enhance their skills, increase their knowledge and engage in challenging programs with work potential.

Talpiot provides students with the opportunity to earn a baccalaureate degree in several professional areas. Our degrees are also accepted at colleges and universities throughout North America.

The Talpiot experience aims to engender a sense of accomplishment and mission in our students enabling them to live up to the eternal ideals of the *Bais Yaakov* movement amid the challenges of the modern workplace.

The College is located in the Talpiot Wing, 410 Lawrence Avenue West, in the Bathurst Street and Lawrence Avenue West area, the hub of Toronto's vibrant Torah observant community.

Rabbi Akiva Stefansky, Dean of Beth Jacob High School, initiated the creation of Talpiot Women's College because he perceived, given the current environment, a need to provide some of his graduating students with appropriate employment opportunities compatible with Torah values. To realize this goal, Rabbi Stefansky established Talpiot in consultation with eminent Torah authorities, including HaRav E. M. Shach, *zt"l* (of blessed memory), and *ybbc"l* HaRav A. L. Steinman, *shlita*, in Bnei Brak, Israel.

The word Talpiot is a reference to the Holy Temple in Jerusalem, the focal point of the entire Jewish community. Talpiot is a combination of two Hebrew words, *tal* and *piyot*. *Tal* means hill, referring to the Temple Mount in Jerusalem, and *piyot* means mouths. Accordingly, Talpiot means the mount toward which we turn in prayer to G-d for our spiritual and material sustenance.

## 1.1 HISTORICAL OVERVIEW

Although a Jewish community existed in Toronto prior to Confederation in 1867, it was the post-Second World War immigration that generated the largest influx of Orthodox families and their need for many essential communal institutions.

By the 1950s, Jewish elementary schools were firmly established within the Toronto community. In 1960, Beth Jacob High School became the first secondary school in Ontario to provide Torah observant girls with comprehensive learning in both Judaic and secular studies.

Beth Jacob Teachers' Seminary, a post-high school institution, was created in 1969 to meet the burgeoning educational needs of the Orthodox community.

Within 25 years, further expansion was vital. In 1996, Beth Jacob Academy/Maalot Toronto, through its association with Maalot Yerushalyim, became an affiliate to the existing Beth Jacob institutions and provided Jewish women with post-high school and college level education. Because the student body was comprised mainly of young women with solid Judaic and secular education, Maalot Toronto was a unique learning institution, unlike any other in Toronto or throughout Canada.

In March 1997, a charter application was submitted to the Ontario Ministry of Education and Training, Universities Branch, for the creation of a new educational entity to be named Talpiot College, a combination of the Beth Jacob Teachers' Seminary and Beth Jacob Academy, that would receive theological degree-granting authority from the Ontario legislature. On December 16, 1999, the Ministry approved the founding of Talpiot College and on June 23, 2000, the Talpiot College Act received Royal Assent.

## 1.2 ACADEMIC PROGRAMS

Talpiot's program areas are designed to integrate the broad spectrum of student interests and skills with the demands of today's workplace environment.

Our program areas include:

- **Education**
- **Special Education**
- **Speech-Language**
- **Accounting**
- **Interior Design**

Talpiot is responsive to the changes and needs of the workplace. We review our programs and curricula on a regular basis to ensure students receive state-of-the-art instruction and practical guidance in their chosen fields. Over the years, Talpiot has offered several joint programs, such as Gerontology, Computer Graphics and Computer Programming, in conjunction with other institutions of higher learning.

We advise students to check with the Office of Academic Advisor regarding additional programs not outlined in this calendar that may be available for the 2010-2011 academic year.

## 1.3 ACADEMIC AFFILIATIONS

From its inception, Talpiot developed relationships with a variety of academic institutions throughout North America who appreciate our unique perspective on education.

Our partnerships provide students with broad-based educational opportunities, as well as exposure to the latest developments in various professions and academia. Universities and colleges across North America have accepted many Talpiot graduates into post-Bachelors and Masters Programs.

Talpiot's degrees are accredited by World Education Services (WES), one of the leading credential and transcript evaluation services in the United States and a member of the National Association of Credential Evaluation Services (NACES). Credit evaluations approved by WES, including Talpiot's, are recognized by approximately 2,000 universities worldwide.

Our connection with Charter Oak State College is of great importance to students seeking a Bachelor of Arts degree that is more widely recognized within the United States. We have successfully guided our graduates through the Charter Oak State College Bachelor of Arts program with a 100% transfer acceptance of Talpiot course credits.

## 1.4 REGISTERED TESTING CENTRE

Talpiot College is a registered testing centre for a variety of distance learning options including: College Level Examination Program (CLEP), New York University (NYU) Language Examinations, DANTES (DSST) Examinations, Excelsior College Examinations, and TECEP Examinations. To qualify for a specific Talpiot degree program, students can utilize these options to earn additional credits they may be lacking.

## 1.5 ACADEMIC GOALS

In addition to Jewish Studies, Talpiot's baccalaureate degree programs include a core curriculum in the Liberal Arts in areas such as Written Expression, Humanities, Social Sciences, Mathematics and Natural Sciences. As well, students have an opportunity to pursue their own interests and talents through a variety of advanced courses in different areas of specialization.

Talpiot's programs are designed to engage students in the complexities of the human mind and make them aware of deeper modes of thought and analysis. In the classroom, students are encouraged to put theory into pragmatic use by developing their insights and unique abilities and perspectives. Talpiot attempts to instil each student with the ability to:

- Speak and write with confidence, clarity and precision.
- Read and think critically. Recognize assumptions, weigh evidence, test assertions, examine the elements and merits of an argument.
- Develop the ability to learn and think independently.
- Attain knowledge of the scientific method of inquiry. Understand its strengths and limitations as a mode of analysis. Comprehend the fundamental laws governing physical phenomena and the patterns of human behaviour.
- Know the various forms of artistic and literary expression, as well as the creative process. Understand the disciplined use of imagination, structure and aesthetics.
- Be aware of mankind's most influential ideas. Attain a critical understanding of the values, assumptions and ideologies they represent.
- Know a foreign language with reasonable facility. Appreciate the greatly enhanced opportunity for communication inherent in every new language.
- Be attentive to history – the ideas, movements, people – that shaped our past. Understand the historical events that shape the present and can impact the future.
- Develop knowledge of and sensitivity to the moral and ethical dimensions that constitute thought and action. Develop the ability to make informed moral and ethical decisions.

## 2

## DEGREE PROGRAMS

Each degree requires a total of 120 semester hour credits. Three credits correspond to 39 hours of instruction. The 120 credits must be satisfied as follows:

1. 51 credits of Jewish Studies (see Section 3.1). Up to 36 credits may be transferred from a recognized Seminary program, at the discretion of the College. Jewish Studies (*Limudei Kodesh*) is an important cornerstone of all our programs.
2. 30 credits in Liberal Arts (see Section 3.2). This includes credits in Written Expression, Humanities, Social Sciences, Mathematics and Natural Sciences. The Talpiot program includes mandatory courses in English writing and research skills.
3. 39 credits in the Specialization areas of which six credits can be elective (see Section 3.3). For example, in the Education Degree program, students take a variety of courses in this chosen area, such as Curriculum Planning, Behavioural Management, as well as a Practicum in the classroom. Each program has its unique course requirements.

*“As a parent, I am very grateful that Talpiot afforded my daughter the opportunity to pursue advanced-level courses in an environment that is consistent with our values. The program was challenging but practical, and she was able to utilize her talents in a meaningful fashion.”*

S. M., TORONTO, ONTARIO

2.1 EDUCATION:

**Bachelor of Jewish Education:** This program is designed to provide technical knowledge and theoretical awareness. A compulsory Practicum requiring over 300 teaching hours provides invaluable experience in real classroom settings. Talpiot strives to match the particular educational environment with those skills and interests the student wants to develop. Talpiot's Practicum component has garnered widespread approval from educational institutions throughout the Toronto area.

2.2 SPECIAL EDUCATION

**Bachelor of Jewish Education (Special Education):** The classes in this program include specially designed instruction in the related services available to students with exceptionalities. Ideally, services are provided in an inclusive educational environment and are utilized in place of the school's standard educational program. Much of the format and structure used in General Education and the Practicum component are applicable in Special Education classes.

2.3 SPEECH-LANGUAGE:

**Bachelor of Jewish Family Services:** This program provides academic background and familiarity with pertinent professional terms and concepts. It introduces the knowledge and practical skills required for application to a Masters Program at a North American university. The faculty includes a team of highly skilled professionals, committed to providing students with their extensive clinical and academic experience.

2.4 ACCOUNTING:

**Bachelor of Judaic Studies (Accounting):** This program provides extensive instruction in the field of accounting and related subjects, with exposure to a wide variety of academic topics and practical issues. The accounting program has been designed to satisfy certain U.S. state board requirements toward professional designation as a Certified Public Accountant.

2.5 INTERIOR DESIGN

**Bachelor of Judaic Studies (Interior Design):** This program aims to provide a solid grounding in interior design fundamentals with a focus on design elements, drafting, space planning, drawing and rendering. Field trips and work study placements further enhance classroom instruction. Students can expect to develop the necessary skills to work within the residential, retail, or small-scale commercial design sectors.



# 3

## COURSES

The courses are organized into the following categories:

- Jewish Studies which include courses in Scriptural Exegesis and Languages (*Tanach*), Legal Codes (*Halacha*), and Philosophy, Ethics and History (*Mussar and Hasbkafa*)
- Liberal Arts and Sciences
- Specialization Programs



*"I was very impressed with the quality of instruction, as well as the balance between the secular and kodesh programs. I am currently working in early childhood intervention while raising my family. Whenever I speak with Bais Yaakov graduates, I highly recommend the Talpiot program."*  
G.E., LAKEWOOD, NEW JERSEY

### 3.1 JEWISH STUDIES (*LIMUDEI KODESH*)

#### 3.1.1 SCRIPTURAL EXEGESIS AND LANGUAGES (*TANACH*)

##### **Advanced Textual Analysis of Deuteronomy – JSS115**

Major topics: Jewish creed declarations and their philosophical implications, the Decalogue, charity, Biblical poetry and Moses' farewell oration.

##### **Advanced Textual Analysis of Exodus – JSS162**

Major topics: Enslavement and Redemption, Revelation, the Tabernacle and laws of the festivals.

##### **Biblical Themes – JSS303**

Major topics: Selected ethical, moral and theological themes from the Books of Genesis and Exodus.

##### **Advanced Textual Analysis of Leviticus – JSS312**

Major topics: Role and deeper rationale for sacrifices, concepts in the kashrut (dietary laws) structure, business and social behaviour, and the unique priestly code.

##### **Daniel: The Man, His Message and His Times I – JSS408**

##### **Daniel: The Man, His Message and His Times II – JSS410**

Major topics: Literary structure, language and history of the Book of Daniel, structures of history, apocalyptic revelations and their interpretations, Redemption, theodicy and eschatology.

##### **Esther: The Persian Era – JSS218**

Major topics: Historical era of the Persian Empire and its worldwide expansion. Using the Book of Esther, focus is on the underlying homiletic interpretation of the themes within this Book, and the significant theological implications applicable to contemporary society.

##### **Jeremiah: Prophecy in the Face of Destruction – JSS476**

Major topics: Historical and geopolitical context, Jeremiah's biography, false prophecy, symbolic prophecy, consolation, eschatology and universalism.

##### **Joshua: Bringing the Nation to its Homeland – JSS182**

Major topics: Conquest of the Land of Israel, division of land, tribal boundaries, the charge to Joshua, and review of the laws governing cities of refuge.

##### **Ruth – JSS206**

Major topics: Insights into the period preceding the birth of King David, laws of conversion, laws of Levirate marriage, and contemporary relevance of the themes within the Book of Ruth, such as internal religious disagreement, community standards, and the acceptance of the convert into the mainstream community.

##### **Samuel: Man, Prophet and King Maker – JSS259**

Major topics: Narrative of Samuel I and II, personalities of Samuel, Saul, David and other Biblical figures, moral and religious teachings implicit in the Biblical text.

##### **The Early Years of Jewish Independence – JSS188**

Major topics: Textual analysis of the Book of Judges examines the role of the judge and the king, the judgeship and Song of Deborah, Gideon's test of G-d, Jephtha's vow, the personality of Samson and the Nazirite Laws, and the idol of Micha.

##### **The Era of Isaiah – JSS319**

Major topics: Geopolitical context, Israel as the suffering servant, political prophecies, literary motifs, theophany, ceremonial duty and ethical character, theodicy and eschatology.

##### **The Lives and Times of the Early Kings of Israel I – JSS263**

##### **The Lives and Times of the Early Kings of Israel II – JSS327**

Major topics: Biographies of the Kings of Judah and Israel, split in the Kingdoms, personalities of Elijah and Elisha, exile of the 10 tribes and destruction of the First Temple.

#### 3.1.2 LEGAL CODES (*HALACHA*)

##### **Analytical Perspective of Jewish Blessings – JSL302**

Major topics: 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.

##### **Analytical Perspective of Jewish Dietary Laws – JSL289**

Major topics: Classical laws of *kashrut* (dietary laws) with particular emphasis on modern technological impact on *kashrut* observance.

##### **Analytical Perspective of the Laws and Customs of the Sabbath I – JSL101**

Major topics: Biblical and rabbinic sources for Sabbath observance including concepts of labour and rest.

##### **Analytical Perspective of the Laws and Customs of the Sabbath II – JSL103**

Major topics: Deeper analysis of the legal framework that governs Sabbath observance in contemporary society. Also addresses the issues facing Sabbath observance and the State of Israel.

##### **Analytical Perspective of Prayer I – JSS337**

##### **Analytical Perspective of Prayer II – JSS338**

Major topics: Prayer obligation, framework, traditions and laws governing central elements of daily prayers.

##### **Laws of the Sabbath: Advanced Concepts – JSL375**

Major topics: Full range of the 39 categories of *melakha* (work) and their contemporary application.

##### **Man, Family and Society – JSL333**

Major topics: Biblical and rabbinic sources on verbal abuse, laws of slander, gossip, and private and public exchange of information in Jewish law.

### 3.1.3 PHILOSOPHY, ETHICS AND HISTORY (*MUSSAR AND HASHKAFÁ*)

#### **Advanced Jewish Philosophy and Ethics – PHI444**

Major topics: Ideas of Rabbi Judah Loew of Prague vis-à-vis judicial integrity, the learning process, political leadership, definition of virtue, and a large selection of ethical and philosophical ideas.

#### **Approaching the Divine: Foundations of Jewish Prayer – PHI193**

Major topics: Examination of texts of prayers, setting of prayer, preparation for prayer, intention and devotion during prayer, and the *Shemonah Esreh* (Silent Prayer) – components, themes, laws and their explanations.

#### **Concepts in Jewish Education – PHI366**

Major topics: Attitudes toward Jewish education and educational philosophy as reflected in the Talmudic period, Eastern Europe in the 16th century, 18th century Chassidic ideology, *mitnagdic* (anti-Chassidic) thought, and 19th century Western Europe.

#### **Ethics as a Guide to Life – PHI212**

Major topics: Charity, altruism and selfishness, humility, asceticism, spirituality, judicial ethics, theodicy and eschatology.

#### **Fundamentals of Faith – PHI430**

Major topics: Examination of arguments for belief in G-d and the Divine origin of Torah.

#### **Introduction to Jewish Philosophy – PHI332**

Major topics: Free will, Divine Providence, eschatology, philosophy of *mitzvot* (good deeds), faith and reason, prophecy and existence of G-d.

#### **Jewish Philosophy: Interpersonal Relationships – PHI363**

Major topics: Examination of hatred, reproof, revenge, cynical and deceptive abuse, friendship, greed and charity.

#### **Serving with Joy: A Guide to Chassidic Thought – PHI402**

Major topics: Worship, prayer, Torah study, ritual performance, the Righteous Master, and conceptions of G-d.

#### **Studies in Luzatto: The Moral-Ethical Paradigm – PHI313**

Major topics: Moral values of vigilance, diligence, cleanliness, self-denial, purification, humility, fear of sin and holiness.

#### **Studies in Maharal: The Theocratic Method – PHI371**

Major topics: Reflection on the specific text to be studied comprehensively.

#### **Survey of Jewish Philosophy – PHI420**

Major topics: Approach of various schools of Jewish thought and their biblical/rabbinic roots, Maimonidean rationalism, Safed pietism, Eastern European mystical-rationalism, Lurianic mysticism, and Chassidic thought.

### 3.2 LIBERAL ARTS PREREQUISITE COURSES

All students are required to take six credits in English composition.

In addition, students must complete three to six credits in each of the following categories: Humanities, Social Sciences, Mathematics and Natural Sciences.

Talpiot is a testing centre for a variety of distance learning options. Students can utilize these options to earn additional Liberal Arts credits they may be lacking to qualify for a specific Talpiot degree program. These distance learning options include:

#### **CLEP (College Level Examination Program) Credits**

To allow for maximum flexibility regarding freshman credits, Talpiot accepts a maximum of 30 CLEP credits.

#### **NYU (New York University) Language Examination Credits**

NYU Language Examination Credits in a variety of languages, including Hebrew and Yiddish.

#### **Additional Credits**

DANTES (DSST) Examinations, TECEP Examinations, Excelsior College Examinations, Talpiot Hebrew Language Examination

### 3.3 SPECIALIZATION AREAS

#### 3.3.1 EDUCATION /SPECIAL EDUCATION

Students should see Section 3.3.4 for specialization courses that may be required for Education / Special Education programs.

#### **Behaviour Management – EDU 346 (*May also be used as Psychology Elective*)**

Explores the relationship between behaviour management, classroom instruction and student learning. Covers foundational principles and strategies for preventing behavioural problems. Teachers learn to establish classroom rules, procedures and enlist parental support for their behaviour management efforts. Presents framework for fostering cooperation, social skills and a sense of community in the classroom. Includes guidelines for teaching conflict resolution and peer mediation.

#### **Curriculum Development for Secular Studies – EDU255**

Addresses the analysis and appraisal of goals and procedures to create, evaluate and improve academic curricula. Emphasis on three key areas: Mathematics, Science, and Social Studies. Critical consideration applied to the understanding of theories, practices and the products of curriculum development.

#### **Curriculum in Education I – EDU101**

Introduces curriculum, instruction and assessment in the context of standards, accountability and their relationship to student learning. Investigates history, role and types of curriculum and instruction. Students explore interrelationships between curriculum, instruction and assessment, importance of alignment, connection to learning theory and learner variables, and necessity for differentiation to meet diverse student needs. Students examine and interpret their academic standards, as well as analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

**Curriculum in Education II – EDU 102**

Examines history, purposes and methods of assessment and explores curriculum and instruction. Addresses assessment implementation issues related to accountability, planning, and collaboration. Presents methods of recordkeeping, grading, reporting, use of assessment data, and test preparation. Students analyze, evaluate, modify and/or design assessments for specific content and purposes, as well as align assessments to curriculum and instruction as part of the design of instructional units and lessons.

**Educational Assessment – EDU323**

Examines assessment implementation issues related to the classroom. Strategies include authentic assessment (determining the current functioning of students and using this information to create lessons that fit the students' specific needs and goals), rubrics, and creation of formative and summative tests to reflect the learning that has taken place. Norm based testing is discussed.

**Foundations of Reading and Writing – EDU375 (*Required for majors in Education and Special Education*)**

Foundation course for all students. Emphasis on the linguistic and psychological bases of the reading process, stages in the development of reading ability and sequences of skill acquisition. Students study models of reading instruction, role of the classroom teacher of reading, and the forces influencing that role. Establishes a number of key concepts and understandings, as well as reading methodologies and practices that serve as groundwork for teacher decision-making in literacy instruction. Course activities and assignments promote student collaboration and reflection upon readings, tutoring experiences and other assignments.

**Introduction to Methodology – EDU103**

Introduces the fundamentals of understanding classroom dynamics and the varied techniques of effective classroom management.

**Lesson Planning for the Elementary School Professional – EDU306**

Incorporates a variety of ideas into effective lesson planning. Students analyze, evaluate and modify and/or design curriculum and instruction for specific content and purposes. Strategies to meet diverse student needs are presented.

**Practicum I – EDU 400****Practicum II – EDU402**

Consists of extensive student-teacher placements within the classroom or remedial setting, along with significant observation log requirements, and peer and supervisory assessments.

**Prescriptive Teaching of Religious Subjects – EDU224**

Focuses on providing the classroom and/or special education teacher with skills required to modify key components from mainstream religious instruction for special education students.

**Prescriptive Teaching of Secular Subjects – EDU243**

Focuses on providing the classroom and/or special education teacher with skills required to modify key components from mainstream secular instruction for special education students.

**Principles of Methodology – EDU104**

Introduces concepts of general educational methodology conveying theoretical and practical

principles of pedagogy, from pre-school through elementary level. Hands-on course offers guided practice in theory, as well as effective research-based teaching largely in the cognitive domain.

**Scriptural Teaching Skills Based on the Book of Deuteronomy – EDU105**

Develops skills required to be an instructor in Scripture.

**Teaching Religious Content Areas – EDU204**

Provides skills to construct an age/grade appropriate course of study for elementary students in religious instruction.

**Therapeutic Interventions – EDU212**

Surveys a wide range of key educational interventions. Weekly focus sessions include acquiring greater understanding of vital educational supports provided by physiotherapy, occupational therapy, speech therapy, art therapy, music therapy, CARD, therapeutic horseback riding for physically challenged children and Feldenkrais educational methodology. Field trips and hands-on experimentation are built-in.

**3.3.2 SPEECH-LANGUAGE**

Students should see Section 3.3.5 for specialization courses that may be required for Speech-Language program.

**Anatomical and Physiological Bases of Speech – SPE216**

Provides working knowledge of anatomical structure and physiological functioning of the human respiratory, phonatory, articulatory and resonance systems.

**Audiology – SPE305**

Provides history of audiology and familiarization with the pathologies and etiologies of hearing loss. Working knowledge of pure tone audiometry, speech audiometry and acoustic emittance.

**Clinical Methods and Observation in Speech and Language Pathology – SPE443**

Develops an understanding of and experience with the diagnostic and therapeutic processes.

**Disorders of Articulation and Phonology – SPE400**

Provides an understanding of phonology, articulation and speech perception. Working knowledge of various assessment procedures and intervention techniques.

**Introduction to Communication Disorders – SPE270**

Provides an overview of speech, language and hearing disorders in children and adults. Introduces students to the physical mechanisms of communication, and the identification and treatment of communication disorders.

**Language Disorders – SPE362**

Provides an understanding and working knowledge of the assessment and intervention strategies used for a language-disordered population.

**Neurological Basis of Communication – SPE455**

Introduces the base of communication within the central and peripheral nervous systems.

**Normal Speech and Language Development – SPE241**

Examines the basic understanding of normal speech and language development from pre-school through adolescence. Introduction to theories and components of language, and experience with language sampling.

**Phonetics – SPE401**

Provides an in-depth understanding of clinical phonetics and the skills necessary to produce phonemic transcriptions.

**Speech Science – SPE322**

Provides an in-depth understanding of the physical principles of speech and hearing. Emphasis on theoretical models of speech production and hearing perception. Introduces basic principles of diagnostic equipment and operation.

**3.3.3 ACCOUNTING****Advanced Financial Accounting – ACC401**

Provides a comprehensive study of the conceptual, technical and practical framework of accounting and financial reporting. Students attain a high degree of understanding of accounting, financial presentation and reporting, and acquire superior knowledge of underlying assets, liabilities and owner's equity. Topics include intercorporate investments and transactions, consolidation and accounting for income taxes.

**Audit – ACC476**

Examines auditing concepts and procedures in the context of financial reporting. Students understand the objectives and processes of assurance and other types of professional engagements, and their integral relationship to financial reporting. The primary focus is the technical and practical application of audit procedures. Topics include risk, internal control, audit objectives, reporting, professional standards, evidence and documentation.

**Computer Science and Management Information Systems – ACC234**

Emphasizes both technical and practical computer applications, as well as the integral role of computer-based information systems in management and accounting environments. Students develop a fundamental understanding of computers and their various capacities, computer applications, and information technology as an integral tool in corporate environments. Course focuses on computer systems, networks and telecommunications, information systems design and implementation, security and control, and the systems development process.

**Cost Accounting – ACC324**

Provides students with the fundamental technical knowledge of cost accounting, together with relevant practical applications in the context of cost accounting as a management tool. Students acquire a broad understanding of cost accounting, its distinction to corporate management, and its integration in management accounting. Topics include cost accounting fundamentals, job and cost processing, budgeting and control, and inventory costing.

**Economics – ACC315**

Focuses on the development of core knowledge and practical application of finance principles and practices in corporate and commercial environments. Students acquire a broad knowledge of these principles and practices, and the ability to apply them in the context of corporate

analysis and assessment. Focus includes the financial environment and its components, security valuation, capital structures and treasury management.

**Intermediate Financial Accounting – ACC301**

Emphasizes an in-depth understanding of the conceptual, technical and practical framework of accounting and financial reporting. Students acquire an in-depth understanding of accounting, financial presentation and reporting, and a working knowledge of underlying assets, liabilities and owner's equity. Topics include revenue and expense recognition, capital assets, investments and time values.

**Introductory Financial Accounting – ACC201**

Provides a broad conceptual, technical and practical framework of accounting and financial reporting. Students acquire a general understanding of accounting, financial presentation and reporting, and a working knowledge of underlying assets, liabilities, and owner's equity. Primary focus is the financial presentation and reporting of entities' underlying assets and liabilities. Topics include financial statement preparation, current and capital assets, current and long-term liabilities, and various reporting organizations.

**U.S. Business Law I – ACC388**

Introduces the legal environment manifest in specific bodies of law that impact business transactions, specifically business torts and laws of contract. Students gain an appreciation of legal frameworks and the ways in which courts set their agendas and make their decisions. Students learn to appreciate the legal environment of business, and know when a contract has been established, as well as its duties and the remedies for its breach. An appreciation of alternative dispute resolution in legal and ethical domains is also developed.

**U.S. Federal Taxation – ACC422**

Introduces a broad range of tax concepts and emphasizes the role of taxation in the business decision-making process, while providing knowledge of the interrelationship and differences between financial accounting and tax accounting. Students develop a broad understanding of federal taxation, including federal taxation in the context of financial accounting. Topics include methods of taxation, taxation of income, taxation in financial accounting, and various types of taxpayers.

**3.3.4 INTERIOR DESIGN****Advanced Colour Theory and Rendering INT240**

Focus on the understanding and application of the concepts inherent in Itten's Seven Colour Contrasts. Development of drawing rendering techniques for the production of drawings that realistically depict form, detail, light, shadow, texture and colour, using a variety of mediums.

**Advanced Drawing INT313**

Develops techniques of two point perspective drawing through which fully-rendered drawings can be created.

**AutoCAD I INT294**

Introduces basic commands in setting up a drawing. Focus on layers and linetypes, dimensioning, text and styles. Includes an introduction to Google Sketchup.

**AutoCAD II INT394**

Focus on Professional Office Standards as well as hatching, gradients, tool palettes, and creating commands. Includes professional presentations techniques using autoCAD.

**Colour Theory INT133**

Develops an understanding of colour, colour mixing, as well as the relationships between light and colour. Focus on the effective use of different colour mediums and on the application of colour laws.

**Commercial Space Planning INT222**

Provides an overview of corporate design and an understanding of workplace dynamics. Includes the study of barrier free facilities, workplace safety, building codes, and office furniture systems.

**Design Theory INT134**

Provides an appreciation of how elements of design impact space. Focus on individual factors of space such as line, texture, value, pattern, rhythm and harmony.

**Introduction to Freehand Drawing INT169**

Provides an overview of basic drawing concepts as well as an introduction to basic freehand sketching. Focuses on the use of proportion, perspective, light, shade and tone in a drawing while engaging in visual and volumetric thinking.

**Lighting Basics INT210**

Introduction to basic lighting concepts and the interaction of light and people. Focus on the different types of lighting and their properties. Includes an overview of circuiting and switching.

**Manual Drafting INT192**

Introduction to drafting equipment and materials. Focus on measuring and scaling physical spaces and objects, architectural lettering, lineweights, symbols, dimensions, notations, paralines, sections, elevations and plans.

**Materials and Furniture INT301**

Develops an understanding of natural versus man-made fibers, fabric construction, decorating application, measuring and calculating yardage, and price lists. Discussion regarding influential factors in the evolution of furniture design as well as different furniture styles and trends through history.

**Residential Space Planning INT122**

Introduction to residential working drawings and detailing. Focus on planning and designing a two story home. Provides an understanding of the physical factors that influence space.

**Retail Space Planning INT322**

Develops a familiarity with the process of retail space planning. Focus on merchandising, display, traffic flow and consumer dynamics.

**Sketching and Three Dimensional Drawing INT205**

Extension of basic drawing techniques into the third dimension. Focus on accurately scaled perceptions of finished interiors within the canons of proportion, scale, perspective, light, shade and tone.

**3.3.5 ADDITIONAL SPECIALIZATION COURSES**

The following specializations courses may be required in the Education, Special Education and Speech-Language programs.

**Developmental Psychology I – PSY142**

Major topics: Theory and research on physical, mental, emotional and social development from birth through mid-childhood, Erikson's stages of psychosocial development, language development, intellectual development and Piaget's theory.

**Developmental Psychology II – PSY243**

Major topics: Physical, cognitive, emotional, social aspects of various stages of adult development, transition from child to adult, marriage, career, raising a family, growing old and facing death.

**Educational Psychology – PSY304**

Major topics: Theoretical perspectives and research pertinent to classroom teaching, psychological evaluation of school achievement, and how children develop, interact and learn within educational settings.

**Introduction to Counseling – PSY301**

Major topics: Ethics in counseling, nature of helping relationships, counseling skills and techniques, goals in counseling, and necessary components of effective helping in a theoretical as well as practical framework.

**Introduction to Psychology – PSY100**

Major topics: Biological bases of behaviour, human intellect, personality, mental health, psychodevelopment, social psychology and major psychiatric (DSM-IV) categories.

**Psychological Testing and Measurement – PSY402**

Major topics: Characteristics of psychological tests, intelligence tests, aptitude and interest tests, and personality tests.

**Social Psychology – PSY220**

Major topics: Theory and research on how an individual affects and is affected by his/her social environment, membership in both formal and informal groups, conformity, prejudice, competition and cooperation, and a basic understanding of major principles and theories about the ways in which an individual is affected by the groups in which he/she belongs.

**Survey of Exceptional Children – PSY302**

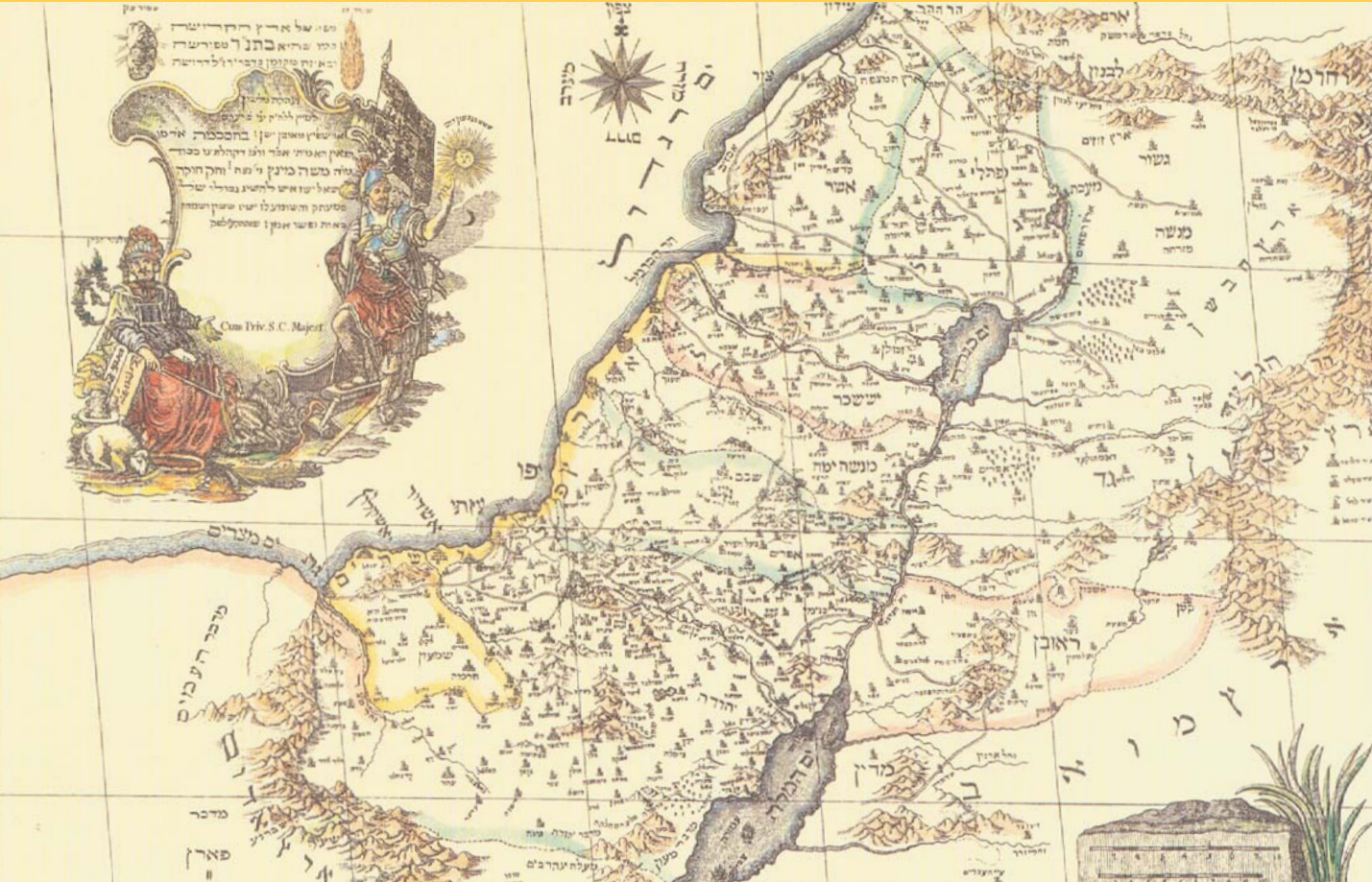
Major topics: Introduction to exceptionalities including gifted, learning disabled, intellectually challenged, autistic, hearing impaired, visually impaired, and speech and language disorders. Includes survey of causation, diagnosis, treatment, and suggestions for the classroom teacher.

**Theories of Personality – PSY401**

Major topics: Major personality theories, development of normal and abnormal behaviour, historical influences on various personality theories. Comprehensive view of the development of personality theory over the last 100 years.

# 4

## ADMISSION CRITERIA



*“My experience at Talpiot enabled me to earn a recognized college degree in the health field while adhering totally to the standards of Bais Yaakov. I highly recommend that any form of higher education be pursued within this environment.”*

R.G., TORONTO, ONTARIO

**COMMITMENT**

To fully appreciate our programs and thrive in our educational environment, applicants should identify with Talpiot's values and share the level of religious commitment that initiated the founding of this College.

**ACADEMIC REQUIREMENTS**

All applicants must have:

1. Successfully graduated from Grade 12 with an Ontario Secondary School Diploma (OSSD) or equivalent. Attained a minimum of six Grade 12 U or M courses including Grade 12 U English, and at least one Grade 12 U or M courses from one of the following disciplines:
  - Canadian and World Studies
  - Classical Languages and International Languages
  - French and Mathematics
2. Attained fluency in reading and understanding Hebrew texts and commentaries
3. Attended at least one full academic year at a recognized post-high school Seminary program

**ENGLISH PROFICIENCY**

All students must be proficient in English. They must have satisfactorily completed a Talpiot English Language equivalency standard or passed an independent test of proficiency, such as the CLEP (College Level Examination Program) examination in English Composition which includes writing an essay.

**OUT-OF-TOWN STUDENTS**

Out-of-town high school graduates who have obtained a High School Diploma with an outstanding academic performance are welcome to submit their applications to the Office of the Registrar.

**MATURE STUDENTS**

Mature students are welcome and encouraged to apply to the Office of the Registrar. Although there may be some flexibility in academic requirements, all applications must include:

- high school transcript
- resume of work experience
- letters of recommendation from previous employers
- letter of recommendation from the applicant's rabbi

**STUDENTS WITH LEARNING CHALLENGES**

Talpiot offers fair and empathetic consideration to applicants with documented learning challenges. On an individual, person-by-person basis, the Office of the Registrar will carefully review the student's ability to meet the required academic standards for the program selected.

**JUDAIC STUDIES CORE REQUIREMENTS**

All students must maintain an adequate ratio between their Judaic Studies and their secular courses regardless of their study program. All full-time students must successfully complete a minimum of five Judaic Studies courses to obtain credits in any general area of study. This requirement may be waived for married or mature students. Additional information is available at the Office of the Registrar.

**TRANSFER OF CREDITS**

Students with transcripts from a recognized post-secondary institution, including Seminaries, can request to transfer their credits into a Talpiot degree program, subject to the College's academic and evaluation requirements.

**GRADE REQUIREMENT**

Talpiot does not allow the transfer of a "D" grade or lower in any subject that appears on a student's Seminary transcript.

**TRANSCRIPTS**

Students have one semester following the completion of any course to inform Talpiot of an error in their transcript. They can request that an official copy, including all academic work, be sent to a designated recipient. Students can receive a student copy of their transcript.

**APPLICATION FORM**

All students must complete an application form available from:

Office of the Registrar  
 Talpiot Women's College  
 410 Lawrence Avenue West  
 Toronto, Ontario M5M 1C2 Canada  
 T: (416) 256-7233  
 F: (416) 256-0721  
 E: [information@talpiot.ca](mailto:information@talpiot.ca)  
 Website: [www.talpiot.ca](http://www.talpiot.ca)

All application forms must include the official transcript of academic record and an application fee of \$500.

To qualify for a \$200 reduction in application fee, the application must be received prior to May 31, 2010.

An out-of-town student must include two letters of recommendation and a medical form completed by her physician. Before her acceptance to Talpiot College is confirmed, she may be required to have a personal interview with the Dean or his designate.

All applications must be received no later than June 30, 2010.

# 5

## COLLEGE REGULATIONS

College regulations are designed to enhance the Talpiot experience and provide students and faculty with a shared understanding of expectations, authority and fairness.

Students are responsible for learning and observing all regulations and procedures required by the College, as well as those required by the program in which they are enrolled.

Under no circumstances will these regulations be waived or will exceptions be granted. A student who pleads ignorance of these regulations, claiming that an advisor or College authority did not inform her of a specific requirement, is not excused for misconduct.



*"I am currently pursuing a graduate program in special education after earning my degree at Talpiot. I feel well-prepared for this program and now I truly appreciate the knowledge and expertise imparted by the Talpiot instructors."*

R.L., BALTIMORE, MARYLAND



**REGISTRATION**

Prior to the commencement of any term, students must submit a Registration Form which serves as formal verification of the courses chosen for the upcoming semester.

**WITHDRAWAL**

After submission of the Registration Form, withdrawal from a registered course(s) requires the completion of a Withdrawal Form available at the Office of the Registrar.

If, for any reason, it is impossible for a student to complete a course(s) for which she has registered, the student must officially withdraw from that course(s). Students who stop attending a course(s) are not automatically withdrawn and may, in fact, receive an "F" grade for work not completed.

Withdrawals must be submitted before the commencement of the third week of the term in which the course is given.

**STUDENT RESPONSIBILITY**

Students must take sole responsibility to carefully review all information provided to them. They must ensure that they are properly registered and make certain that their qualifications meet the requirements of their program and courses.

Talpiot College reserves the right to change any provision outlined in this Calendar including, but not limited to, academic requirements for graduation, without notifying students individually. The College makes great effort to ensure that updated information is readily available at the Office of the Registrar so that all students can be advised of changes.

Students must take personal responsibility to keep apprised of changes in graduation requirements for their particular degree program.

**ATTENDANCE POLICY**

Regular attendance is an essential part of the learning process. Our faculty takes attendance at every class, and reports absence and lateness to the Office of the Registrar. A student must receive pre-approval for an absence from the course instructor and the administration.

If an absence is unexcused:

- Five percent (5%) of the final grade is deducted if absent for four instructional hours.
- Ten percent (10%) of the final grade is deducted if absent for five instructional hours.
- Fifteen percent (15%) of the final grade is deducted if absent for six instructional hours.
- Fifty-one percent (51%) of the final grade is deducted, thereby resulting in an "F" grade, if absent for seven instructional hours.

Students who have questions regarding this attendance rubric must contact the Office of the Registrar and not rely on exemptions issued by the course instructor.

No absence can relieve the student from the responsibility of acquiring class materials, completing assignments and writing exams.

**LATENESS POLICY**

If a student is late for the commencement of a class, she will be marked as a late arrival on the attendance sheet. Every two instances of lateness are equivalent to being absent for one instructional hour, as outlined.

**ACADEMIC PERFORMANCE**

All students are expected to put forth their best efforts to maintain a consistently high level of academic achievement.

**CLASSROOM CONDUCT**

All students must conduct themselves in a respectful, considerate manner and participate in class discussions and activities. They must arrive promptly to all classes, remain for the full duration, and refrain from distracting or disturbing behaviour.

To eat, chat – either to a fellow student or on a cell phone – or *daven* (pray) during classes is unacceptable and will not be tolerated.

Excluding emergency situations, cell phones, pagers, blackberries and other such devices cannot be used in the classroom.

**ACADEMIC HONESTY**

All work must be attributable to the student's own efforts unless properly acknowledged to be the work of someone else. Academic dishonesty, such as submitting another student's work as one's own, cheating on examinations and all forms of plagiarism are serious offences.

Students must give written credit for ideas or materials taken from other sources. Any passage, regardless of length, extracted from a magazine article, newspaper or book, must be enclosed in quotation marks and appropriately footnoted using accepted academic protocol.

**MAKE-UP EXAMINATIONS**

Students who do not have prior approval from the Office of the Registrar to be absent for any examination can schedule a make-up examination.

Students who do not take this make-up examination will receive a failing grade on the course. No exceptions to this rule can be implemented without the approval from the Office of the Registrar.

**DEAN'S LIST**

Every semester, full-time students who have achieved a scholastic average of 3.50 or higher are cited on the Dean's List. This award is recorded in the student's file, and a notation is entered on her Talpiot transcript.

**GRADING SYSTEM**

Talpiot uses a letter system of grading. The final grade for each course includes the compilation of course components and an assessment of the final examination. Grades A through D are passes. An F grade means failure. Failed courses may be retaken subject to College guidelines.

**TALPIOT GRADE/PERCENTAGE SYSTEM:**

A+	90-100%
A	85-89%
A-	80-84%
B+	77-79%
B	73-76%
B-	70-72%
C+	67-69%
C	63-66%
D+	60-62%
D	50-59%
No Credit	0-49%



**GRADE VALUES:**

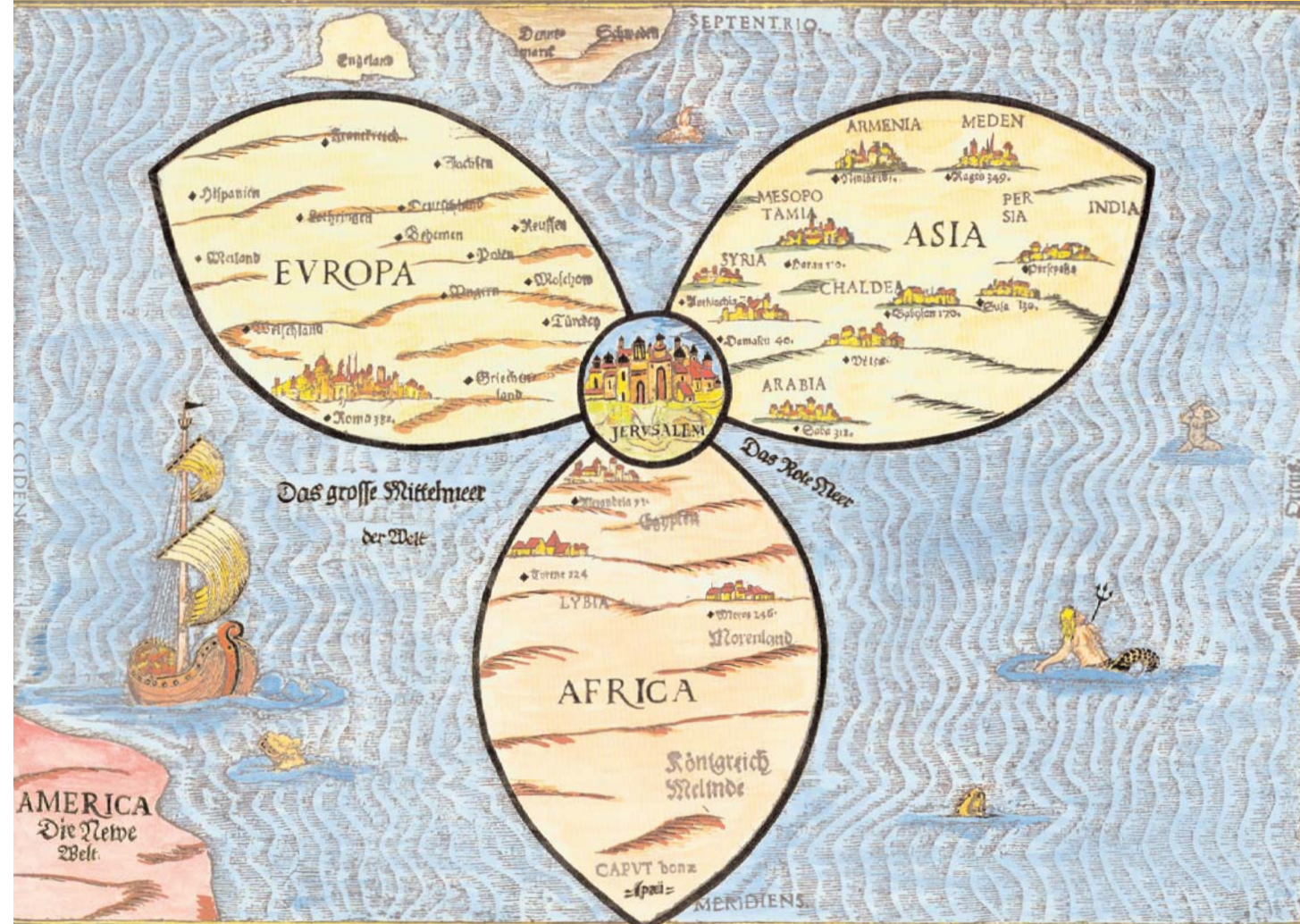
A	=	4
A-	=	3.666
B+	=	3.333
B	=	3
B-	=	2.666
C+	=	2.333
C	=	2
C-	=	1.666
D	=	1
F, FW	=	0

**STUDENT SERVICES**

To ensure that students enjoy a comprehensive, personalized learning experience, Talpiot assists them in overcoming any difficulties that may arise.

The Office of the Dean and the Office of the Academic Advisor are available to provide guidance and direction as the need arises. Most commonly, students seek assistance in such areas as academic pressure, meeting deadlines, degree selection options, choosing specific courses, distance learning opportunities, and credit transfers from prior studies.

Talpiot's Academic Advisor offers assistance to students in all courses, at all levels. As well, she serves as an essential resource to those women making the necessary adjustments from a high school curriculum to a College undergraduate program.



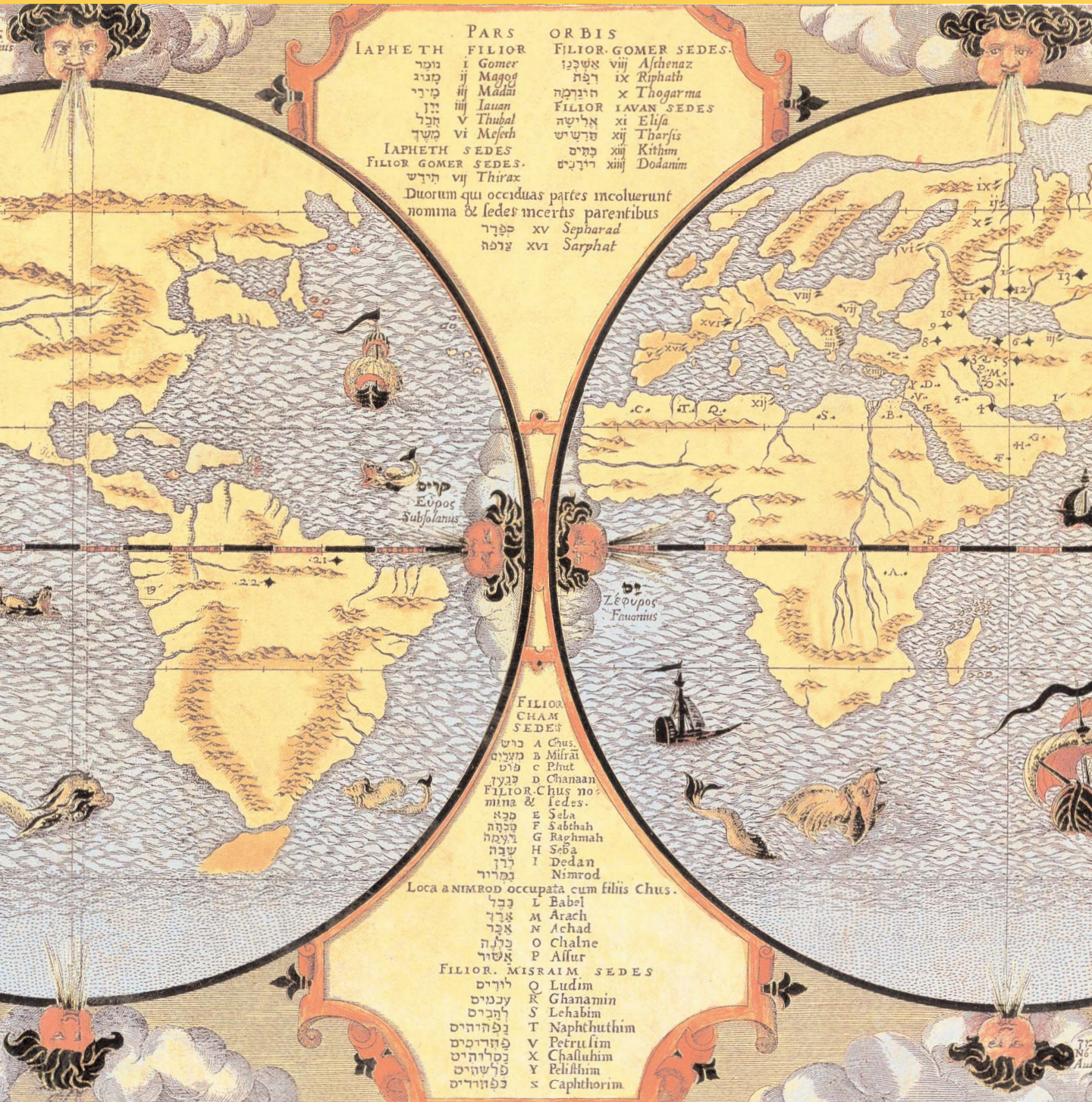
# 6

## TUITION AND FEES



*“My Talpiot degree enabled me to access various job opportunities in both Jewish education and graphic design. I am currently employed as a personnel supervisor in a frum design firm, and am very satisfied with my job and the prospects for advancement.”*

K.F., BROOKLYN, NEW YORK



**APPLICATION, TUITION AND CREDIT FEES**

Depending on the student's academic credits, the application fee, program tuition fee, and additional credit fees can all impact the total cost of education at Talpiot Women's College.

**APPLICATION FEE**

All application forms must include the official transcript of academic record and an application fee of \$500.

To qualify for a \$200 reduction in application fee, an application must be received prior to May 31, 2010.

All applications must be received no later than June 30, 2010.

**PROGRAM TUITION FEE**

The program tuition fee for the 2010/2011 academic year is determined by the program of study in which the student enrolls. All programs listed include five mandatory courses in advanced Judaic Studies.

Education . . . . .	\$11,500
Special Education . . . . .	\$11,500
Speech-Language . . . . .	\$13,500
Accounting . . . . .	\$13,500

Cost for any additional course . . . . . \$750

Talpiot College retains the right to revise this program fee structure without prior notice.

*Charitable donation receipts are not issued for tuition payments. However, a Tuition and Education Amount Certificate (T2202A) is issued.*

All cheques are payable to Talpiot Women's College. Full payment must be received before the term begins.

Four equal payments are required prior to admission to the first class and must be dated:

- September 1, 2010
- November 1, 2010
- January 1, 2011
- March 1, 2011

Talpiot reserves the right to penalize students, refuse access to class, withhold marks and/or to refuse to process transcripts, or assist students in any way, until all financial issues are settled to the College's satisfaction.

**MAKE-UP EXAMINATION FEE**

Students who do not have prior approval from the Office of the Registrar to be absent for any examination will be required to pay a \$25 fee before a make-up examination is scheduled and administered.

**ADDITIONAL CREDIT FEE**

Talpiot College is a registered testing centre for a variety of distance learning options. Students can utilize these options to earn additional credits they may lack to qualify for a specific degree program. Distance learning options include:

The College Level Examination Program (CLEP), New York University (NYU) Foreign Language Examinations and others, as outlined.

CLEP Tests . . . . .	\$72US
DANTES (DSST Exams) . . . . .	\$70US
TECEP Exams . . . . .	\$140US per credit
Excelsior College Exams . . . . .	\$295US
New York University (NYU)	
Foreign Language Exams (Hebrew, Yiddish) . . .	\$390US
Talpiot Hebrew Language Exam	
12 credits . . . . .	\$245CDN
16 credits . . . . .	\$300CDN

All fees are subject to change without notice.

On average, the cost for Talpiot students to take additional CLEP and Talpiot Hebrew Language credit examinations is between \$400US to \$500US.

**REFUND POLICY**

Talpiot has made a significant commitment to its educational partners in creating these programs, and therefore no refunds are issued after classes have begun.

**TEXTBOOKS**

Textbooks and learning materials are available for purchase or rental. Booklists and prices are available at the beginning of each term.

Students should budget between \$200 to \$450 for textbooks. Photocopies for course materials are approximately \$25 to \$30.

At the end of the term, students are required to return all rented books. Students will not receive a grade for any course in which textbooks or materials have not been returned.



# 7

## TALPIOT ADMINISTRATION

### RABBI YOSEF POSEN, ACADEMIC DEAN, TALPIOT WOMEN'S COLLEGE

Since the creation of Talpiot Women's College, Rabbi Yosef Posen has served as the College's Academic Dean. His varied responsibilities include academic program development and liaison with the Ontario Ministry of Colleges and Universities. In addition, he establishes relationships with universities world-wide to facilitate graduate studies and academic advancement for Talpiot students in all program areas.

Born in London, England, Rabbi Posen studied advanced Judaic Studies in Gateshead Yeshiva in Gateshead, England and Kollel Avreichim in Toronto. In 1982, he founded the Night Yeshiva, an adult facility designed for men with full-time employment to continue their Judaic studies on a part-time basis. He has an undergraduate degree in Judaic Studies from Maimonides College, a law degree from Osgoode Hall Law School, Toronto, and a Ph.D. in comparative law from Maimonides College. Rabbi Posen has worked as a lawyer for a major Toronto law firm, was a founding partner of a North York, Ontario law practice, and is a member of the Law Society of Upper Canada. As well, he served as a Federal government appointee on the National Parole Board in Kingston, Ontario.

### MRS. SARAH BELL, ACADEMIC ADVISOR, TALPIOT WOMEN'S COLLEGE

As the College's Academic Advisor, Mrs. Bell regularly draws upon her extensive teaching experience and academic background. She holds a B.A. from the University of Toronto, as well as a M.Ed. from Nippising University, Newmarket, Ontario location and a Teacher's Diploma from Jacob Perlman Teachers' Seminary in Toronto.

For over 20 years, Sarah Bell has been involved in education, primarily at the high school level. Her experience includes teaching Jewish Studies at the Hasmonean School for Girls, London, England, and at several Jewish Day Schools in Toronto. The majority of her teaching has been at Beth Jacob High School, Toronto, where she continues to work as an instructor in mathematics and a supervisor of extracurricular activities.

A valuable Talpiot College resource, Mrs. Bell provides constant guidance to students in many vital areas, including course selection, post-graduate programs and job prospects. As well, she is always researching additional programs and courses that can provide new avenues of opportunity, but are, at the same time, consistent with the goals and ideals of Talpiot and reflect the values of the student body.



## IMPORTANT DATES 2010-2011

Deadline for Registration .....	June 30, 2010
Orientation .....	August 31, 2010
Fall Term I Commences .....	September 1, 2010
Rosh Hashana .....	September 8 to 10, 2010
Succos .....	September 22 to October 3, 2010
School Resumes .....	October 4, 2010
Chanukah Vacation .....	December 2 to 6, 2010
School Resumes .....	December 7, 2010
Fall Term I Exams (Education) .....	January 17 to 21, 2011
Mid-Winter Vacation .....	January 24 to 28, 2011
Winter Term II Commences .....	January 31, 2011
Purim .....	March 17 to 18, 2011
Pesach Vacation .....	April 11 to April 27, 2011
School Resumes .....	April 28, 2011
Shavuos .....	June 7 to 9, 2011
Winter Term II Exams (Education) .....	June 24 to 28, 2011
Last Day of School .....	June 28, 2011

### BOARD OF GOVERNORS

Jerry Abraham  
Nathan Bleeman  
Menachem Brown  
Shmuel Hauer  
George Hofstedter  
Barry Reichmann  
Ephraim Reichmann  
Dr. Allan Seidenfeld

### ACADEMIC DEAN

Rabbi Yosef Posen, B.A., LL.B., Ph.D.



**TALPIOT**  
WOMEN'S COLLEGE

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